

Spatial Justice

GGS 399_DL1

Professor

Dr. Christine Rosenfeld
(she/her)

Email

crosenfe@gmu.edu

Office Hours

By appointment, email
to arrange

2216 Exploratory Hall
or by [zoom](#)

Student Expectations

- Read email daily
- Attend class and be engaged
- Reach out if you're stuck or behind
- Display respect

Required Texts

Readings are free and accessible on Canvas.

Grade Point Cutoffs

| | | | |
|----|----------|----|---------|
| A+ | 980-1000 | B- | 800-829 |
| A | 930-979 | C+ | 780-799 |
| A- | 900-929 | C | 700-779 |
| B+ | 880-899 | D | 600-699 |
| B | 830-879 | F | 0-599 |

Course Delivery

Hybrid asynchronous (canvas.gmu.edu) & synchronous (live) online via zoom

Weekly Zoom Meeting Time & Location

Tuesdays 10:30-11:45 am
<https://gmu.zoom.us/j/9516630401>

Course Description

This 3-credit course activates or flexes your already-existing social justice mindset with a spatial perspective. The course is anchored around theories of spatial justice, which teach us how to critically interrogate the unequal distribution of various beneficial and detrimental environmental and social resources (examples: public transportation, hazardous waste sites, school funding, etc) which result in social inequities. Furthermore, we consider what can be done by various stakeholders including yourself to disrupt processes and discourses that have led to spatial injustices in the first place. This course is largely grounded in qualitative methods.

Learning Outcomes

- Define and identify spatial justice and injustice
- Identify stakeholders affected by spatial injustices which impact the public and specific communities
- Analyze sets of conditions that lead to injustices
- Evaluate impact of various ways to minimize or reverse spatial injustices
- Design a plan of action to minimize or reverse an existing injustice
- Define key terms related to justice, equity, diversity, and inclusion as related to this course's field/discipline and use those terms to engage meaningfully with peers about course issues
- Articulate obstacles to justice and equity, and strategies for addressing them, in response to local, national, and/or global issues in the field/discipline.

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Grading/Requirements

Submit all on Canvas.

120 pts, 12%

Talking Badges

You must acquire 10 talking badges by substantively participating (verbally and/or through the chat/message window) during a zoom session. Contact professor for alternative if you miss a zoom session. 12 pts each.

300 pts, 30%

Reading Responses

You must complete 8 Reading Responses (RR), which are one page (at least 300 words) double spaced where you summarize the key content and argument of an assigned scholarly reading, and include a question you have about the reading. 37.5 pts each.

300 pts, 30%

Proposal Project

The project for this course is to identify a spatial injustice and write a mock grant proposal that describes the injustice and proposes concrete actions that could disrupt or intervene into the injustice. The required parts are: project pitch (50 pts), check in (25 pts), final written proposal (200 pts), and zoom presentation (25 pts).

180 pts, 18%

Current Connection

Twice during the semester, you must find a resource/material (examples: film, current event news article, art installation, etc) that directly connects with something covered in the course. These may be featured during class. 60 pts each.

100 pts, 10%

Reflection

At the end of the semester, you will complete a reflection about the course, your own positionality in relation to content covered, and the quality of your work on graded elements of the course.

Late Work Policy

Each student starts with 3 late work tokens, which allow you to turn in a graded item up to 48 hours past the original due date without penalty. When using a late token, you do NOT need to email the professor in advance; simply turn in/complete your item on Canvas.

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Academic Standards

George Mason University has academic standards with clear guidelines regarding academic integrity and all students are expected to adhere to the Honor Code. Cheating and/or plagiarism—passing off work as your own that is not—will result in an F for your final grade in this class. It is your responsibility to understand what constitutes plagiarism and familiarize yourself with the Honor Code. The official GMU policies are available from the Office of Academic Integrity: <http://academicintegrity.gmu.edu/>. Please consult with me about questions *prior* to turning in assignments.

Miscellaneous

- Communicate accommodations or concerns.
- Obtain reliable access to a computer and internet.
- Course materials are private to this class.
- Use your GMU email account; include full name and course #.

Additional Resources

- See [Common Policies Addendum](#) on Canvas.

Title IX

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1412. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

Diversity Statement & Accommodations

GMU promotes a living and learning environment for outstanding growth and productivity among its students, faculty, and staff. Mason strives to maintain a quality environment for work, study, and personal growth. An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity includes, but is not limited to, race, ethnicity, gender, religion (see [religious holiday calendar](#)), age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard, and respected. *Share your name and gender pronouns and how best to address you in class and via email and update your PatriotWeb profile.*

Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people with disabilities. If you are seeking accommodations for this class, please first visit <http://ds.gmu.edu/> for detailed information about the Disability Services registration process. Then please discuss your approved accommodations with me. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu | Phone: (703) 993-2474. Students who are pregnant or experiencing pregnancy-related circumstances are welcome to reach out to the professor to discuss adjustments. The university directs you to the [Pregnant and Parenting Adjustment Form](#).

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Course Schedule

| Weeks | Zoom Meeting (Tues) | Topic | Reading | Due by Tuesday 10:30 am | Due by Sunday 11:59 pm |
|---------|---------------------|--|--|---|------------------------|
| Week 1 | 1/21 | Course Welcome & Orientation | Course Welcome | | |
| Week 2 | 1/28 | Spatial Justice Foundations | Edward Soja | Reading Response | |
| Week 3 | 2/4 | Spatial Justice Foundations | TBA | Reading Response | |
| Week 4 | 2/11 | Urban Injustices | The Death & Life of Great American Cities_Jane Jacobs | Reading Response | |
| Week 5 | 2/18 | Urban Injustices | Planet of Slums_Mike Davis The Right to the City_David Harvey | Reading Response | |
| Week 6 | 2/25 | Redlining & School District Funding Injustice | The Color of Law_Richard Rothstein | Reading Response | |
| Week 7 | 3/4 | Proposal Project Overview | | | Project Pitch |
| Week 8 | 3/11 | SPRING BREAK | SPRING BREAK | | |
| Week 9 | 3/18 | Environmental Injustices | Robert Bullard excerpt | Reading Response | |
| Week 10 | 3/25 | Environmental Injustices | E-Waste_Robbins, Hintz, & Moore | Reading Response | |
| Week 11 | 4/1 | Architectural Injustice in Israel/Palestine | Hollow Land excerpt_Eyal Weizman | Reading Response | |
| Week 12 | 4/8 | Tribal Sovereignty in the US & Sexual Violence | TBA | Reading Response | Project Check In |
| Week 13 | 4/15 | Prison Gerrymandering & Bail Injustice | TBA | Reading Response | |
| Week 14 | 4/22 | TBA | Graduate Student Leads | | |
| Week 15 | 4/29 | TBA | Presentations | Proposal Project Proposal Presentation (UG) | Reflection (UG) |

Undergraduates: 2 Current Connection Assignments due before last week of class.