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**URPL-GP 2635 Community Equity & Wealth Building**

**Fall 2024**

## Instructor Information

* Sarah Ludwig, Adjunct Professor ([sil2005@nyu.edu](mailto:sil2005@nyu.edu))
* Office hours: Wednesday, 4-5 p.m. and by appointment

## Course Information

* Class Meeting Time: Wednesdays, 6:45–8:25 p.m.
* Location: Bobst Library, LL1-41

## Course Description & Objectives

This course introduces graduate students to the field of community wealth building. The course opens with an examination of racial wealth inequality, segregation, and poverty, with a focus on public policies that have created and perpetuated structural inequalities in the U.S., and that have shaped neighborhoods and impeded equitable community development.

Students then will explore the movement for economic democracy and cooperative economics taking root around the country (and the globe). They will learn how community groups, policymakers, and other stakeholders are advancing community wealth building frameworks and strategies in pursuit of urgently-needed systems change.

Students will gain familiarity with key concepts, including just transition and solidarity economy. Using NYC as a laboratory, they will examine case examples that illustrate effective community wealth building initiatives, as well as ongoing challenges in the field. They will hear from and engage with guest speakers throughout the semester.

The course exposes students to a range of perspectives, and students are expected to evaluate with a critical eye the validity and efficacy of all strategies and frameworks – including tensions between incremental reform and systems change, as well as opportunities and limitations presented by community wealth building approaches.

**Course Requirements & Expectations**

* **Attendance:** Students are required to attend all class sessions and to come to class on time and prepared to discuss readings and discussion questions. Accommodation will be made for excused absences. It is the responsibility of students who miss class to obtain notes from a classmate and to keep up with the course material.
* **Brightspace:** Students are expected to check Brightspace on a regular basis, and to read all announcements posted.
* **Reading Responses:** Students are required to complete weekly reading responses for Weeks 2-10. Reading response prompts will be posted on Brightspace with readings for each week. Written responses should be concise (300-500 words, max.), and demonstrate a clear grasp of the relevant reading(s). Reading responses are due on Brightspace by 8:30 p.m. on the Tuesday before the corresponding class. Late submissions will not be accepted without prior approval.
* **Online and Class Discussion:** Students are expected to participate actively in class discussions and to listen attentively to their classmates. All students are expected to have completed reading assignments and to bring rigor to their participation. Similarly, students are expected to engage in online discussions on Brightspace.
* **Group Presentations:** Working in small groups, students will prepare a 20-minute presentation for the class on an assigned community wealth building topic, following Instructions posted on Brightspace. A sign-up sheet will be posted in Brightspace in Week 2.
* **Short Final Essay.** Students will complete a 2-3 page critical essay for the course, due by 6 p.m. on Friday, December 13, 2024. The essay topic will be posted on Brightspace.

**Required Readings**

Students will be required to complete readings before each class. Much of the reading consists of articles and chapters from books, as well as podcasts and videos, and will be posted on Brightspace or available through weblinks in the syllabus.

Students are encouraged to share timely and relevant material with the rest of the class, including news articles, website links, books, and more. Please post the material to the Discussion section of Brightspace.

**Brightspace**

All announcements, resources, and assignments will be delivered through the Brightspace site. I may modify assignments and other aspects of the course as we proceed through the semester, and will provide advance notice as soon as possible through the course website.

Students in this course will use Brightspace to:

* View the most updated version of the course syllabus.
* Read course announcements.
* Retrieve required and suggested readings, and reading response questions.
* Post discussion comments.
* Submit assignments.

**Assignments and Grading**

Instructions for assignments will be posted on Brightspace throughout the semester. Assignments must be submitted to Brightspace by the due dates and times stated in the syllabus and instructions. It is your responsibility to check that the uploaded assignment is in the correct file format and accessible, or the assignment grade will be lowered for lateness.

Your final grade for the course will be calculated as follows: Participation in Class and Online Discussions (30%); Reading Responses (25%); Group Presentation (25%); Final Short Essay (20%).   
  
For the class presentations, all members of the group can expect to receive the same grade, unless it is clearly evident that the work was not carried out equally.

**Lateness Policy**

Students are expected to meet the deadlines indicated for all assignments. Assignment deadline extensions will be granted in cases of emergency or special circumstances. For assignments submitted late without approved extensions, grades will be lowered incrementally for each day the assignment is late.

## Academic Integrity

Academic integrity is a vital component of Wagner and NYU. All students enrolled in this class are required to read and abide by [Wagner’s Academic Code](https://wagner.nyu.edu/portal/students/policies/code). All Wagner students have already read and signed the [Wagner Academic Oath](https://wagner.nyu.edu/portal/students/policies/academic-oath). Plagiarism in any form will not be tolerated and students in this class are expected to report violations to me. Any student who is unsure about what is expected and how to abide by the academic code should consult with me.

This class calls on students to engage in critical thinking, and the use of ChatGPT or other AI tools is not permitted as a shortcut or substitute for drafting and editing written work, except as specifically and clearly permitted. Taking credit for writing you did not create is a violation of NYU’s Academic Integrity policy. We will discuss this further in class; students may be asked to sign a statement of understanding regarding this policy.

## Weekly Course Content

All students should refer to the Weekly Lessons tab in Brightspace for up--to-date reading assignments, reading response prompts, and other helpful content.

| **Week** | **Date** | **Topics** |
| --- | --- | --- |
| 1 | 9/4/2024 | Course Intro & Overview |
| 2 | 9/11/2024 | Racial Wealth Inequality |
| 3 | 9/18/2024 | Segregation, Redlining, Disinvestment |
| 4 | 9/25/2024 | Economic Democracy: Framing & Strategic Approaches |
| 5 | 10/2/2024 | CDFIs |
| 6 | 10/9/2024 | Public Banking |
| 7 | 10/16/2024 | Social Housing |
| 8 | 10/23/2024 | Community Land Trusts |
| 9 | 10/30/2024 | Worker Ownership |
| 10 | 11/6/2024 | Community Energy |
| 11 | 11/13/2024 | Group Presentations |
| 12 | 11/20/2024 | Group Presentations |
| 13 | 11/27/2024 | Discussion: The Hard Questions |
| 14 | 12/4/2024 | Course Wrap-Up |

## Detailed Course Overview

### Week 1 - Sept 4, 2024 | Course Intro & Overview

There is no assigned pre-reading for the course but please be sure to complete the [Student Survey](https://docs.google.com/forms/d/1U6pAbrVy2-Z1xKv5IgFU_dUgT0GUwKBMlsvHvA2qyOg/edit).

**Week 2 - Sept 11, 2024 | Racial Wealth Inequality**

**Assigned Reading:**

* Davis, Carl, *et al.* 2022. [The Geographic Distribution of Extreme Wealth in the U.S.](https://brightspace.nyu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=384532&type=coursefile&fileId=Reading+Week+_2%2fITEP-report-The-Geographic-Distribution-of-Extreme-Wealth-in-the-US.pdf), Institute on Taxation and Economic Policy.
* Asante-Muhammad, Dedrick, *et al.* 2023. [Still a Dream: Over 500 Years to Black Economic Equality](https://ips-dc.org/wp-content/uploads/2023/08/Still-A-Dream-report.pdf), Institute for Policy Studies and National Community Reinvestment Coalition.
* U.S. Department of the Treasury. 2022. [Racial Differences in Economic Security: The Racial Wealth Gap.](https://home.treasury.gov/news/featured-stories/racial-differences-economic-security-racial-wealth-gap)
* Kent, [Ana Hernández](https://www.stlouisfed.org/on-the-economy/2021/january/wealth-gaps-white-black-hispanic-families-2019#authorbox) and [Lowell R. Ricketts. 2021.](https://www.stlouisfed.org/on-the-economy/2021/january/wealth-gaps-white-black-hispanic-families-2019#authorbox) [Wealth Gaps between White, Black and Hispanic Families in 2019](https://www.stlouisfed.org/on-the-economy/2021/january/wealth-gaps-white-black-hispanic-families-2019), Federal Reserve Bank of St. Louis.
* NYC Office of the Comptroller. 2023. [The Racial Wealth Gap](https://comptroller.nyc.gov/reports/the-racial-wealth-gap-in-new-york/).
* Wilkerson, Isabel. 2020. “[America's 'untouchables': the silent power of the  
  caste system](https://www.youtube.com/watch?v=n3qA8DNc2Ss&ab_channel=TED),” TED [video].

**Optional Reading:**

* NYC Health Department. 2023. [The racial wealth gap has big implications for public health and health equity](https://a816-dohbesp.nyc.gov/IndicatorPublic/data-stories/racial-wealth-gap/).
* Asante-Muhammad, Dedrick, *et al.* 2017. [The Road to Zero Wealth: How the Racial Wealth Divide is Hollowing Out America's Middle Class](https://prosperitynow.org/files/PDFs/road_to_zero_wealth.pdf), Institute for Policy Studies and Prosperity Now.
* Darity, William Jr., *et al*. 2018. [What We Get Wrong About Closing the Racial Wealth Gap](https://socialequity.duke.edu/wp-content/uploads/2020/01/what-we-get-wrong.pdf), Samuel DuBois Cook Center on Social Equity and Insight Center for Community Economic Development.
* Desmond, Matthew. 2023. *Poverty, by America*, Ch. 1 (pp. 12-23), "[The Kind of Problem Poverty Is](https://ebookcentral.proquest.com/lib/nyulibrary-ebooks/reader.action?docID=7206109&ppg=13)." [Log into NYU library account to use the link.]

**Reading Response Questions:**

* ​What do you see as the key implications of the racial wealth gap? Why does it matter?
* Several readings attribute persistent wealth inequality in the U.S. to government policies. What did you learn from the reading about government policies that you did not know beforehand? Be specific.

**Week 3 - Sept. 18, 2024 | Segregation, Redlining & Disinvestment**

**Assigned Reading:**

* Rothstein, Richard. 2017. *The Color of Law: A Forgotten History of How our Government Segregated America*. Read: Preface (pp. vii-xvii); Chapter 7, "IRS Support and Compliant Regulators" (pp. 109-113); and Chapter 10, "Suppressed Incomes." [Available on Brightspace](https://brightspace.nyu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=384532&type=coursefile&fileId=Reading+Week+_2%2fRothstein+-+Color+of+Law+readings.pdf).
* Jackson, Kenneth T. 1985. *Crabgrass Frontier: The Suburbanization of the United States.* Read: Chapter 11, “Federal Subsidy and the Suburban Dream: How Washington Changed the American Housing Market” (pp. 190-218). [Available on Brightspace](https://brightspace.nyu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=384532&type=coursefile&fileId=Reading+Week+_2%2fCrabgrass_Frontier_Ch.+11.pdf).
* Coates, Ta-Nehisi. 2014. [The Case for Reparations](https://rutgers.instructure.com/courses/55398/files/7289544/download?verifier=xOQ9tniF8bhXK1ihKwdlbNr9fdVJEG84TVYWvlbA&download_frd=1), in *The Atlantic*.
* NYC Department of Consumer Affairs Office of Financial Empowerment, Collaboration for Neighborhood Financial Health. 2017. [How Neighborhoods Help New Yorkers Get Ahead](https://assetfunders.org/wp-content/uploads/October-16-2018-Report-HowNeighborhoodsHelpNYersGetAhead.pdf).
* Kahrl, Andrew W*.* 2024. *The Black Tax: 150 Years of Theft, Exploitation, and Dispossession in America.* Read: Introduction (pp. 1-15). Optional reading: Conclusion (pp. 342-350). [Available on Brightspace](https://brightspace.nyu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=384532&type=coursefile&fileId=Reading+Week+_3%2fExcerpts+from+The_Black_Tax_150_Years_of_Theft_Exploitation_and_Dispossession+in+America.pdf).

**Optional Reading:**

* Desmond, Matthew. 2023. *Poverty, by America*, Ch. 4 (pp. 56-69), "[How We Force the Poor to Pay More](https://ebookcentral.proquest.com/lib/nyulibrary-ebooks/reader.action?docID=7206109&ppg=56)." [Log into NYU library account to use the link.]
* Sharkey, Patrick. 2020. [To Avoid Integration, Americans Built Barricades](https://brightspace.nyu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=384532&type=coursefile&fileId=To_Avoid_Integration_Americans_Built_Barricades__Atlantic_Web_Edition_Articles_USA___June_20_2020__p1.pdf), *The Atlantic.*
* Pendall, Rolf with Carl Hedman. 2015. [Worlds Apart: Inequality between America’s Most and Least Affluent Neighborhoods](https://www.urban.org/sites/default/files/publication/60956/2000288-Worlds-Apart-Inequality-between-Americas-Most-and-Least-Affluent-Neighborhoods.pdf), Urban Institute.

**Reading Response Questions:**

* Richard Rothstein argues that segregation can be traced to public policies, and that *de facto* housing discrimination is a myth. What is he getting at? Do you agree/disagree, and why/why not?
* Kenneth Jackson writes that federal government policies in the 1930s (HOLC and FHA) established a system of redlining that persists in the U.S. today. Explain the significance.
* What is Ta-Nehisi Coates' central thesis, and do you agree with it? Why/ or why not?

**Week 4 - Sept. 25, 2024 | Economic Democracy: Framework & Strategies**

**Assigned Reading:**

* The Democracy Collaborative. 2022. [Challenges Addressed by Community Wealth Building](https://democracycollaborative.org/blog/challenges-addressed-by-community-wealth-building)
* *The New Systems Reader.* 2021.[*Available on Brightspace*](https://brightspace.nyu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=384532&type=coursefile&fileId=Reading+Week+_3%2fNew+Systems+-+selected+chapters.pdf).Read:
  + Kawano, Emily. Solidarity Economy: Building an Economy for People and Planet. (Ch. 19)
  + Alperovitz, Gar. A Pluralist Commonwealth and a Community Sustaining System. (Ch. 16)
  + Gordon Nembhard, Jessica. Building a Cooperative Solidarity Commonwealth. (Ch. 18)
  + Akuno, Kali and Sacajawea Hall. Building Economic Democracy to Construct Eco-Socialism from Below. (Ch. 27)
* Bronx Cooperative Development Initiative (BCDI). 2024. Read: [Our Bronx-Wide plan](https://bcdi.nyc/bronxwideplan); scan: the rest of the BCDI's website.
* Boston Ujima Project. 2024. Peruse entire [website](https://www.ujimaboston.com/).
* Loh, Penn. 2013. [What is the Color of the New Economy? And Why it Matters](http://pennloh.wordpress.com/2013/10/14/what-is-the-color-of-the-new-economy-and-why-it-matters/)

**Reading Response Questions:**

* Jessica Gordon Nembhard says the U.S. (and the world) needs a "cooperative commonwealth." What does she mean by this? Do you find her proposal practical or impractical, and why?
* What are the core goals of the Bronx Cooperative Development Initiative? What questions do you have about BCDI, based on the website? Do you think its approach is effective? Why or why not?
* We've read a lot about economic inequality as a driver of the community wealth-building movement. How does community-wealth building pertain to climate change/ecological crisis?

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# **Week 5 - Oct. 2, 2024 | Community-Controlled Finance: CDFIs**

**Guest Presenter: Scott Trumbull, Co-Executive Director, The Working World**

**Assigned Reading:**

* CDFI coalition website. 2024. Read: [About CDFIs.](https://cdfi.org/about-cdfis/) Scan: the rest of the website.
* Asset Funders Network. 2024. [Leveraging CDFIs to Increase Wealth Generation and Equity](https://brightspace.nyu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=384532&type=coursefile&fileId=AFN_Leveraging_CDFIs.pdf).
* Broady, Kristen, *et al.* 2021. [An analysis of financial institutions in Black-majority communities: Black borrowers and depositors face considerable challenges in accessing banking services](https://www.brookings.edu/research/an-analysis-of-financial-institutions-in-black-majority-communities-black-borrowers-and-depositors-face-considerable-challenges-in-accessing-banking-services/). Brookings Institution.

**Optional Reading:**

* Benjamin, Lehn, *et al*. 2008. Community Development Financial Institutions: Expanding Access to Capital in Under-Served Markets, in *The Community Development Reader*, Ch. 9*.* [Available on Brightspace](https://brightspace.nyu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=384532&type=coursefile&fileId=Reading+Week+_4%2fBenjamin+et+al+-+CDFIs+-+CD+reader+Ch+16.pdf). [helpful framing and history]

**Reading Response Questions:**

* How important is community-controlled finance to community equity and wealth building?
* In what ways do CDFIs serve – and not serve – as vehicles for wealth building?

# **Week 6 - Oct. 9, 2024 | Community-Controlled Finance: Public Banking**

**Guest Presenter: Melissa Marquez, CEO, Genesee Cooperative Federal Credit Union**

**Assigned Reading:**

* The Action Center on Race and the Economy (ACRE) and Americans for Financial Reform (AFR). 2021. [Breaking Up with Bad Banks](https://ourfinancialsecurity.org/wp-content/uploads/2021/05/Breaking-up-with-Bad-Banks-FINAL-4-26-21.pdf).
* Dēmos. 2022. [Banking for the Public Good: Public Bank NYC](https://www.demos.org/sites/default/files/2022-05/Demos_PublicBanking_CaseStudy_FA.pdf). Case Studies in Economic Democracy.

**Reading Responses:**

* Discuss one or more aspects of this week's readings that interest you. Be sure to cite the reading(s) in your response.
* What is the relationship between CDFIs and public banking?
* Where should cities and other local governments place public deposits, and why? What challenges and impediments do municipalities face with respect to moving public money out of commercial banks?
* What advantages and/or disadvantages do you see with public banking? How is it relevant to economic democracy?

# **Week 7 - Oct. 16, 2024 | Social Housing**

**Assigned Reading:**

* *Streets of Hope*: Chapters 5, “Controlling the Land through Eminent Domain,” and 6, “Land and Housing Development: The Triangle and Beyond” (pp. 115-167). [Available on Brightspace](https://brightspace.nyu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=384532&type=coursefile&fileId=Reading+Week+_6%2fstreets+of+hope+chapters+5+6.pdf).
* Asset Funders Network. 2024. [Shared Equity Homeownership](https://assetfunders.org/wp-content/uploads/AFN-Advancing-Shared-Equity-Homeownership-Brief.pdf).
* Pitcoff, Winton. 2008. [Has Homeownership Been Oversold?](https://brightspace.nyu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=384532&type=coursefile&fileId=Reading+Week+_6%2fPitcoff.pdf), in *The Community Development Reader*, Ch. 32*.* [*This essay is somewhat dated but raises helpful questions.*]

**Reading Response Questions:**

* Pitcoff asks, "Has Homeownership Been Oversold?" What does he mean by this, and do you agree or disagree, and why?
* Some people would say that limited-equity cooperatives do not enable people to build wealth. What is the basis for this viewpoint? Do you agree or disagree?

# **Week 8 - Oct. 23, 2024 | CLTs**

**Guest Presenters: Hannah Anousheh and Jay Jay Negrón, East New York CLT**

**Assigned Reading:**

* Davis, John Emmeus. 2010. [Origins and Evolution of the Community Land Trust in the United States](https://brightspace.nyu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=384532&type=coursefile&fileId=The_Community_Land_Trust_Reader_----_Origins+and+Evolution+of+CLTs+in+the+U.S..pdf), in *The Community Land Trust Reader*.
* NYC Community Land Initiative. 2014. [New York: We Got a Problem](https://www.youtube.com/watch?v=O9EDZ9h8jbc) [video].
* Del Rio, Deyanira. June 1, 2022. [Community Land Trusts Protect Housing Affordability – and Democracy](http://www.centernyc.org/urban-matters-2/community-land-trusts-protect-housing-affordability-and-democracy), Center for New York City Affairs.
* *Streets of Hope*: Chapters 5, “Controlling the Land through Eminent Domain,” and 6, “Land and Housing Development: The Triangle and Beyond” (pp. 115-167). [Available on Brightspace](https://brightspace.nyu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=384532&type=coursefile&fileId=Reading+Week+_6%2fstreets+of+hope+chapters+5+6.pdf).

**Optional Reading:**

* Ehlenz, Meagan. 2014. [Community Land Trusts and Limited Equity Cooperatives: A Marriage of Affordable Homeownership Models?](https://www.lincolninst.edu/sites/default/files/pubfiles/2485_1831_Ehlenz%20WP14ME1.pdf), Lincoln Institute of Land Policy.

**Reading Response Questions:**

* What do you think about the CLT model as a vehicle for community wealth being? Explain the pros and cons, as you see them.
* How did the Dudley Street Neighborhood Initiative (DSNI) use eminent domain to gain community control over vacant land? What lessons, if any, can we learn today from DSNI's example?

# **Week 9 - Oct. 30, 2024 | Worker Ownership**

**Guest Presenter: Saduf Syal, NYC Network of Worker Cooperatives (NYC NOWC)**

**Assigned Reading:**

* U.S. Federation of Worker Cooperatives: "[Worker Ownership](https://www.usworker.coop/what-is-a-worker-cooperative/)" and "[Worker-Cooperative-Definition](https://brightspace.nyu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=384532&type=coursefile&fileId=Reading+Week+-5%2fWorker-Cooperative-Definition-2015.pdf)."
* The Working World [website](http://www.theworkingworld.org/us/): read through. Seed Commons website: read (1) [About Seed Commons](https://seedcommons.org/about-seed-commons/); (2) [Principles](https://seedcommons.org/the-principles-of-seed-commons); and (3) [Non-Extractive Finance](https://seedcommons.org/about-seed-commons/seed-commons-approach-to-non-extractive-finance/).
* NYC Network of Worker Cooperatives (NYCNOWC). 2023. [NYC's Future is Cooperative: A Policy Platform for and by Worker Cooperatives](http://www.workercoop.nyc/). (Please click on and read each item in policy platform.)
* Democracy at Work Institute and United States Federation of Worker Cooperatives. 2022. "[2021 State of the Sector: Worker Cooperatives in the U.S.](https://brightspace.nyu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=384532&type=coursefile&fileId=Reading+Week+-5%2fSOTS_2021_FINAL_100122.pdf)"
* Duong, Brandon. 2021. [Despite a Rocky Start, Cleveland Model for Worker Co-ops Stands Test of Time](https://shelterforce.org/2021/03/09/despite-a-rocky-start-cleveland-model-for-worker-co-ops-stands-test-of-time/), in *Shelterforce.*
* Desmond, Matthew. 2023. *Poverty, by America*, Ch. 3 (pp. 38-55), "[How We Undercut Workers](https://ebookcentral.proquest.com/lib/nyulibrary-ebooks/reader.action?docID=7206109&ppg=38)." [Log into NYU library account to use the link.]

**Optional Reading:**

* Flanders, Laura. 2014. [How America’s Largest Worker Owned Co-op Lifts People Out of Poverty](http://www.yesmagazine.org/issues/the-end-of-poverty/how-america-s-largest-worker-owned-co-op-lifts-people-out-of-poverty), in *YES! Magazine.*

**Reading Responses:**

* Discuss one or more aspects of this week's readings that interest you. Be sure to cite the reading(s) in your response.

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# **Week 10 - Nov. 6, 2024 | Community Energy**

**Assigned Reading:**

* NYC Environmental Justice Alliance. [Just Transitions & Energy](https://nyc-eja.org/campaigns/just-transitions-energy/). Click on drop downs to read about each of the partnerships and coalitions listed on the page.
* UPROSE, Rogue Climate, Taproot Earth, and Climate Justice Alliance. [Principles for a Just Transition in Offshore Wind Energy](https://climatejusticealliance.org/wp-content/uploads/2022/11/JustTransition-OffshoreWindEnergy.pdf).
* UPROSE. Read: [Sunset Park Solar](https://www.uprose.org/sunset-park-solar).
* Edge Funders Alliance. 2014. [How We Live: A Journey Towards a Just Transition](https://vimeo.com/94603192).
* Obias, Leah and Emi Yoko-Young. 2020. [Energy Democracy: Honoring the Past and Investing in a New Energy Economy](https://www.raceforward.org/system/files/pdf/reports/RaceForward_Energy_Democracy_5.5.2021.pdf).

**Reading Responses:**

* Why do many environmental and economic justice groups underscore principles of "just transition"? Do you think it's a useful concept? Is a just transition achievable? Why or why not?
* Why would a community resident decide to join Sunset Park Solar? Who benefits? Do you see any risks?
* What are some key ways that New York City and other localities in the U.S. can implement community wealth building policies? What do you see as opportunities for doing so? What do you see as impediments?
* Discuss aspects of this week's readings that sparked your interest.

# **Weeks 11 and 12 - Nov. 13 and 20, 2024 | Class Presentations**

# **Week 13 - Nov. 27, 2024 | CLASS MEETS BY ZOOM**

# **Week 14 - Dec. 4, 2024 | Course Wrap-Up**

**Assigned Reading** (stay tuned for additional reading!)**:**

* NYC Department of Consumer and Worker Protection. 2020. [Municipal Policies for Community Wealth Building](https://brightspace.nyu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=384532&type=coursefile&fileId=Municipal-Policies-for-Community-Wealth-Building.pdf).

## NYU’s Calendar Policy on Religious Holidays

[NYU’s Calendar Policy on Religious Holidays](https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-calendar-policy-on-religious-holidays.html) states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please notify me in advance of religious holidays that might coincide with class sessions, assignment deadlines, and the like, so we may ensure a reasonable accommodation.

## Henry and Lucy Moses Center for Student Accessibility

Academic accommodations are available for students with disabilities. Please visit the [Moses Center for Student Accessibility website](https://www.nyu.edu/students/communities-and-groups/student-accessibility.html) and click on the Academic Accommodations tab, or call (212-998-4980), or email ([mosescsd@nyu.edu](mailto:mosescsd@nyu.edu)) CSA for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early in the semester as possible.

## NYU’s Wellness Exchange

[NYU’s Wellness Exchange](http://www.nyu.edu/life/safety-health-wellness/wellness-exchange.html) has extensive student health and mental health resources. A private hotline (212-443-9999) is available 24/7 that connects students with professionals who can help them address day-to-day challenges and other health-related concerns.