



**Instructor:** Dr. Desiree Fields | [desireefields@berkeley.edu](mailto:desireefields@berkeley.edu)

**Lectures:** Tuesdays and Thursdays, 11am-12:30pm

**Student consultation hours:** [drop-in Zoom hours](#) 4-5pm on Tuesdays and by appointment from 3-4pm on Fridays

**GSIs:** Angela Castillo ([angelacastillo@berkeley.edu](mailto:angelacastillo@berkeley.edu)) and Juleon Robinson ([juleon.robinson@berkeley.edu](mailto:juleon.robinson@berkeley.edu))

**Discussion sections:** DIS106: Monday 9-10am; DIS 101: Monday 10-11am; DIS 102: Wednesday 1-2pm; DIS104: Wednesday 3-4pm

**Office hours** TBD

## Course Description

This class is about the spatiality of the economy, which amounts to nothing less than the reproduction of human and non-human existence. We examine the fundamentally geographic nature of our current, historically unique system of material reproduction—capitalism—and how these logics have shaped places and forms of life over the course of the system’s growth and change. We will endeavor to understand capitalism as a globally differentiated system that is constructed, maintained, rescued, and challenged on an ongoing basis. In other words, we will denaturalize “the economy” as a domain with its own natural laws by focusing on capitalism as a practical accomplishment rife with power relations.

The course provides a grounding in critical perspectives such as the Marxian, Black radical, and feminist traditions to equip students with theoretical tools to understand and interpret the spatiality of contemporary capitalism. In so doing, we set these frameworks within the context of history (what else was happening in the world at this time that shaped this way of thinking about capitalist social relations?) and the discipline of

geography (how does the field of geography reproduce itself? what are the politics of the production of economic geographic knowledge?).

We explore how capitalism as a process has produced interconnected spaces: cities, national markets, industrial and increasingly extended regions, more and less ‘disposable’ peripheries, modern nation-states, and other territorial forms. We will investigate how these processes have reconfigured ecological systems, human social relations, geographic divisions of labor, cultural forms, and life itself. We will track capitalism’s constant geographic instability and “creative destruction”; the transformation of places and the relationships between places; geographic and geopolitical competition; and capital flight and the abandonment of some places alongside the reworking of others. We will explore how these processes shape the rise—and inevitable fall—of places, techniques, social worlds, and divisions of labor, and pay close attention to the power relations and spatial organization that accompany them.

### Course Objectives

Students who engage meaningfully with this course will be able to successfully:

- Use texts to explain and discuss key concepts and theories in economic geography, including their history and relevance to specific places
- Draw on theories and concepts from economic geography to analyze contemporary capitalism
- Critically reflect on economic geography as a discipline
- Use a range of media to produce economic geographic knowledge for a lay audience
- Work effectively with a group to support peers’ learning

### Communication

While the instructor will interact with the whole class and will oversee all activities and grading, as well as being available to resolve any issues that may arise, the GSIs will be your main point of contact. Your GSIs are responsible for assisting you directly with your questions about assignments and course requirements, as outlined in the Assignments and Calendar. The GSIs will also facilitate ongoing discussion and interaction with you on major topics in each module.

### Student consultation hours

The course instructor and GSIs will offer virtual office hours via Zoom, a video conferencing program. These office hours allow for synchronous interaction with the instructor and GSIs and are a good opportunity to discuss your questions relevant to the course.

## Course Materials and Technical Requirements

### Required Materials

Each week you will find the assigned reading materials posted in the relevant module on bCourses.

### Technical Requirements

This course is built on a Learning Management System (LMS) called Canvas and UC Berkeley's version is called bCourses. You will need to meet these [computer specifications to participate within this online platform](#).

### Technical Support

If you are having technical difficulties, please alert one of the GSIs immediately. However, understand that neither the GSIs, nor the instructor can assist you with technical problems. You must call or email tech support and make sure you resolve any issues immediately.

In your course, click on the "Help" button on the bottom left of the global navigation menu. Be sure to document (save emails and transaction numbers) for all interactions with tech support. Extensions and late submissions will not be accepted due to "technical difficulties."

## Learning Activities

You are expected to fully participate in all the course activities described here.

1. Complete the weekly reading (and/or listening or viewing) assignments
2. Attend lectures on Tuesdays and Thursdays
3. Complete "exit tickets" at several lectures (not announced ahead of time)
4. Attend and participate in your assigned discussion session on Mondays or Wednesdays
5. Contribute to your section's midterm study guide by working with a group on one module of the study guide
6. Complete a take-home midterm exam
7. Complete a final project, including a required proposal

### Reading assignments

Each week includes assigned readings relevant to the topics covered. You can access all of the assigned readings and media via bCourses and they are listed by week in the course schedule at the end of the syllabus.

## Lectures

Each week's lectures will provide important information and insights on the week's topics. You are required to engage with all lecture materials and will be responsible for addressing the concepts in your course assignments.

## Discussion section

For grading purposes, each of you has been assigned to one of the course GSIs and placed within their section. Your particular GSI will grade all of your work, as well as that of your section-mates, and engage with you in the course discussions. You can see whose section you've been placed in by exploring the "Section" column within the "People" page or by examining your discussion group's title, which includes your GSI's name. Attending and participating in your discussion section is essential to passing the course and will support your ability to complete other components of the course.

## Assignments

Your grade will be based on four components. Rubrics will be provided for the midterm study guide, the take-home midterm, and the final project. All assignments have specific due dates listed in on bCourses. You are expected to meet those listed due dates. **Please consult with your GSI should you face extenuating circumstances that require accommodation on assignment deadlines.**

1. **Attendance and participation:** You are expected to complete assigned readings before lecture and section and arrive each week prepared to participate actively in discussion. At the end of lecture, I will collect "exit passes" asking for reflections and questions related to the material as part of your participation grade. A total of 10 exit passes will be collected over the semester. Exit tickets may be completed in the time provided at the end of lecture. They will also be posted to bCourses each week, and can be completed asynchronously before 4pm on Fridays.
2. **Midterm study guide (group project):** Together with 3-4 other students from your section, you will be responsible for creating a module for a midterm study guide based on the material from week 3, 4, 5, 6, or 7. Each section will have a total of five groups, ultimately producing a five-module study guide covering all the material that will be on the midterm. Your group's module is due the week after the material you are responsible for is presented; for example, if your group is responsible for week 3 material, your module is due by 11:59pm on Thursday of week 4. A handout will be provided to guide you on the expectations for this assignment.
3. **Take-home midterm:** You will complete a take-home midterm exam in week 9. The exam will cover material from weeks 3-7. Exam questions will be released on Monday, March 14 and your responses are due by 11:59pm on Thursday, March

17. No lecture or section meetings will be held during this week to allow you to focus on completing your exam. The previous week will be devoted to reviewing the material that will be covered on the exam and to crowdsourcing exam questions. Midterm study guides for each section (produced through your group project) will be posted on bCourses in week 8.
4. **Learning by teaching final project:** In a medium of your choice, teach a lay person (non-expert) about a key idea you learned in this class this semester. You may not use a standard written essay for this project, but you can: record a podcast, create a news segment, make a zine, create a photo exhibit, make a short video, write a poem, write an op-ed, or anything else that makes use of your interests and talents. You are required to submit a brief project proposal by 11:59pm on Thursday, April 21 and to review a peer's proposal by 11:59pm on Tuesday, April 26. Final projects are due by 11:59pm on Friday, May 6. Projects must be in a digital format that can be uploaded to bCourses unless you have arranged an exception with your GSI. A handout will be provided to guide you on the expectations for this assignment.

## Grading Policies

We are using a method of assessment called “contract grading” in this course. Contract grading involves you, the student, determining your grade for this course by fulfilling the requirements associated with your desired grade. Contract grading is based on your definition of success in this class—for some of you, this may be an A; for others this may be passing the class. Contract grading affords you, the student, greater autonomy and requires you to determine success for yourself, and to review and complete an agreement as a member of our class community. It involves the important life skill of taking responsibility for your own project management and workflow.

Even under ‘normal’ circumstances, your definitions of success in this class will vary depending on things like extracurricular commitments, your GPA coming into the class, and so forth. The historical circumstances under which you are taking this course include a global pandemic and its exacerbation of longstanding intersecting inequalities; ongoing struggles for Black life; and political paralysis and violence. These circumstances affect everyone in this class, albeit unevenly and in different ways. These times call for us to rethink how we work, what our goals are, and how to assess ourselves: you are encouraged to take this course P/NP as needed to accommodate your current circumstances while still ensuring you can meet future goals.

In practical terms, contract grading will involve you choosing the grade you want to attain in this course, signing a contract to that effect, and completing the level of work that corresponds to your contracted grade. You will have the opportunity to recontract for a different grade before the end of the semester. On the midterm study guide, the take-home midterm, and the final project assignments you will receive an evaluation of

excellent, good, acceptable, or below standard. The table below breaks down the requirements for different final grades. Rubrics will also be provided for the three major assignments.

<b>A grade</b>	<b>B grade</b>	<b>C grade</b>	<b>D and below</b>
<p>All major assignments completed.</p> <p><b>Midterm study guide:</b> completed to excellent standard and group members rate your individual contribution as excellent</p> <p><b>Midterm exam:</b> at least 4 responses receive an excellent, no below standard responses, <b>or</b> 3 responses receive an excellent, no below standard responses + revision is submitted to improve 1 acceptable/good response.</p> <p><b>Final project:</b> proposal submitted on time; project completed to excellent standard, with cover letter discussing how project incorporated feedback on proposal.</p>	<p>All major assignments completed.</p> <p><b>Midterm study guide:</b> completed to good or excellent standard and group members rate your individual contribution as good</p> <p><b>Midterm exam:</b> at least 3 responses receive an excellent, no below standard responses, <b>or</b> 2 responses receive an excellent, no below standard responses + revision is submitted to improve 1 acceptable/good response</p> <p><b>Final project:</b> proposal submitted on time; project completed to good standard, with cover letter discussing how project incorporated feedback on proposal.</p>	<p>All major assignments completed.</p> <p><b>Midterm study guide:</b> completed to acceptable or good standard and group members rate your individual contribution as acceptable</p> <p><b>Midterm exam:</b> at least 2 responses receive a good and no below standard responses, <b>or</b> 2 responses receive a good + revision is submitted to improve up to 2 acceptable/below standard responses</p> <p><b>Final project:</b> proposal submitted on time; project completed to acceptable standard</p>	<p>Missing one or more major assignments.</p> <p><b>Midterm study guide:</b> Group members rate your individual contribution to group study guide as below standard</p> <p><b>Midterm exam:</b> 2 or more below standard responses and no revisions are submitted</p> <p><b>Final project:</b> proposal not submitted and/or project is below standard</p>
<p><b>Attendance and participation:</b> Two or fewer absences from section and no more than 1 missing exit ticket*</p>	<p><b>Attendance and participation:</b> Two or fewer absences from section and no more than 2 missing exit tickets*</p>	<p><b>Attendance and participation:</b> Three or fewer absences from section and no more than 3 missing exit tickets*</p>	<p><b>Attendance and participation:</b> Four or more absences from section and more than 3 missing exit tickets*</p>

**Note:** Grades of A=, A-, B+, B-, and C+, C- may be awarded at instructor discretion if student work exceeds/is lower than expectations.

\*Up to two missing exit tickets can be made up by participating in a discussion forum on bCourses. Two make-up forums will be offered: one during spring break and one during reading week.

## Course Policies

*How will the ongoing pandemic and other extraordinary circumstances be considered in this course?*

This course is taking place in unprecedented times. We are **still** in a pandemic most of us have been personally affected by, whether these effects manifest in the form of illness and death among our loved ones; the economic consequences of lost work and the failure of government to provide adequate relief and aid; and the uncertainty created by poor availability of testing, constantly changing reopening plans, and the politicization of basic public health measures. Some of you will have experienced, or be experiencing symptoms of depression, suicidal ideation, anxiety. Some will face distractions from coursework due to mental health issues, or to basic needs insecurity, or the need to support family members. And because the pandemic has exposed and exacerbated inequality and precarity that were present long before March 2020, many of you will be fortunate enough not to be adversely affected by these issues before or during the pandemic.

None of us signed up for this. We will pursue this course together with this understanding of where we are. This means we will prioritize:

- Building a community and working together
- Making accommodations and being accommodating of people whose lives may differ drastically from our own
- Caring for ourselves by resting, exercising, eating well, and anything else we need to maintain a positive mood and good health (including not forcing ourselves to work if we feel unwell)
- Communicating early and often by reaching out if we need anything, and by responding when others are in need
- Celebrating accomplishments and successes--even seemingly small milestones are a testament to dedication and perseverance during this time!

*Where to get help*

Being a student at Berkeley can be a highly rewarding experience, and there are different kinds of support to ensure this, whether through tutoring, advice on writing, support for the differently-abled, or services to help deal with pressures, stresses and personal difficulties that interrupt academic life. If you need help determining what kind of support you might need, email your professors or GSIs, come to office hours or speak to the Student Academic Advisor in Geography, [Ambrosia Shaprio](#). We are here to help you

learn and flourish in this environment, so if you are having difficulties, please feel free to reach out.

The combination of the pandemic, possible disruptions to in-person instruction, economic and personal distress is a lot to handle: please ask for help when you need it, and we will try to help you. Please note that depending upon what you are going through, we may need to pass on the information to those suited to help you.

- [Berkeley's Disabled Students' Program](#) provides a wide range of resources to ensure equal access to educational opportunities, including advising, diagnostics, note-taking services, and academic accommodations. Please bring any accommodation or scheduling requirements to the attention of the DSP office and the professor as soon as possible; once we have heard from them we will do our best to accommodate you.
- UC Berkeley's libraries are some of the best in the country, and [our librarians are happy to help you learn to use the various databases and materials](#)
- If you are worried about your writing, or just feel you'd like to improve, please note that there are resources on campus to help you. [The Student Learning Center](#) offers peer tutoring, writing support, and other academic resources.
- The Tang Center offers [short and long-term counseling services](#) to assist students with a variety of concerns, including academic success, life management, career and life planning, and personal development.
- The cost of living here in the Bay Area is high and presents a challenge for many of us in the Berkeley community. Worrying about basic needs can impact your success as a student. If you need economic, food, or housing support, you can find help at the [Basic Needs Center](#).
- You may also be eligible for money to buy groceries via [CalFresh](#) or our [Food Assistance Program](#). If you are in immediate need of food, please visit our [UC Berkeley Food Pantry](#).
- [The PATH to Care Center](#) provides affirming, empowering, and confidential support for survivors and those who have experienced gendered violence, including: sexual harassment, dating and intimate partner violence, sexual assault, stalking, and sexual exploitation. Confidential advocates bring a non-judgmental, caring approach to exploring all options, rights, and resources.

### *Honor Code*

The student community at UC Berkeley has adopted the following Honor Code: "As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others." The expectation is that you will adhere to this code. Read the entire [Berkeley Honor Code](#) for more information.

### *Academic integrity*



Any test, paper, report or homework submitted under your name is presumed to be your own original work that has not been submitted for credit in another course. All words and ideas written by other people must be properly attributed: fully identified as to source and the extent of your use of their work. Cheating, plagiarism, and other academic misconduct will result in a failing grade on the assignment, paper, quiz, or exam in question and will be reported to Student Judicial Affairs. See the policy [here](#).

For additional information on plagiarism and how to avoid it, read the [UC Berkeley Library Citation Page, Plagiarism Section](#).

### *Incomplete Course Grade*

Students who have substantially completed the course but for serious extenuating circumstances, are unable to complete the final project may request an Incomplete grade. This request must be submitted in writing to the GSI and instructor.

According to university policy, the course work completion date is:

Fall Semester: 30 days prior to the first day of instruction of the following fall semester or the instructor provided deadline, whichever is earlier

Spring Semester and Summer Sessions: 30 days prior to the first day of instruction of the following spring semester or the instructor provided deadline, whichever is earlier.

Refer to the Office of the Registrar's website for more information on the university's policy on [Incomplete Grades](#).

### *Students with Disabilities*

If you require course accommodations due to a physical, emotional, or learning disability, contact [UC Berkeley's Disabled Students' Program \(DSP\)](#). Notify the instructor and GSI through course email of the accommodations you would like to use. You must have a Letter of Accommodation on file with UC Berkeley to have accommodations made in the course. You also need to communicate with the professor and GSI to discuss how to best make needed accommodations.

### *Waitlist process*

This course is fully enrolled with a substantial waiting list. To facilitate timely enrollment of students on the waitlist, any enrolled student who misses either of the first two class meetings without first consulting Prof. Fields will be dropped from the course due to insufficient engagement.

## **End of Course Evaluation**

Before your course ends, please take a few minutes to participate in the course evaluation to share your opinions about the course. Information about the course evaluation will be made available in bCourses. We will set aside time in class or section to complete course evaluations

## Readings and Course Outline

Below is a weekly course schedule. All readings, lectures, and assignments are provided in the week assigned in bCourses. Check bCourses for specific assignment due dates.

### Week 1/Tuesday, January 18 and Thursday, January 20 (Lectures via Zoom; no section meetings)

**Tuesday:** Introduction to the course

**Thursday:** Histories of uncritical economic geography

### Week 2/Tuesday, January 25 and Thursday, January 27 (Lectures and section meet via Zoom)

**Tuesday:** Inventing the economy

**Thursday:** Assembling a critical perspective on economic geography

#### **Reading:**

1. Timothy Mitchell (1996). Fixing the Economy.
2. Emma Rothschild (1992). Adam Smith and Conservative Economics

#### **Optional reading:**

1. Jenny Cameron and J.K. Gibson-Graham (2003). Feminising the Economy: Metaphors, strategies, politics.
2. Doreen Massey (2013). Vocabularies of the Economy.

### Week 3/Tuesday, February 1 and Thursday, February 3 (in-person instruction begins)

**Tuesday:** Institutional political economy: Karl Polanyi, fictitious commodities, and the double movement

**Thursday:** Critiques and reflections on Polanyi

#### **Reading:**

1. Karl Polanyi (1944). The Self-Regulating Market and the Fictitious Commodities: Labor, Land, and Money (p. 71-80) and Man, Nature, and Productive Organization (p. 136-140). In: The Great Transformation.
2. Nancy Fraser (2014). Can Society be Commodities all the Way Down?
3. Geoff Goodwin (2018). Rethinking the Double Movement: Expanding the Frontiers of Polanyian Analysis in the Global South.

### Week 4/Tuesday, February 8 and Thursday, February 10 (Week 3 study guide due)

**Tuesday:** The regulation school

**Thursday:** Fordism and the “Golden Age of Capitalism”

**Reading:**

1. Robert Brenner (2006). The Pattern of the Postwar Boom (p. 43-51). In: Global Turbulence: The Advanced Capitalist Economies from Long Boom to Long Downturn, 1945-2005.
2. Bob Jessop (1992). Fordism and Post-Fordism: A Critical Reformulation. In: Pathways to Industrialization and Regional Development.
3. Robert Brenner and Mark Glick (1991). The regulation Approach: Theory and History (p. 1-7 only).

**Optional reading:**

1. Adam Tickell and Jamie Peck (1992). Accumulation, Regulation, and the Geographies of Post-Fordism: Missing Links in Regulationist Research.

**Week 5/Tuesday, February 15 and Thursday, February 17 (Week 4 study guide due)**

**Tuesday:** Radical geography: David Harvey’s theorization of capitalist crisis and the spatial fix

**Thursday:** Flexible accumulation

**Reading:**

1. David Harvey (1975). The Geography of Capitalist Accumulation: A Reconstruction of the Marxian Theory.
2. David Harvey (2001). [Globalization and the “Spatial Fix”](#).

**Recommended reading:**

1. Ruth Wilson Gilmore (2007). “The California Political Economy” and “The Prison Fix”. In: Golden Gulag: Prisons, Surplus, Crisis, and Opposition in Globalizing California.

**Truly optional reading:**

1. Schoenberger, E. (1988). From Fordism to flexible accumulation: technology, competitive strategies, and international location.

**Week 6/Tuesday, February 22 and Thursday, February 24 (Week 5 study guide due)**

**Tuesday:** Feminist economic geography: Cindi Katz on the necessity of social reproduction (via Zoom, with guest Dr. Cindi Katz)

**Thursday:** The pandemic and the crisis of care

**Reading:**

1. Cindi Katz (2001). Vagabond Capitalism and the Necessity of Social Reproduction.
2. Emma Dowling (2018). Confronting Capital’s Care Fix: Care through the lens of democracy

3. Sara Stevano et al. (2021). Hidden Abodes in Plain Sight: The Social reproduction of Households and Labor in the COVID-19 Pandemic.

**Optional reading:**

1. Nina Banks (2020). Black Women in the United States and Unpaid Collective Work: Theorizing the Community as a Site of Production.
2. Vivian Rodríguez-Rocha (2021). Social Reproduction Theory: State of the Field and New Directions in Geography

**Week 7/Tuesday, March 1 and Thursday, March 3 (Week 6 study guide due)**

**Tuesday:** Cedric's Robinson's racial capitalism

**Thursday:** Housing and geographies of racial capitalism

**Reading:**

1. Destin Jenkins and Justin Leroy (2021). Introduction: The Old History of Capitalism (p. 1-26). In: Histories of Racial Capitalism.
2. Robin D.G. Kelley (2017). [What Did Cedric Robinson Mean by Racial Capitalism?](#)
3. Joshua Inwood et al. (2020). Racial Capital, Abolition, and the Case for Reparations.
4. Desiree Fields and Elora Raymond (2021). Racialized Geographies of Housing Financialization.

**Optional reading/watching:**

1. Keeangha-Yamahatta Taylor (2019). [Race for Profit: How Banks and The Real Estate Industry Undermined Black Homeownership](#). Democracy Now (video segment).
2. Cedric Robinson (2020). Racial Capitalism: The Nonobjective Character of Capitalist development (p. 9-28). Black Marxism: The Making of the Black Radical Tradition.

**Week 8/Tuesday, March 8 and Thursday, March 10 (Lectures via Zoom; Week 7 study guide due)**

**Tuesday:** Review of key themes and crowdsourcing midterm questions

**Thursday:** Preview of midterm questions

**Week 9/Tuesday, March 15 and Thursday, March 17**

NO CLASS: COMPLETE TAKE HOME MIDTERM EXAM, DUE BY 11:59PM ON MARCH 17

**Week 10/Tuesday, March 22 and Thursday, March 24**

NO CLASS: SPRING BREAK



**Week 11/Tuesday, March 29 and Thursday, March 31**

**Tuesday:** Extractive operations

**Thursday:** Green extractivism (via Zoom, with guest Dr. Thea Riofrancos)

**Reading:**

1. Martín Arboleda (2020). From Spaces to Circuits of Extraction: Value in process and the mine/city nexus.
2. Sandro Mezzadra and Brett Neilson (2017). On the Multiple Frontiers of Extraction: Excavating contemporary capitalism (especially sections on “Landscapes of extraction” and “Beyond literal extraction” 188-196).
3. Thea Riofrancos (2020). Extractivism and extractivismo. *Global South Studies*.
4. Thea Riofrancos (2021). [The Rush to Go Green Comes with a Hidden Cost](#). *The Guardian*

**Optional reading:**

1. Neil Brenner and Nikos Kitsikis (2020). [Operational landscapes: Hinterlands of the Capitalocene](#).

**Week 12/Tuesday, April 5 and Thursday, April 7**

**Tuesday:** Supply chain capitalism

**Thursday:** Pandemic supply chain disruptions

**Reading:**

1. Anna Tsing (2009). *Supply Chains and the Human Condition*.

2. Juan de Lara (2018). Global Goods and the Infrastructure of Desire (p. 25-36). In: *Inland Shift: Race, Space, and Capital in Southern California*.
3. Ingrid Burrington (2020). [After Supply Chain Capitalism](#).

**Optional reading/listening:**

1. Miriam Posner (2021). Breakpoints and Black Boxes: Information in Global Supply Chains.
2. Matthew Hockenberry (2020). [A Time of Disassembly](#).

**Week 13/Tuesday, April 12 and Thursday, April 14**

**Tuesday:** The division of labor

**Thursday:** Remaking the Inland Empire (via Zoom, with guest Dr. Juan De Lara)

**Reading:**

1. Harry Braverman (1999[1977]). Selections from *Labor and Monopoly Capital*: p. 31-58, and 96-104.
2. Melissa Wright (2006). Manufacturing Bodies (p. 45-69, especially 50-62). In: *Disposable Women and Other Myths of Global Capitalism*
3. Juan de Lara (2018). Cyborg Labor and the Global Logistics Matrix (p. 74-89). In: *Inland Shift: Race, Space, and Capital in Southern California*.

**Optional viewing:**

1. *Maquilapolis* (film; available free on Kanopy using UC Berkeley credentials)

**Week 14/Tuesday, April 19 and Thursday, April 21 (Final project proposal due by 11:59pm 4/21)**

**Tuesday:** Cities, debt, and austerity

**Thursday:** Racialized municipal debt and green infrastructure (via Zoom, with guest Dr. Caroline Sage Ponder)

**Reading:**

1. Caroline Sage Ponder (2021). Spatializing the Municipal Bond Market: urban resilience under Racial capitalism.
2. Sawyer Phinney (2019). Rethinking Geographies of Race and Austerity Urbanism.
3. Destin Jenkins (2020). [The Fed could undo decades of damage to cities: Here's how](#).

**Optional reading:**

1. Kathryn Furlong (2019). Trickle-down Debt: Infrastructure, debt, and financialization, Medellín 1960-2013.

**Week 15/Tuesday, April 26 and Thursday, April 28 (Peer review of final project proposal due by 11:59pm 4/26)**

**Tuesday:** Mutual aid

**Thursday:** Mutual aid showcase

Reading:

1. Dean Spade (2020). Solidarity not Charity: Mutual Aid for Mobilization and Survival.
2. Hi'ilei Julia Kawehipuaakahaopulani Hobart and Tamara Kneese (2020). Radical Care: Survival Strategies for Uncertain Times.
3. Carol Stack (1975). Swapping.

Optional reading/viewing:

1. Ariel Riberg-Rider (2020). [A Visual History of Mutual Aid](#).
2. Dean Spade and Ciro Carrillo (2019). [S#%t's Totally F\\*&^ed: A Mutual Aid Explainer](#). (8-minute video content warning: this video uses some profanity).

**Reading week/Tuesday, May 3 and Thursday, May 5**

Final project due by 11:59pm 5/6