



Yet this has spawned what Richard Florida, the author of one of the three texts we will use, calls "the new urban crisis." Long-standing issues such as concentrated poverty and stark inequality have been exacerbated. The specter of gentrification and displacement highlights the tensions of who benefits from economic dynamism.

The class will emphasize what is and can be done to address these challenges. Who wields power? We will examine how the interplay of movements, interest groups, and institutional inertia shapes policies that directly affect the lives of millions. We'll explore new efforts to shift power and formulate and implement policies to create cities that work for everyone.

The course also emphasizes writing. This skill will be critical to you whether you seek to be an advocate, analyst or policy professional. Instead of academic term papers, you will be producing reviews, editorials, reports and interviews.

There's been a great deal of research and writing about urban problems in the past few years. Most of the readings for this course draw on up-to-date research and thinking. But we want to make space for new voices and welcome your contributions to that effort. At the same time, many of the urban problems we face today are not new. People have been thinking about urban problems for many years. We can learn a great deal from the urban thinkers of the past as well.

The major questions addressed in this seminar include the following:

1. As the U.S. has changed, so has the shape, function, and number of cities and metropolitan areas. How have these changes come about? How and why did the suburbs grow, especially after World War II? How has the physical shape of metropolitan areas -- its architecture, roads, residential areas, open spaces, factories, stores, offices, neighborhoods, downtowns -- changed? What impact have these changes had on how people live their lives?
2. Are there certain "urban" characteristics -- economic, social, political, psychological -- common to all cities and metropolitan areas? What i



I will keep lecturing to a minimum, instead seeking to weave my experience and insights into our class discussions. We will have several guests with the goal, again, of participating in lively interchange, rather than lecturing.

By the time you are my age, three out of every four people on the planet will live in urban areas. We want you to become informed, confident, and engaged citizens of the world you will be living in. Your effective and strategic action stems from a strong foundation of critical thinking skills. We want you to understand the amount of time, the commitment to analysis, and the depth of thinking it takes to consider any topic or issue thoroughly. In the end, We wish for you to become skilled, deep, and confident thinkers. All aspects of this course are designed to build these skills and habits because, in the long run, the person you become at the end of this class—or at the end of your career at Oxy— matters more than any grade you receive.

That said, grades are tools to spur your commitment to mastering the material in this course, a measurement of your engagement with the ideas and the skills you are developing.

Your grade will be based on the following:

1. Class participation: This class is primarily structured around reading, writing and critical thinking. Active class participation is key to your engagement with the material. 30% of your grade will be based on your class participation. You are expected to do the readings on time and contribute to class discussions. We will call on you whether you raise your hand or not.

You are also assigned three discussion questions and/or reaction comments based on the assigned readings to be posted on the Moodle site by 9 am the day of class. The class is divided into Tuesday and Thursday groups for these assignments.

Rubric for discussion questions/comments on the reading: When doing the reading, think about the issues you want to discuss in class and cite the readings that are the basis for your questions/comments.

Most of the readings are short articles with little or no technical jargon. A few readings are more difficult and will take more time to digest. In addition to the required reading/watching, I've included optional resources that you are encouraged to review. We encourage students to debate and disagree -- but to do so based on information and evidence as well as your own values.

- a. Extra credit is given for volunteer group reports for presentations to class.

- b. Class bike ride (optional): we will plan for an optional class bike ride to see urbanism in action in the Northeast Los Angeles area. More info forthcoming throughout the semester.
2. 30% of your grade will be based on written essay assignments based on the course readings and videos. UEP 301 is a junior writing seminar. You will be assigned three short (3 to 4 page) papers, based primarily on the readings.

One will be on a topic of your choosing, the second will be a newspaper editorial or op-ed; and the third will be a policy recommendation for elected officials. All papers should be typed, doublespaced. Proofread your papers. Check for correct spelling, punctuation, grammar. Put your names on the first page. Cite your sources in the essay (Author: Page Number) and in the bibliography (Author, Title, Publisher, Date) for the first paper. Examples or statistics should be used to illustrate your major points, not as a substitute for critical analysis.

The first assignment (due September 24) will be on a thesis of your choice based on the readings from the first six class topics: 1) How we got here: 20th Century cities; 2) What Shapes Cities?; 3) The New Urban Crisis; 4) How National Policy Shapes Cities; 5) Who Owns Our Cities? Economics Shape Everything Else; 6) Structure of Governance and Power. Drawing on the readings for these class sessions, choose a clear thesis you wish to assert (e.g., "Richard Florida fails to address the racial dynamics of gentrification in his book *The New Urban Crisis*" or "President Biden's ambitious housing plan is unlikely to be adopted" or "The Cheonggyecheon River restoration is a model for restoring the LA River.") Address counter-arguments to your thesis – are they valid and to what extent?

For the newspaper editorial or op-ed: On the Moodle site (below our class readings), there are examples of Los Angeles Times editorials to guide you on length and language. The assignment is to write 600-1000 words taking a stance for or against a particular policy choice. For simplicity, please choose a topic related to housing or homelessness (still a broad area.) You may draw from what we've covered in class. You may do some research on current controversies/proposals in the LA region. But take a position and defend it. As with the first paper, address counter-arguments to your thesis – are they valid and to what extent. This is not an academic or analytic paper. You are seeking to Still, it doesn't hurt to cite credible sources (but remember your audience is the general public when choosing who they might find credible.)

If you are not familiar with the terms, an editorial is the third person voice of the newspaper, written by one or more of the editorial staff. An op-ed is a personal opinion that reflects the author's own voice. You can write it as if you were an expert in the housing and homelessness field, or in your own voice as a student, reflecting your personal experience or viewpoint. But remember, this is written to a general (not a student) audience and you aim to be as persuasive in your tone, examples, and arguments as possible.

The third assignment (due December 8) will be a policy recommendation for elected officials. You will use the Santa Monica Policy Playbook as a resource. You will select and make a recommendation on a proposal to address affordable housing. We will go into

greater detail on the format and topic for this assignment in our class session on November 16.

First essay due by \_\_\_\_\_ ; Newspaper Editorial by \_\_\_\_\_ ; Policy Recommendation by \_\_\_\_\_

3. 15% of your grade will be based on your written observations and analyses of public events dealing with issues raised in the course – housing, displacement, the minimum wage, policing, zoning, transportation, public health and the environment, and other topics. You will be expected to attend two meetings, rallies, public hearings, or other public events, record your observations of these events, and write a short evaluation of the different perspectives and political sides of the issue. These events need to be off campus. Your write-ups should include not only descriptions of these events but also analysis, linked to the

tensions in Los Angeles, inspired by a real-life incident

" [Fruitvale Station](#)" -- a 2013 dramatic film based on events leading to the death of Oscar Grant, a young man who was killed in 2009 by a Bay Area Rapid Transit officer in Oakland.

" [Citizen Jane](#)" -- this documentary recounts the epic battle between "power broker" Robert Moses and visionary critic Jane Jacobs over bulldozing neighborhoods in New York.

" [City of Hope](#)" -- This is a fictionalized story about a real city in New Jersey and how white and black politicians, community activists, and developers promoted and fought against gentrification.

[Blade Runner](#) -- This 1982 Ridley Scott dystopian film projected what L.A. would look like in 2019

" [Do the Right Thing](#)" -- Spike Lee's famous film about daily life in the Brooklyn ghetto in the early phases of gentrification and has an Oxy alum as one of the actors.

" [Quinceañera](#)" -- a 2006 dramatic film, set in the LA neighborhood of Echo Park (not far from Oxy) in the early stages of gentrification. It follows the lives of two young [Mexican American](#) cousins who become estranged from their families.

[Chinatown](#) -- iconic 1974 film noir version of how LA got its water that won an Academy Award for best screenplay

" [The Pruitt-Igoe Myth](#)" -- This documentary tells the story of the transformation of the American city in the decades after World War II, through the lens of the infamous Pruitt-Igoe housing development and the St. Louis residents who called it home

" [Who Killed the Electric Car?](#)" -- a documentary that investigates the birth and death of the electric car, as well as the role of renewable energy and sustainable living in the future.

" [Taken for a Ride](#)" -- a documentary about why mass transportation declined dramatically in American cities in the 1950s and 1960s. You'll be surprised to learn the answer.

" [The Times of Harvey Milk](#)" -- a 1984 documentary about the first openly gay American to get elected to a major political office -- San Francisco's Board of Supervisors.

" [Daley: The Last Boss](#)" -- a documentary about Chicago Mayor Richard Daley, who ran the city like it was his fiefdom, earning him the reputation as a political "boss."

" [Building Hope](#)" -- a documentary about the history and accomplishments of community development corporations

[Detropia](#) -- a grim 2013 documentary as Detroit hit bottom with depopulation, disinvestment and bankruptcy.

" [Urbanized](#)" -- a 2011 documentary that introduces urban planning and design by interviewing some of the top thinkers and leaders in the field, and taking you around the globe to see how innovation in design has created better cities.

" [Boom](#) --

[LA Plays Itself](#) – a light-hearted 2003 litany of the ways Los Angeles has been featured in films.

[“ This Changes E verything”](#) -- Inspired by Naomi Klein’s book, the documentary presents portraits of communities on the front lines of the climate crisis, from Montana’s Powder River Basin to the Alberta Tar Sands, from the coast of South India to Beijing.

[“ Where To Invade Next”](#) -- Documentary filmmaker Michael Moore visits various countries to examine how Europeans view work, education, health care, sex, equality, and other issues.

Summary of assignments and assessment:

Assignment Name	Due Date (by 9am PT)	% of Course Grade
Essay 1: Topic of your choice	Friday Sept. 24	30%
Essay 2: Newspaper Editorial	Friday Oct. 22	
Essay 3: Policy Recommendation	Wednesday Dec. 8	
Public Event Report 1	By Friday Oct. 8	15%
Public Event Report 2	By Friday Nov. 12	
Film Review Paper	By Friday Oct. 29	10%
Elected Official Interview	By Wednesday Nov. 24	15%
Participation	Whole Semester	30%
Total		100%

All assignments are due by 9am PT on the day they are due.

Each student should turn in their own assignment, there is no group writing in this course.

You will turn in all assignments on Moodle. Assignments should be turned in online, on Moodle, in Microsoft Word or PDF, or handwritten and scanned to a PDF.

Grading rubric: A: 93-100; A-: 90-93; B+: 87-90; B: 83-87; B-: 80-83; C+: 77-80; C: 73-77; C-: 70-73; D+: 67-70; D: 63-67; F: 0-63.

### Late Assignment Policy

Timely submission of assignments is crucial for UEP 301. Late assignments derail faculty’s ability to provide timely grading and necessary comments on your project drafts.

Late assignments should be posted to Moodle. If assignments are late for more than 24 hours, they will be marked down one letter grade (e.g., from B to B-) for each 24-period that they are late.

We understand that things come up and especially this semester. If there is a health or medical issue, family emergency, or a similar situation, we recognize that these type of life issues can sometimes arise unexpectedly. If you are unable to turn the assignment in on time or attend class, please communicate to us and we will work out a plan. Similarly, if you must miss a synchronous class due to reasons of faith or conscience, please communicate with me as early in the semester as possible.



## Assignment Return Policy

Our commitment to you is to return graded assignments and post grades to Moodle within 1-2 weeks of receiving the assignments from you. If this has to change for some unforeseen reason, we will notify you.

The internet is a great way of connecting to the larger worlds of public policy. There are thousands of web sites that deal with social issues and thousands of advocacy organizations and political networks that have their own web sites. Here are several key sites with which you should be familiar. We encourage you to bookmark them so you can find them easily.

The Brookings Institution Metropolitan Policy Program (<http://www.brookings.edu/metro.aspx>), the Urban Institute (<http://www.urban.org>), and the Center for Budget and Policy Priorities (<http://www.cbpp.org>) are three outstanding research and policy centers focusing on urban issues. These websites are constantly being updated with new reports on a diversity of issues -- housing, transportation, welfare, banking, segregation, poverty, and other topics.



@Richard\_Florida One of our authors  
@ShaneDPhillips Another of our authors  
@JSadikKhan Janette Sadik-Khan is an illustrious Oxy alum, former Transportation head of NYCity and a fierce warrior for livable cities  
@Prof\_MPastor: Best California voice for social equity and political empowerment (at USC)  
@AHLALocal Abundant Housing LA advocates for all things housing  
@\_KennyUong\_ Quirky lover of LA and especially LA transit  
@tafarai Tafari Bayne is another unique LA voice, this one a Rec and Parks Commissioner from South LA  
@AlexforDowney Alex Contreras is a young non-binary activist who ran (and lost) in last Downey City Council race  
@awalkerinLA Alissa Walker is a prolific leftish writer on LA city stuff  
@Mas4LA **LA-Más is a non-profit urban design and community development organization focused on the Frogtown neighborhood**  
@TamikaButler is LA's pre-eminent voice for transportation equity  
@PeterDreier Used to teach this course and is a prolific participant in the struggles of the day  
@markvalli Prof. Valliantos is at Oxy and provides an eastside antidote to westside myopia  
@urbanistCole We don't actually follow him, but we hear he also teaches at Oxy

Course/College Policies and Support Services

Statement of the Shared Academic Integrity Commitment

*Academic Integrity is a shared community value. It is built around trust and respect between members of the*

*gender-based harassment, as a designated Responsible Employee, I must notify the Title IX Office. They will contact you to let you know about accommodations and support services at Oxy and reporting options both on and off-campus. You have no obligation to respond to the Title IX Office or to meet with them to discuss support services and reporting options.*

*If you do not want the Title IX Office notified, instead of disclosing this information to your instructor, either through conversation or a class assignment, you can speak confidentially with the following people on campus:*  
*Oxy's Survivor Advocate, Project SAFE ([survivoradvocate@oxy.edu](mailto:survivoradvocate@oxy.edu))*  
*Emmons Counseling (For appointments, call: 323-259-2657)*





confidential hotline at (323) 341-4141. To get connected to any of the free, confidential services at Emmons call (323) 259-2657 or schedule an appointment online at <https://myhealth.oxy.edu> using your Oxy login credentials.

If you'd like to take advantage of the [College's Academic Coaching](#) resource, which offers one-on-one sessions focused on supporting your time management skills, online learning strategies, and other study skills, you may schedule an academic coaching meeting by sending an email to [academiccoaching@oxy.edu](mailto:academiccoaching@oxy.edu). Share what you'd like to work on, and an academic coach will schedule an appointment with you within a few days.

The Library's Teaching, Learning, and Research Support (TLRS) offers [library research consultations](#) and [discipline-specific peer tutoring for coursework](#) and [language learning](#). We also offer peer-to-peer [support for learning technologies](#) from Moodle and Zoom to Adobe, app making, and ProTools. We also offer peer-to-peer support for learning technologies in the Critical Making Studio on the ground floor of the library (contact [dcoaguila@oxy.edu](mailto:dcoaguila@oxy.edu) for more information). *The Writing Center offers opportunities to work on all forms of writing for any class or other writing tasks such as personal statements, proposals, senior comprehensives, etc. We offer peer-to-peer consultations with knowledgeable Writing Advisers and sessions with Faculty Writing Specialists. For Fall 2021, most of our appointments will be synchronous in-person sessions, with some availability for Zoom virtual meetings and asynchronous feedback. We are located on the ground floor of the Academic Commons. See the [Writing Center website](#) for more information about our hours and how to sign up for appointments.* Please contact the Writing Center Director, Prof. Prebel ([jprebel@oxy.edu](mailto:jprebel@oxy.edu); x1307) for more information on how the Writing Center can work with you.

The [Intercultural Community Center \(ICC\)](#) seeks to uplift and support the experiences of students who identify as BIPOC, LGBTQIA+, low income or first generation college students. The ICC also aims to reduce institutional barriers for minoritized groups through intersectional programming, identity-specific services and structural resources. To learn more, contact [icc@oxy.edu](mailto:icc@oxy.edu), or reach out directly to Chris Arguedas, at [carguedas@oxy.edu](mailto:carguedas@oxy.edu).

### Family Involvement

As many of you are learning from home this semester, you may have family around who are willing and able to provide you with support. While general support is necessary and welcomed by many, in order to protect your academic growth and ensure the integrity of this course, this statement serves as a reminder that your work must be your own. While office hours are always available for students, they will not be available for parents/guardians/family members. As always, if your parent/guardian has concerns, they are welcome to [contact the Dean of Students office](#).

### *Land Acknowledgement*

Occidental College sits on the traditional territory and homelands of the Tongva people. Please click through to read more about the [Gabrielino-Tongva tribe](#) and about the practice of [land acknowledgement](#).









## PART TWO: GOVERNANCE AND POWER

Thursday, September 16 / Who Owns Our Cities? Economics Shape Everything Else [JACK CONROY TEACHES]

Watch this video before class:

Kinder Institute Forum: Henry Cisneros (60 minutes, but you can skip the first 10 minutes of introductions) [https://www.youtube.com/watch?v=dKVL1Kmrms&feature=emb\\_logo](https://www.youtube.com/watch?v=dKVL1Kmrms&feature=emb_logo)

Read before class:

\*Cole, "Who Takes Ownership of the City," Reimagine, (Spring 2010)

\*Florida, "The Diverging Economies of LA and San Francisco" (City Lab, April 25, 2016)

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Tuesday, September 21/ Structure of Governance and Power [JOINT SESSION, COLE TEACHES]

Read before class:

[\\*Svara " The Visionary Facilitator in City Hall and the County Courthouse" \(Presentation for ICMA President's Colloquium\)](#)

[\\*" Is Rick Cole's Resignation as Santa Monica City Manager a Canary in the Coal Mine for All Cities?" \(The Planning Report, April 19, 2020\)](#)

[\\*Holder, " Rising Star Mayor Who Championed Guaranteed Income Loses Hometown Race" \(CityLab, November 19, 2020\)](#)

[\\*" Common Issues and Pro/Con Arguments in Elections to Change Form of Government" \(Municipal Research and Services Center Fact Sheet\)](#)

[\\*Harney, " The Mayor Manager Conundrum" \(Governing Magazine, April 2004\)](#)

Optional Readings:

\*Judd & Hinze, " The Reform Crusades" – Ch.4 in *City Politics* 10<sup>th</sup> edition

Thursday, September 23 / City Budgets and Finances

Read before class:

Dreier *Place Matters* Chapter 6 – " City Limits: What Can Motown Teach Us About Wealth, Poverty and Municipal Finance?"

[\\*Cole, Four Horseman of the Fiscal Apocalypse \(Planning Report, April 29, 2020\)](#)

[\\*Mayor Garcetti's Proposed FY 20-21 Budget Summary](#)

[\\*Organizational Chart – City of LA "](#)

[\\*Detailed Departmental Budgets, Volume 1](#) Just read pp. 407-433 to familiarize yourself with the LAPD budget

\*Judd & Hinze, " The Metropolitan Battleground" – Ch.12 in *City Politics* 10<sup>th</sup> edition

Optional readings:

[\\*Meyerson, " The 'Blue'-ing of California" \(New Labor Forum, January 2020\)](#)

[\\*" Wealthiest Persons in Los Angeles, 2018" \(LA Almanac\)](#)

[\\*" Largest Employers in Los Angeles, 2018\) \(LA Almanac\)](#)

[\\*" LA At a Glance: Leading Economic Institutions"](#)

[\\*Friedersdorf, " A fter 40 years, Proposition 13's Failures are E vident" \(LAT, June 4, 2018\)](#)

[\\*Goldberg, " A fter 40 years, Let's Finally Reform Proposition 13" \(CalMatters, March 31, 2019\)](#)





\*[Johnson, "I'm a conservative who moved to a liberal city and I was surprised to see my views change on several issues" \(Business Insider, August 7, 2019\)](#)

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Amanda Taub. "[The Real Story about Fake News is Partisanship](#)" *New York Times*, January 11, 2017.

Maya Kosoff. "[Can the Post-Trump Internet Ever be Fixed](#)" *Vanity Fair*, December 18, 2018.

Jonathan Stray. "[How Much Influence Does the Media Really Have Over Elections? Digging into the Data](#)" *Nieman Lab*, January 11, 2016.

Matt Taibbi. "[We Need a New Media System](#)." Jan 11, 2021.

Matt Taibbi. "[The American Press Is Destroying Itself](#)." Jun 12, 2020.

## PART THREE: ORGANIZED COMPLEXITY

Tuesday October 19 / Cities, Suburbs & Regions

Watch these videos before class:

SCAG 2012 Compass Blueprint Intro (3 minutes) <https://vimeo.com/40259535>

Bruce Katz: The Global Metropolitan Revolution (18 minutes) <https://youtu.be/8ou-bkgjVN4>

Read before class:

Florida, *The New Urban Crisis* pp. 87-166



Watch these videos before class:

"Defying the Crisis - The Spanish Collective Mondragón"

<https://www.youtube.com/watch?v=zaJ1hfVPUe8&feature=youtu.be> (5 minutes)

Cyclovia: Bogota, Columbia <https://vimeo.com/12564994> (10 minutes)

Revitalizing a City by Revitalizing a Stream <https://youtu.be/NJkZYCiXRAw> (11 minutes)

Read before class:

[\\*Peters, "Paris Mayor has dream of the 'Fifteen Minute City' \(Fast Company, January 29, 2020\)](#)

[\\*Adler "Stories of Cities 37, How Radical Ideas Turned Curitiba Into Brazil's Green City" \(Guardian, May 6, 2016\)](#)

[\\*Gelman "What If Citizens Set City Budgets?" \(World Resources Institute, June 18, 2018\)](#)

[\\*Euklidiadas, "Xiong'an, China's self-](#)

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Go to this website ("What P



Optional reading:

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Tuesday, November 16 / Promoting Equity: How Policy Gets Made

Read before class:

[\\*Santa Monica Policy Playbook](#)

Guest Speaker: Santa Monica Deputy City Manager Anuj Gupta

Thursday, November 18 The Affordable Housing Crisis: Rent Burden & the Market

Read before class:

Phillips, *The Affordable City* pp. 1-60

[Ellen, O'Regan, and House, "Housing Policy Must Change in Wake of COVID-19" \(Shelterforce, March 24, 2020\)](#)

Optional reading:

[\\*Out of Reach 2019, NLIHC](#)

[\\*"LA: Out of Reach in 2018" \(SCANPH\)](#)

[\\*Kimberlin, "California's Housing Affordability Crisis Hits Renters and Households With the Lowest Incomes the Hardest" \(California Budget and Policy Center, April 2019\)](#)

[\\*Khoury, "Sky-high rents and home prices are making it hard for Southern California businesses to attract workers" \(LAT, February 22,](#)

[2018 https://www.latimes.com/business/la-fi-housing-costs-economy-20180222-story.html](https://www.latimes.com/business/la-fi-housing-costs-economy-20180222-story.html)

[\\*Tenants Together, "Evictions in California Are Triple Previous Estimates" \(Portside, June 25, 2018\)](#)

[\\*"Three Out of Four Low-Income At-Risk Renters Do Not Receive Federal Rental Assistance" \(Center on Budget & Policy Priorities, August 2017\)](#)

[\\*"Federal Rental Assistance Fact Sheets" \(Center on Budget and Policy Priorities, December 10, 2019\)](#)

[\\*Mejorado and Gilliland, "Rent Strikers" \(California Sunday Magazine, Nov. 28, 2018\)](#)

[\\*Smith, "Yep, Rent Control Does More Harm Than Good" \(Bloomberg, January 18, 2018\)](#)

[\\*Deier, "Should California Expand Rent Control: Yes" \(CalMatters, Sept. 12, 2018\)](#)

[\\*Clark, "Should California Expand Rent Control: No" \(CalMatters, Sept. 12, 2018\) \(on the same pdf as above\)](#)

## Tuesday, November 23/ Gentrification

Watch slide show before class:

50 Years of Gentrification: A Timeline" (The Next City)  
<http://nextcity.org/gentrificationtimeline#intro>

Watch these videos before class:

"City Rising." <https://www.kcet.org/shows/city-rising/city-rising-broadcast-episode> (one hour)

"Gentrify? No! Gentrify? Si!"  
<https://www.nytimes.com/video/us/100000002371527/gentrify-no-gentefy-si.html?action=click&gtype=vhs&version=vhs-heading&module=vhs&region=title-area&cview=true&t=2> (4 minutes)

\*Anbinder, "The Pandemic Disproved Urban Progressives' Theory About Gentrification" (The Atlantic, January 2, 2021)



[\\*" Chew, "Luxury Housing Is Making Our Housing Crisis Worse" \(Truthout, November 7, 2018\)](#)

Thursday, December 2/ Summary: A City That Works for Everyone

Read before class:

[\\*Milk, "A City of Neighborhoods" Speech, 1978 \(Milk, Black and Morris \*An Archive of Hope: Harvey Milk's Speeches and Writings\*, University of California Press, 2013\)](#)

[\\*Manjoo, Why Should We Ever Return to Working and Living So Close Together \(NYT, December 22, 2020\)](#)

[\\*Fulton, "Here's what our cities will look like after the coronavirus pandemic" \(Urban Edge, March 26, 2020\)](#)

[\\*Fulton, "How the Covid-19 Pandemic will change our cities" \(Urban Edge, March 29, 2020\)](#)

[\\*Mazumder, "A City That Works for Everyone: Reflections on the Necessity of an Intersectional Urbanism" \(Blog, September 24, 2017\)](#)