Geography 2400H: Economic and Social Geography, spring 2021
Tuesdays and Thursdays, 12:45-2:05, *online 1ˢᵗ 2 weeks*, *Denney 311 beginning Jan 26*

Instructor: Nancy Ettlinger, she/her/hers (Professor, Geography), 1144 Derby Hall, 614-292-2573; ettlinger.1@osu.edu
       please contact me directly by email (<u>not</u> via Carmen)

Office hours: Due to wide-ranging schedules among students, it makes sense to schedule office hours *by appointment* rather than fix office hours to a particular time when many students are unavailable. To set up an appointment, please let me know before or after class, or by email. *Under covid conditions, appointments normally will take place by zoom or telephone; if necessary, face-to-face meetings can be arranged; I will need to locate an available classroom because faculty offices do not meet space requirements.*

Canvas page for course: go to https://carmen.osu.edu/, login, select course (Geog 2400H)
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The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, please make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12ᵗʰ Avenue.
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A list and discussion of campus resources for mental health, civil rights, wellness, and learning, along with a statement of the code of student conduct and academic integrity are on pp. 7-8.

COVID-RELATED REGULATIONS
Per OSU's university's guidelines regarding pandemic conditions: "Health and safety requirements: All students, faculty and staff are required to comply with and stay up to wearing a face mask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses."

COURSE DESCRIPTION
This course engages issues of inequality and social in/justice from the vantage point that economic and social issues are inextricably interrelated, and that disregarding this crucial relation in planning for change can have serious consequences for creating and deepening injustices. As inequalities become inscribed on the landscape by way of uneven power relations, the conceptualization of place and space matters. Accordingly, the course begins with how and why different, often implicit, conceptualizations of place and space can lead to decidedly different outcomes.

The first part of the course, divided into 3 subsections, provides an overview of social and economic processes in the United States that have produced inequalities and societal polarization, mostly focused on the 20ᵗʰ and 21ˢᵗ centuries. Following more than half a year of persistent protest throughout the United States against systemic racism, the course provides an overview of its unfolding, specifically in US

cities. Relatedly, we then examine the similarities and differences among waves of gentrification and types of displacement over time, and the consequences for deepening existing inequalities. We complete the overview with a section on changes in the organization of work, from Fordism and post-Fordism in the 20th century through the digitalized organization of work in the new millennium to examine the relation between corporate strategies on the one hand, and conditions of work and effects on job in/security and socio-economic polarization. The <u>second part of the course</u> focuses on 21st-century smart-city dilemmas. Columbus formally is a smart city insofar as it won a bid for smart-city funding. Most cities around the world in the 'global north' as well as the 'global south' at this point are organizing for change via data-driven initiatives. We will examine the problems of, and prospects for, the smartification of cities towards delivering social justice.

COURSE OBJECTIVES - students will be able to:
concepts in human geography
➢ describe the spatial and historical context of current inequalities
➢ examine how dynamics such as uneven power relations within and between places affect or condition in/justices
➢ interpret patterns of social & economic activity and relate patterns to processes to assess causal relations
communication and engagement
➢ summarize an author's argument in their own words in carmen posts
➢ deliver oral presentations in the form of participation in team presentations
➢ synthesize material from several sources and generate an argument based on these sources in take-home essays following each course section
➢ demonstrate responsiveness to others in preparing for team facilitations, the ability to work with a division of labor in collaboration, and use teamwork to achieve fruitful results in class discussions
critical thinking and analysis in take-home essays, class discussions, team facilitations
➢ identify and explain multiple sides of a problem
➢ explain real-world consequences of different positions regarding problem
➢ develop a position based on multiple sides of a problem
➢ integrate ethical considerations into applications of their knowledges

REQUIRED READING (see Schedule, pp. 9-10 for assignment dates)
All reading is accessible electronically on the course carmen page, listed in the order in which you will read them – no purchases required.

Below: bibliographic information for the reading, by (author) alphabetical order.

Angelo, H. and Vormann, B. 2018. Long waves of urban reform. *City* 22: 782-800.
Brannon, M.M. 2017. Datafied and divided: techno-dimensions of inequality in American cities. *City & Community* 16: 20-24.
Breslow, H. 2020. The smart city and the containment of informality: the case of Dubai. *Urban Studies*, DOI: 10.1177/0042098020903233,
Campbell, R. 2017. Rochester rebellion (July 1964). *BlackPast*, December 4, https://www.blackpast.org/african-american-history/rochester-rebellion-july-1964/
Cardullo, P., Kitchin, R., and di Feliciantonio, C. 2018. Living labs and vacancy in the neoliberal city. 73: 44-50.

Chaskin, R.J. and Joseph, M.L. 2013. 'Positive' gentrification, social control and the 'right to the city' in mixed-income communities: uses and expectations of space and place. International Journal of Urban and Regional Research 37: 480-502.

Cinnamon, J. 2020. Data inequalities and why they matter for development. *Information Technology for Development* 26: 214-233.

Coates, T.-N. 2014. The case for reparations. *The Atlantic*, June, http://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/.

Cugurullo, F. 2019. Dissecting the Frankenstein city: an examination of smart urbanism in Hong Kong. In *Place, Politics and Urban Innovation*, eds. A. Karvonen, F. Cugurullo, and F. Caprotti, pp. 30-44. New York: Routledge.

Datta, A. 2015. New urban utopias of postcolonial India: 'enterpreneurial urbanization' in Dholera smart city, Gujarat. *Dialogues in Human Geography* 5: 3-22.

Davidson, M. and Lees, L. 2010. New-build gentrification: its histories, trajectories, and critical geographies. *Population, Space and Place* 16: 395-410.

Fraser, J.C., Chaskin, R.J., and Bazuin, J.T. 2013. Making mixed-income neighborhoods work for low-income households. *Cityscape* 15: 83-100.

Harrison, B. 1994. The dark side of flexible production. *National Productivity Review* 13: 479-501.

Hashimoto, Y. 2020. Racing the creative class: diversity, racialized discourses of work, and colorblind redevelopment. *Urban Geography*, https://doi.org/10.1080/02723638.2020.1731180.

Irazábel, C. and Jirón, P. 2020. Latin American smart cities: between worlding infatuation and crawling provincializing. *Urban Studies*, DOI: 10.1177/004209020945201.

Jefferson, B.J. 2017. Digitize and punish: computerized crime mapping and racialized carceral power in Chicago. *Environment & Planning D: Society & Space* 35: 775-796.

Kleniewski, N. 1984. From industrial to corporate city: the role of urban renewal. In *Marxism and the metropolis*, eds. W.K. Tabb and L. Saywers, pp. 205-222. New York: Oxford University Press.

Lehtiniemi, T. and Haapoja, J. 2019. Data agency at stake: MyData activism and alternative frames of equal participation. *New Media & Society*, DOI: 10.1177/1461444819861955.

Lynch, C.R. 2020. Unruly digital subjects: social entanglements, identity, and the politics of technological expertise. *Digital Geography and Society* 1, https://reader.elsevier.com/reader/sd/pii/S2666378320300015?token=70C104D2D201014F0FF131998B27AF4690902B304F7983B235E50638EBEC6F2E9D4937B588723E55049BAABA4708E0C7.

Massey, D. 1979. In what sense a regional problem? *Regional Studies* 13: 233-243.

Massey, D. 1993. Power-geometry and a progressive sense of place. In *Mapping the futures: local cultures, global change*, eds. J. Bird et al., pp. 59-69. New York: Routledge.

Mele, C. 2013. Neoliberalism, race and the redefining of urban redevelopment. *International Journal of Urban and Regional Research* 37: 598-617.

Odendaal, N. 2020. Everyday urbanisms and the importance of place: exploring the elements of the emancipatory smart city. *Urban Studies*, DOI: 10.1177/0042098020970970.

Peck, J. and Tickell, A. 2002. Neoliberalizing space. *Antipode* 34: 380-404.

Pulido, L. 2000. Rethinking environmental racism: white privilege and urban development in southern California. *Annals of the Association of American Geographers* 90: 12-40.

Ricker, B., Cinnamon, J., and Dierwechter, Y. 2020. When open data and data activism meet: an analysis of civic participation in Cape Town, South Africa. *The Canadian Geographer*, https://onlinelibrary.wiley.com/doi/epdf/10.1111/cag.12608..

Robinson, C. and Franklin, R.S. 2020. The sensor desert quandary: what does it mean (not) to count in the smart city? *Transactions of the Institute of British Geographers*, https://rgs-ibg-onlinelibrary-wiley-

com.proxy.lib.ohio-state.edu/doi/epdf/10.1111/tran.12415.

RTTC-NYC Member Organizations. 2010. *People without homes and homes without people*: a count of vacant condos in select NYC neighborhoods. New York City Chapter of Right to the City Alliance.

Safransky, S. 2020. Geographies of algorithmic violence: redlining the smart city. *International Journal of Urban and Regional Research* 44: 200-218.

Shelton, T., Zook, M., and Wiig, A. 2015. The 'actually existing smart city.' *Cambridge Journal of Regions, Economy and Society* 8: 13-25.

Shin, B.S. 2016. Envisioned by the state: entrepreneurial urbanism and the making of Songdo City, South Korea. In *Mega-urbanization in the global south: fast cities and the new urban utopias of the postcolonial state*, eds. A. Datta and A. Shaban, pp. 1-25. Abingdon, UK: Routledge.

Tenney, M., Garnett, R., and Wylie, B. 2020. A theatre of machines: Automatica circuses and digital bread in the smart city of Toronto. *The Canadian Geographer*, https://doi.org/10.1111/cag.12636.

Vallas, S. and Schor, J.B. 2020. What do platforms do? Understanding the gig economy. *Annual Review of Sociology* 46: 1-16.

Verrest, H. and Pfeffer, K. 2019. Elaborating the urbanism in smart urbanism: distilling relevant dimensions for a comprehensive analysis of smart city approaches. *Information, Communication & Society* 22: 1328-1342.

Wiig, A. 2018. Secure the city, revitalize the zone: smart urbanization in Camden, New Jersey. *Environment & Planning C: Politics and Space* 36: 403-422.

FILM/VIDEO (in the order in which you will view them) – consider films another type of text (like reading) and prepare for class accordingly

1) for Thursday, Jan. 28: colloquium video: Dr. Brian Jefferson, Department of Geography and Geographic Information Systems, University of Illinois, 10/16/2020, Computerizing Carceral Power (scroll down and click on video)

2) for Tuesday, Feb. 9: Rochester - A City of Quality: https://archive.org/details/Rochester_A_City_of_Quality

3) for Thursday, Feb. 11: Flag Wars --- view via OSU's Media Library
   to view film via the media library:
   copy & paste the following in your web browser: drm.osu.edu
   login using your OSU name.# account
   click on the Assigned Playlists tab
   click the title of the assigned film (Flag Wars)
   click on the appropriate speed:
   high is intended for **fast**, wired connections (e.g. computers on campus in the library)
   standard for laptops, desktops, and Windows 8 mobile devices
   iOS for iPads, iPhones, & iPod Touch
   Android for Android devices

For technical difficulties regarding Media Services, call 292-9689 or e-mail MediaServices@osu.edu

OSU's media library permits viewing over a 2-week period, although it is renewable. The period for viewing Flag Wars is set from Feb. 5-Feb. 19. If you would like to view this film later than Feb. 19, let me know and I will be happy to renew.

CLASS ATTENDANCE

Regular and punctual attendance is required; class attendance constitutes 10% of the final grade.
Students are *required to indicate in advance of class if they cannot attend a particular class, cannot arrive on time, or have to leave in the middle due to uncontrolled circumstances that can be documented* (e.g. a

medical appointment). Students are responsible for any course material as well as announcements that are missed. If a student does miss a class, they should get class notes from a classmate, stay up to date on the reading, and let me know if they have any questions about material missed.

CLASS ETIQUETTE
- The course will involve lecture as well as considerable discussion. Basic expectations include mutual respect and interest in learning from each other.
- Use of electronic devices in class for any reason other than course engagement is *un*acceptable.

EVALUATION – all grades posted on carmen.
Students receive letter grades, except on carmen posts, which are graded on a presence/absence basis. Letter grades are in accordance with a 4.0 scale. Students are evaluated on the basis of class participation, carmen posts, 2 team facilitations, and 2 take-home essay exams as follows:

class participation: 10%
carmen posts: 20%
2 team facilitations: 20%
2 take-home essay exams: 50% (25% each)

class participation
The participation portion of the evaluation pertains to regular and punctual attendance, and general *responsible class participation* - engagement with the issues in class discussion based on adequate preparation. The 1st take-home essay exam is due on a Wednesday to avoid interfering with class preparation.

carmen posts
	The Carmen posts are intended to: provide a mechanism for active learning and participation; prompt students to think about the big point(s) of an article; and provide a forum by which students can learn from each other by reading others' posts. Regarding the last point, posts will be under '**Discussions**' so that students can read others' posts before class. Take advantage of the intellectual diversity in the class: read each other's posts before class and use the forum to develop interdisciplinary sensibilities and to gain insights from one another.
	The class will decide on a deadline for the posts (in advance of class so that everyone has a chance to read all the posts). ***I will not read posts after the deadline (i.e. they will not 'count') unless you send me an email by the deadline to let me know it will be late and when you plan to post.*** Please place all your comments/questions in the one post, with an indication of the author of the article on which you are commenting.
	Posts are graded on a presence/absence basis to relieve possible grade anxiety about regular posting on material with which students may be unfamiliar. The post on March 16 is preparation for a class workshop instead of a take-home essay exam (Part IC) and counts 3x.
	Each class for which reading is assigned (following the course introduction, 1st day) students post on the ***Discussion forum***; in addition students respond to a prompt by way of carmen post for the review session for Part 1C. For each reading assignment, prepare a *brief* statement on the main message of the article/chapter, followed by a question that should reflect an understanding of the article (i.e. questions such as 'what does x mean?' are welcome in class but are inadequate for the post).

team facilitations
	Small teams of 2 or 3 students will lead discussion on assigned articles. The purpose of the teamwork is, in the first instance, *collaboration* on provocative issues raised by the reading; second, to

raise points/questions for class discussion. Since everyone in the class has read the same material and also posted on it on carmen, team facilitation should <u>not</u> encompass summary – go beyond summary to discuss and raise questions about what you think about the article.

50% of the grade will be given by your partner regarding your collaboration; each student should email me the 'collaboration grade' (a letter grade) <u>before</u> the start of class.

take-home essay exams
The course includes 2 take-home essay exams. The essays require critical synthesis of course material covered (<u>not</u> regurgitation of points from particular lectures/discussions). The exam should be double spaced with 1" margins using 11 font, paginated, and proofed.

Code of Student Conduct/Policies
The Code of Student Conduct fosters and protects the core missions of the university, fosters the scholarly and civic development of the university's students in a safe and secure learning environment, and protects the people, properties and processes that support the university and its missions. Preservation of academic freedom and free and open exchange of ideas and opinions for all members of the university are central to these missions.

- The Code of Student Conduct can be accessed at: http://studentlife.osu.edu/csc/
- For information regarding IT/computer policies: https://ocio.osu.edu/sites/default/files/assets/Policies/Responsible-Use-of-University-Computing-and-Network-Resources-Policy.pdf
- For Residence Hall policies: http://housing.osu.edu/living-on-campus/fees-contracts-policies/residential-living-handbook-code-student-conduct
- For Parking policies: http://osu.campusparc.com/home

ACADEMIC INTEGRITY
It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct: http://studentlife.osu.edu/csc/.

> **Plagiarism** is the act of stealing the ideas and/or the expression of another and representing them as your own. It is a form of cheating and a kind of academic misconduct, which can incur severe penalties. It is important, therefore, that you understand what it consists of, so that you will not unwittingly jeopardize your college career. Plagiarism includes, but is not limited to: word-for-word copying of someone else's work, in whole or in part, without acknowledgment, whether that work be a magazine article, a portion of a book, a newspaper piece, another student's essay, or any other composition not your own without proper citation. Changing a few words of another's composition, omitting a few sentences, or changing their order does not constitute original composition. If you have any doubts about the originality of a paper/assignment you have written, see your instructor before you turn it in (*Colleges of the Arts and Sciences Degree Planning Manual 2006-7*, pp. 34-35).

GEOGRAPHY 2400 FULFILLS 2 GE REQUIREMENTS
2.B.3.: Breadth - Social Sciences - Human, Natural, and Economic Resources
   <u>Goals</u>: Students learn about the systematic study of human behavior and cognition; of the

structure of human societies, cultures, and institutions; and of the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Expected learning outcomes:

1. Students understand the theories and methods of scientific inquiry as they are applied to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources.
2. Students understand the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and enforcement and their similarities and differences across contexts.
3. Students develop abilities to comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.

4.B.: Diversity - International Issues "Non-Western or Global," "Western (Non-United States)"

Goals: International Issues coursework help students become educated, productive, and principled citizens of their nation in an increasingly globalized world.

Expected learning outcomes:

1. Students exhibit an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S.
2. Students are able to describe, analyze and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin and religion as they relate to international/global institutions, issues, cultures and citizenship.
3. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

CAMPUS RESOURCES FOR MENTAL HEALTH, CIVIL RIGHTS, WELLNESS, AND LEARNING
Counseling and Consultation Service (Office of Student Life)

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. OSU offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the **Office of Student Life's Counseling and Consultation Service (CCS) by visiting** ccs.osu.edu **or calling** 614-292-5766**. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at** 614-292-5766 **and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at** suicidepreventionlifeline.org**.**

Disability Services (Office of Student Life)

The Student Life Disability Services coordinates accommodations and academic support services for students with documented disabilities, including but not limited to: learning disabilities, hearing or visual impairments, mobility impairments, attention deficit disorders, and psychiatric or medical disabilities. If you require this syllabus or other course materials in an alternate format, or if you require special classroom/testing arrangements, please notify your instructor and contact the Student Life Disability Services office at 098 Baker Hall, 113 W. 12th Ave., (614) 292-3307 (voice), (614) 429-4190 (VRS). A 24-

hour information line is available at (614) 292-3307, and the office can be reached via the Web at http://www.slds.osu.edu/ or via email at slds@osu.edu.

Statement on Title IX
Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Student Advocacy Center: Answer students' questions, direct students to appropriate resources and departments, provides general university guidance
- 614-292-1111 http://advocacy.osu.edu/

Student Wellness Center: Promoting student wellness through nine dimensions of wellness
- 614-292-4527 http://swc.osu.edu/

Multicultural Center: Offering programs, services and outreach for all OSU students; supporting and celebrating all students through an intercultural model
- 614-688-8449 http://www.mcc.osu.edu/

Academic Advising: Advising for undergraduate students on the Columbus campus is provided by the individual college or department that offers the program of study you are pursuing. This allows you to get advice from someone who knows the specifics of your curriculum
- https://advising.osu.edu/

Student Academic Services: Find information by topic and take care of your personal Buckeye business (i.e. Financial Aid and other services) online at buckeyelink.osu.edu. Or speak with someone in person.
- Student Academic Services Bldg., Lobby; 281 W. Lane Ave. [map]
  Monday–Thursday: 9 a.m. to 5 p.m.; Friday: 9 a.m. to 4 p.m.

Academic Support Services: This includes various resources for learning support from tutoring and study strategies to stress management and confidence building.
- http://younkinsuccess.osu.edu/academic-services/

Accessibility of course technology
This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.
- Carmen (Canvas) accessibility
- Streaming audio and video (Kanopy & DocuSeek)
- Synchronous course tools

SCHEDULE

date *	general topic	class lecture/discussion	assignment (TF= team facilitation)
t Jan 12	introduction	introductions; discussion of the course; expectations & requirements	
th 14		geographic concepts: place & space	Massey
t 19	PART IA: race, place, and space: how inequalities are inscribed on the US urban landscape	systemic racism in the real-estate sector over time: homeownership	Coates **(TF)**
th 21		cont'd: digital-era redlining	Safransky
t 26		spatiality of systemic racism in cities over time: environment	Pulido
th 28		*securing* the smart city in historical perspective; conceptualizing place in smart-city security designs	*video*: Jefferson colloquium; Jefferson
t Feb 2		'colorblindness' and gentrification	Mele **(TF)**; Hashimoto **(TF)**
th 4	PART IB: waves of gentrification and types of displacement in US cities	wave 1: urban renewal & downtown revitalization ('50s, 60's→)	Kleniewski
t 9		cont'd: the case of Rochester -- conflicting narratives	*film*: Rochester – A City of Quality; Campbell **(TF)**
th 11		wave 2: neighborhood change, '70s →	*film*: Flag Wars (ML) **(TF)**
t 16		wave 3a: mixed-income planning, '90s→	Chaskin & Joseph **(TF)**; Fraser et al. **(TF)**
th 18		wave 3b: new-build, '90s→	Davidson & Lees; RTTC-NYC report (prologue, intro., select 1 case study; conclusion)
t 23		no class – break!	
th 25		review workshop on gentrification & its relation to systemic racism; **take-home essay exam distributed**	
t Mar 2	PART IC: changes in the organization of work and the policy context, 20th & 21st centuries: effects on job in/security, socio-	20th century production and the transition to Fordism	Massey
w Mar 3		take-home essay exam due (PARTS IA & B), *noon* – email as Word attachment	
th 4		post-Fordism (outsourcing & 'flexible' production)	Harrison

t	9	economic polarization and the policy context	policy reformulation: from Keynesian to neoliberal policy	Peck & Tickell
th	11		21st century digitalized production: crowdsourcing & the gig economy	Vallas & Schor
t	16		review workshop	carmen post
th	18	PART II: place, space and social in/justice in the digital era: smart cities	introduction to the study of smart cities	Verrest & Pfeffer; Angelo & Vormann
t	23		smart-city patchwork planning	Cugurullo **(TF)**; Shelton et al **(TF)**
th	25		smart cities in the 'global south' & the importance of context	Breslow
t	30			Odendaal **(TF)**; Irazabal & Jiron **(TF)**
th Apr 1			no class – break!	
t	6		smart cities 'from scratch'	Shin **(TF)**; Datta **(TF)**
th	8		digitalized opportunity in downtowns & digitalized policing/surveillance in poor areas	Brannon; Wiig
t	13		smart-city (top-down) engagement with the public	Cardullo et al **(TF)**; Tenney et al **(TF)**
th	15		digital divide issues	Cinnamon; Robinson & Franklin
t	20		data activism, data justice; **take-home essay exam distributed**	Lehtiniemi & Ruckenstein **(TF)**; Ricker et al **(TF)**
th	22			Lynch
t	27		**take-home essay exam due (PART II),** *noon* **– email as Word attachment**	

* Dates indicated for discussion of specific topics are tentative. Discussion of a particular topic may continue into   the next class, as needed.