

# MASTER OF SCIENCE IN SUSTAINABILITY MANAGEMENT

## Diversity, Equity and Inclusion Committee

Initial Meeting Material  
December 11, 2020

Master of Science in Sustainability Management  
School of Professional Studies | The Earth Institute  
Columbia University

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## **About the Committee:**

The SUMA Diversity, Equity & Inclusion committee will oversee the anti-racism work of the MS in Sustainability Management program, provide accountability for the implementation of recommendations that emerge from committee discussions, and communicate periodically with students, alumni, and faculty on the program's progress.

The committee will determine how it functions and set its own agenda. The committee will comprise two members each from the faculty, student body, alumni, and staff. Students and alumni will solicit self-nominations from their peers, and they will select their respective committee representatives. Students will serve on the committee for the duration of the program. Alumni representatives will serve on the committee for terms of up to two years, but no less than one, in order to ensure continuity and sustained effort. The committee may occasionally invite others to meetings, who can provide expertise or valuable perspectives.

The faculty representatives may include the program director and another member selected through a self-nomination process. The staff representatives will be selected from among the program administrators.

The committee will convene on a quarterly basis, and it will be initially chaired by the Earth Institute's Director of Academic and Research Programs. The chair serves a one-year renewable term. The position of chair may rotate among committee members, if the committee so decides. The committee is to make decisions by consensus.

According to Scholtes and Streibel, "Consensus decision making is a search for the best decision through the exploration of the best of everyone's thinking. As more ideas are addressed and more problems are discussed, a synthesis of ideas takes place and the final decision is often better than any single idea presented at the beginning. Consensus does not mean: a unanimous vote, everyone getting what they want, everyone finally comes around to the right opinion, reaching a compromise. Consensus means: everyone understands the decision and can explain why it's best; everyone can live with the decision." (The Team Handbook, 3<sup>rd</sup> ed., p. 3-27).

## **Members:**

- Dr. Steve Cohen (Faculty)
- Kizzy Charles-Guzmán (Faculty)
- John Hodges (Current Student)
- Aditi Desai (Current Student)
- Rose Onwufor (Alumni)
- Shruti Deshpande (Alumni)
- George Sarrinikolaou (Staff)
- Mariví Perdomo Caba (Staff)

SUMA Diversity, Inclusion and Equity Committee  
Initial Meeting Agenda  
December 11, 2020  
2:30 pm – 4:00 pm ET  
[Zoom](#)

2:30 pm - 2:40 pm	Introductions	All
2:40 pm - 3:10 pm	Purpose and Function	George with Committee Members
3:10 pm – 3:30 pm	Review of actions to date, new syllabus, consultant contract.	George
3:30 pm – 3:55 pm	Brainstorming of actions for the Spring semester	All
3:55 pm -4:00 pm	Next steps and Adjourn	George

## List of Actions

Curriculum		
Course	Semester	Updates
Sustainability Management	Fall 2020	The study of equity, including the strategy of stakeholder engagement, has been incorporated into all sections of the required Sustainability Management course.
Workshop	Spring 2021	Workshop selection in the Spring may include projects that pertain to anti-racism, but it will continue to be based on student preferences and the faculty's ability to obtain projects that reflect students' interests.
Workshop	Future topics	We will seek to include projects that pertain to equity and environmental justice.
New Elective	Spring 2021	Building Resilience in 21st Century Detroit: Roots and Remedies to Racial Injustice
All Courses	Fall 2020 and beyond	We have encouraged faculty to incorporate anti-racism/environmental justice into all course materials when possible.

Co-Curricular			
Name	Date	Number of SUMA Students in attendance	Honorary
Building Resilience in 21st Century Detroit: Roots and Remedies to Racial Injustice, from Policing to COVID-19 with Donna Givens	July 23, 2020	5	\$2,000
Anti-Racism Workshop	August 3, 2020	2	-
Intersectional Environmentalism with Leah Thomas	September 23, 2020	25	\$2,000
Sustainability Space Series: A Conversation About Equity in Baltimore	September 29	TBD	TBD
Anti-Racism Monthly Training	September 18, October 16,	6-10	\$2,000

	November 20, and January 15		
We Act Skill Seminar on Environmental Justice and Activism	October 24, 2020	6	\$1,500
Stopping the Atlantic Coast Pipeline: Lessons Learned from Indigenous and Environmental Justice Advocate Donna Chavis	November 13, 2020	9	\$500

Faculty/ Student/ Staff Diversity		
Committee	Diversity, Inclusion, and Equity	Creation of a Permanent Committee
Recruitment	Expanded traditional efforts to include the intentional recruitment of BIPOC Students	Postering, advertising, social media, and emails.
Recruitment	LinkedIn	Creation of educational layers on LinkedIn ads that specifically target HBCUs and MSIs.  In conjunction with SPS, we now offer HBCU fellowships for the SUMA and Science programs.  Outreach for info sessions has been geared towards staff and faculty at HBCUs and MSIs.
Research	NSF Grant	Agreed to collaborate in Dr. Robin Bell's proposal BRIDGE: Broadening Recruitment, Inclusivity and Diversity in Graduate Education in Climate Science and Sustainability, if selected for funding by the NSF.

# Consultant Contract

## ATTACHMENT 1 SCOPE OF WORK (SOW)

Department or School Name: M.S. in Sustainability Management (Earth Institute/ SPS)

PI or Project Name: DE&I Audit- MS in Sustainability Management

Project Start Date: 12.14.20

Project End Date: 6.1.21

ARC Requisition #: \_\_\_\_\_

Supplier Name: IERE Strategies, LLC

*\*Note: Project dates should not begin prior to the issuance of an official University Purchase Order. Explain any different schedule in the description below.*

Describe the work to be performed by the Supplier, with project goals, objectives, and any related phases.

### [M.S. in Sustainability Management](#)

This flexible program prepares students for management careers that place an emphasis on strategic and financial analysis. The curriculum emphasizes the physical dimensions of sustainability (e.g., water, energy, greenhouse gas emissions, environmental infrastructure), general and financial management, economics, quantitative analysis, and policy so that students can thrive in the job market.

Number of current students: 254

Number of faculty: 56

Number of alumni: 930

Number of required courses: 2 (total of 46 unique courses)

The aim of this work is to gather as much DE&I-relevant data as possible so as to determine patterns and themes related to the climate within the [M.S. in Sustainability Management](#) by conducting surveys, focus groups/interviews, curricular analysis, classroom observations, human resource policy analysis, and any other useful/relevant data sets that clients have gathered on their own. Detail below:

- SURVEY: Conducting an anonymous survey that will be distributed to all current students, faculty, alumni, and staff. Each constituent group will receive their own survey. Both the quantitative and qualitative data from the surveys will be analyzed for patterns/themes, and significance. This survey will be created and deployed by IERE. M.S. in Sustainability Management (MSSM) will help facilitate contact with the various groups, and will encourage participation.
- FOCUS GROUPS/INTERVIEWS: The survey will feature an option for respondents to register personal contact information if they wish to participate in confidential focus groups and/or interviews. The total number of groups/interviews will be determined by the number of persons who register interest on the survey. Focus

**ATTACHMENT 1**  
**SCOPE OF WORK (SOW)**

groups and interviews will be conducted and recorded (via zoom) and analyzed by IERE. The transcription will be completed by a reputable firm.

- SYLLABI: Curricular analysis: IERE will analyze all 2 syllabi from the MS in Sustainability Management Program (MSSM)
- HR POLICIES: Human resources policies: Most faculty seem to be adjunct; IERE will examine the process of identifying/hiring adjunct and their onboarding processes. Questions related to HR policies will be asked in the survey. IERE will interview staff who are directly involved with hiring and onboarding of adjunct.
- OBSERVATIONS: Analysis of recorded class instruction: Since all class instruction is recorded, IERE will analyze some of these for the required courses. IERE will need recordings for two consecutive class sessions per selected course. MSSM will obtain these recordings and provide them to IERE.
- MISCELLANEOUS: IERE will collect any reports on DE&I that MSSM and/or EI have created on their own prior to this audit. IERE will meet with the DE&I teams within MSSM during and after the data collection.

Report to be generated on findings and recommendations after this analysis.

Describe key deliverables/expectations/milestones to be furnished by Supplier (i.e. reports, data, website, applications, executive candidates, completed services, and timeframes/milestones, etc.)

- 1) Progress report 1: surveys concluded, start of interviews. Progress report submitted to MSSM with invoice #1
- 2) Progress report 2: Conclusion of focus groups, interviews, and classroom observations. Progress report submitted to MSSM with invoice #2
- 3) Final report: When the project is completed. Final reports with recommendations submitted to MSSM with invoice #3

**ATTACHMENT 1  
SCOPE OF WORK (SOW)**

Indicate Columbia resources required to complete the Scope of Work (i.e. systems access, equipment, workspace, staff, etc.)

None.

What is the final product provided by the Service Provider (i.e. training, web design, research, software coding, programming, photography, videography, marketing, graphic design, etc.)?

Final report with recommendations.

**ATTACHMENT 1  
SCOPE OF WORK (SOW)**

**Payment Terms**

In full monetary consideration for the performance of this SOW by the Service Provider hereunder, the University shall reimburse the Service Provider in an amount **not to exceed \$14,825** \_\_\_\_\_, which is based on (*select one below*):

- A fixed fee including all costs; or
- A rate of \$ \_\_\_\_\_ per \_\_\_\_\_ (i.e. hour/day/month, etc.) for such units of time as the Service Provider actually performs services as called for by this SOW; or
- A milestone rate schedule as specified in an addendum to the Agreement; or
- A percentage rate schedule specified as follows: \_\_\_\_\_
- The attached detailed payment schedule as agreed by the Parties

**Note:** The total consideration provided in this SOW includes any and all related expenses, including travel, transportation and subsistence expense, which shall be reimbursed to the Service Provider in accordance with the reimbursement practices of the University; or as otherwise specified in an addendum to this Agreement.

“Service Provider”



Columbia University Department/School  
(Business Owner)

Sign: \_\_\_\_\_

Sign:  \_\_\_\_\_

Name: Hakim Williams c/o IERE \_\_\_\_\_

Name: George Sarrinikolaou \_\_\_\_\_

Title: Co-Principal, IERE \_\_\_\_\_

Title: Director, OARP

Date: 11.24.20 \_\_\_\_\_

Date: 12.1.20 \_\_\_\_\_

**NOTE:** *This SOW is governed either by the Terms and Conditions as set forth in the attached Agreement between the parties or, if no such formal Agreement has been agreed upon by the parties, by the terms and conditions of the Columbia University Purchase Order (<http://finance.columbia.edu/files/gateway/forms/Purchase%20Order%20Terms%20and%20Conditions%20080115.pdf>).*

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**Please attach any additional information or supplier  
proposal to best qualify the Scope of Work with specific details for this engagement.**

**ATTACHMENT 1  
SCOPE OF WORK (SOW)**

***ADDENDUM***

Payment will be made as outlined below:

Invoice #1, progress report #1, \$4,941

Invoice #2, progress report #2, \$4,941

Invoice #3, final report at completion of project, \$4,943

Syllabus: Building Resilience in 21st Century Detroit: Roots and Remedies to Racial Injustice

**Building Resilience in 21st Century Detroit: Roots and Remedies to Racial Injustice  
Online via Zoom. Wednesdays, 6:10 p.m.–8:00 p.m. ET  
3 credits**

**Instructor:** Donna Givens Davidson, [dgivens@ecn-detroit.org](mailto:dgivens@ecn-detroit.org)

**Office Hours:** Scheduled, as needed in ½ hour increments via Zoom.

**Response Policy:** Please contact me by email at [dg3211@columbia.edu](mailto:dg3211@columbia.edu) and I will respond within 24 hours during the workweek.

### Course Overview

Detroit is well-recognized as the Blackest big city in America within one of the most segregated metropolitan areas. At one point in the 20<sup>th</sup> Century, Detroit was home to the largest Black middle class, the highest percentage of Black homeowners, and one of the most powerful Black political machines in the nation. This pre-eminence collapsed over the span of the past 40 years, under the weight of racist public policy, public and private malfeasance, financial disinvestment, and the temporary usurpation of Black political power. In an effort to better understand current conflicts between Black citizens and their government, this class will examine the role of race in public policy formation, institutional systems, and government.

Detroit's racial inequality is rooted in a protracted and uninterrupted history of racist laws, policies, and practices that deny full citizenship to Black Detroiters, undermine Democracy, and position the city as a poor colony within a thriving metropolis. Racism has disfigured the social, physical and economic landscape of Detroit to produce profound levels of neglect, abuse, and exploitation of its residents, resulting in wealth extraction, housing insecurity, healthy food and water scarcity, educational malpractice, and environmental destruction, all within the framework of wealth attraction, tax incentives, subsidized growth and capital accumulation in the greater downtown.

Through this course, we will examine the thesis that sustainability and racism cannot co-exist; that sustainability is rooted in inclusive social wellbeing now and in future generations, whereas racism is rooted in hoarding of power and resources for one dominant group. This hoarding of resources for a favored population impairs preservation for future generations. Furthermore, environmental racism disconnects the consequences of environmental destruction from its beneficiaries and therefore interferes with feedback loops that are needed for course correction.

Detroit serves as an American example of longstanding racist public policy, resulting in massive depopulation, blight, abandonment, and concentration of risks that cannot and will not be fixed through neo-liberal redevelopment strategies that ignore its racist past and the racist underpinnings of public policy. We will explore grass-roots efforts to address root causes, community development efforts to build sustainable communities, and alternative approaches to restructuring local economies.

Students will learn advocacy, management, and political tools and strategies for pursuing sustainability in a place fraught with racism:

- Community organizing
- Coalition Building
- Stakeholder engagement
- Resident-Driven Planning
- Community benefits agreements and
- Models for Alternative Economic Development

### Learning Objectives

- L1. Evaluate how racist laws, policies and practices undercut urban sustainability and the role of citizenship in building sustainable systems.
- L2. Examine the evolution of Black power in 20<sup>th</sup> Century Detroit and how this power has been harnessed and sustained over time, through social, civic, economic and political institutions to strengthen community resilience.
- L3. Describe evolving patterns of white resistance to racial inclusion and social equity and correlate this resistance to specific sustainability impacts.

- L4. Compare and contrast competing narratives of the new Detroit and power relationships between key Detroit stakeholders and leaders.
- L5. Design strategies for building resident equity and formulate an equity initiative to address specific sustainability issues.

## Readings

### Required:

- Bates, B. T. (2012). Chapters 1-5. In *Making of Black Detroit in the age of Henry Ford* (pp. 15-67). Chapel Hill, NC: University Of North Carolina Press (129 Pages)
- Barreto, A. A., & Lozano, K. (2017). Hierarchies of belonging: Intersecting race, ethnicity, and territoriality in the construction of US citizenship. *Citizenship Studies*, 21(8), 999-1014. doi:10.1080/13621025.2017.1361906 (15 pages)
- Darden, J. T., & Thomas, R. W. (2013). Historical causes and consequences of the 1967 civil disorder white racism, Black rebellion, and changing race relations in the post–civil disorder era. In *Detroit Race Riots, Racial Conflicts, and Efforts to Bridge the Racial Divide*, (pp. 1-135). East Lansing, MI: Michigan State University Press (135 pages)
- Peck, J., & Whiteside, H. (2016). Financializing Detroit. *Economic Geography*, 92(3). doi:10.1080/00130095.2015.1116369 (29 pages)
- Atuahene, B. (2020). Predatory Cities. *California Law Review*, 108(1), 107-182 (75 pages)
- McDonald, K. (Director). (2014, September 24). How Detroit has streamlined its fight against blight [Video file]. In *PBS Newshour*. Available from [www.youtube.com/watch?v=43ldAQhkdY](http://www.youtube.com/watch?v=43ldAQhkdY) (9 minutes)
- Stafford, K., & Tanner, K. (2020). Children were at risk so Detroit promised to halt demolitions. But that didn't happen. Retrieved from <https://www.freep.com/in-depth/news/investigations/2020/10/16/detroit-demolitions-stopped-neighborhoods-lead/5975230002/> (22 pages)
- Stafford, K. (2019, November 08). Detroit demolition program mismanaged, riddled with problems, auditor says. Retrieved from <https://www.freep.com/story/news/local/michigan/detroit/2019/11/08/detroit-demolition-auditor-general-report/2522761001/> (5 pages)
- White, M. M. (2011) Environmental reviews & case studies: D-Town farm: African American resistance to food insecurity and the transformation of Detroit. *Environmental Practice*, 13(4), pp. 406–417., doi:10.1017/s1466046611000408 (11 pages)
- Taylor, D. E., & Ard, K. J. (2015). Food availability and the food desert frame in Detroit: An Overview of the City's Food System. *Environmental Practice*, 17(2), 102–133, doi:10.1017/s1466046614000544 (31 pages).
- Poething, E. C., Schilling, J., Goodman L., Bai, B., Gaster, J. Pendall, R., & Fazilli, S. (2017). The Detroit housing market: Challenges and innovations for a path forward. *Urban Institute* (66 pages)
- Clark, C. (2020). Race, austerity and water justice in the United States. *Water Politics: Governance, Justice, and the Right to Water*, by Farhana Sultana and Alex Loftus, Routledge, an Imprint of the Taylor & Francis Group, 2020, pp. 175–185. (10 pages)
- Rector, J. J. (2017). Accumulating risk: Environmental justice and the history of capitalism in Detroit, 1880-2015. *Wayne State University Dissertations* (45 pages)
- Meerow, S., & Newell, J. P. (2016). Spatial planning for multifunctional green infrastructure: Growing resilience in Detroit. *Landscape and Urban Planning*, 159(29), 62–75, doi:10.1016/j.landurbplan.2016.10.005 (13 pages)
- Gould, K. A., & Lewis, T. L. (2017). Making urban greening sustainable. In *Green Gentrification: Urban Sustainability and the Struggle for Environmental Justice* (pp. 151-172). Routledge (21 pages)

Niekerk, A. J. (2020). Inclusive economic sustainability: SDGs and global inequality. *Sustainability*, 12(13), 5427. doi:10.3390/su12135427 (17 pages)

### Suggested:

Cassells, H., & Levy, K. (Directors). (2015). *A people's history of Detroit* [Video file]. Available from [www.youtube.com/watch?v=qcAvvr6yYjM](http://www.youtube.com/watch?v=qcAvvr6yYjM) (69 minutes viewing)

Carmichael, S., Hamilton, C. V., & Ture, K. (1992). White power: The colonial situation. In *Black power: The politics of liberation in America* (pp. 2-32). Vintage Books (30 pages)

O'Grady, S. K. (Director). (2016). *Land Grab* [Video file]. Atlas Industries. Retrieved from <https://www.amazon.com/Land-Grab-John-Hantz/dp/B07FYJ77NP> (75 minutes)

### Resources

#### *Columbia University Information Technology*

[Columbia University Information Technology](https://columbiaait.onthehub.com/) (CUIT) provides Columbia University students, faculty, and staff with central computing and communications services. Students, faculty, and staff may access University-provided discounted software downloads (<https://columbiaait.onthehub.com/>).

#### *Columbia University Library*

Columbia's extensive library system ranks in the top five academic libraries in the nation, with many of its services and resources available online: <https://library.columbia.edu/>.

#### *SPS Academic Resources*

The Office of Student Affairs provides students with academic counseling and support services such as online tutoring and career coaching: <http://sps.columbia.edu/student-life-and-alumni-relations/academic-resources>.

### Course Requirements (Assignments)

1. **Participation in 8 online discussions – 40% (Individual grade - L1, L2, L3, L4).** This will include posting 250 to 300 word Canvas discussion posts in direct response to detailed questions and response and engagement with at least two other student responses. Posts will be evaluated based on critical thinking and analysis, application and synthesis of lecture/discussion and reading topics, as well as thoughtful consideration and responsiveness to posts by other students. Each post counts for 5% of the grade.
2. **Completion of three essays, evaluating problems described in case studies – 30% (Individual grade - L4, L5).** Students will be asked to assess issues of citizenship and justice, sustainability impacts, and power relationships between primary actors. Minimum of 1,000 words, double spaced. Essays will be evaluated based on writing mechanics, organization of information, evidence of case analysis, synthesis of lecture/discussion and reading content, and personal reflections demonstrating awareness and sensitivity to competing narratives about Detroit and its residents.
3. **Final project, proposing a policy change, program, or initiative that addresses a sustainability issue relevant to Detroit residents – 30% (Group grade - L5).** Students will select from one of the following sustainability management program areas: stormwater management, air quality, water access, renewable energy, or food systems and work in small groups to propose an intervention that will be presented as a group. Each student will summarize their proposal in a written document, of between 4,500 to 5,000 words. Proposals will include the following elements:
  - a. Description of need, using available quantitative and qualitative data
  - b. Discussion of race equity concerns
  - c. Power analysis between primary stakeholders
  - d. Brief historical description,
  - e. Type(s) of intervention

- i. Direct Action
- ii. Community Organizing
- iii. Political Action
- iv. Research
- v. Community Development
- vi. Other
- f. Program Objectives
- g. Expected Outcomes
- h. Resource Requirements

Final projects will be evaluated for the group based on quality of group presentation which will comprise 1/3 of the final grade. Written responses will be evaluated based on responsiveness to outlined elements, writing mechanics, organization of information, as well as presentation of information using graphs, charts, and other tools, as appropriate. Projects should reflect analysis of racist policy and practices and correlation between these policies and practices to current sustainability issues. Proposals will be assessed based on clarity of goals and objectives, originality, fit within Detroit context, feasibility, and differentiation from existing programs/initiatives.

## Evaluation/Grading

The final grade will be calculated as described below:

### FINAL GRADING SCALE

Grade	Percentage
A+	98–100 %
A	93–97.9 %
A-	90–92.9 %
B+	87–89.9 %
B	83–86.9 %
B-	80–82.9 %
C+	77–79.9 %
C	73–76.9 %
C-	70–72.9 %
D	60–69.9 %
F	59.9% and below

ASSIGNMENT	% Weight
Discussion Prompts	40%
Case studies	30%
Final Project	30%

## Course Policies

### *Participation and Attendance*

You are expected to complete all assigned readings, attend all class sessions, and engage with others in online discussions. Your participation will require that you answer questions, defend your point of view, and challenge

the point of view of others. If you need to miss a class for any reason, please discuss the absence with me in advance.

#### *Late work*

Work that is not submitted on the due date noted in the course syllabus without advance notice and permission from the instructor will be graded down 1/3 of a grade for every day it is late (e.g., from a B+ to a B).

#### *Citation & Submission*

All written assignments must use APA format, cite sources, and be submitted to the course website (not via email).

## **School Policies**

#### *Copyright Policy*

Please note—Due to copyright restrictions, online access to this material is limited to instructors and students currently registered for this course. Please be advised that by clicking the link to the electronic materials in this course, you have read and accept the following:

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specified conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement.

#### *Academic Integrity*

Columbia University expects its students to act with honesty and propriety at all times and to respect the rights of others. It is fundamental University policy that academic dishonesty in any guise or personal conduct of any sort that disrupts the life of the University or denigrates or endangers members of the University community is unacceptable and will be dealt with severely. It is essential to the academic integrity and vitality of this community that individuals do their own work and properly acknowledge the circumstances, ideas, sources, and assistance upon which that work is based. Academic honesty in class assignments and exams is expected of all students at all times.

SPS holds each member of its community responsible for understanding and abiding by the SPS Academic Integrity and Community Standards posted at <http://sps.columbia.edu/student-life-and-alumni-relations/academic-integrity-and-community-standards>. You are required to read these standards within the first few days of class. Ignorance of the School's policy concerning academic dishonesty shall not be a defense in any disciplinary proceedings.

#### *Accessibility*

Columbia is committed to providing equal access to qualified students with documented disabilities. A student's disability status and reasonable accommodations are individually determined based upon disability documentation and related information gathered through the intake process. For more information regarding this service, please visit the University's Health Services website: <https://health.columbia.edu/services/ods/support>.

#### *Class Recordings*

All or portions of the class may be recorded at the discretion of the Instructor to support your learning. At any point, the Instructor has the right to discontinue the recording if it is deemed to be obstructive to the learning process.

If the recording is posted, it is considered confidential and it is not acceptable to share the recording outside the purview of the faculty member and registered class.

## Course Schedule/Course Calendar

Module/Discussion Topics	Readings	Assignment
<p>January 13, 2021</p> <p><b>Module 1:</b> Sustainability and Citizenship</p>	<p>Required:</p> <p>Bates, B. T. (2012). Chapters 1-2. In <i>Making of Black Detroit in the age of Henry Ford</i> (pp. 15-67). Chapel Hill, NC: University Of North Carolina Press.</p> <p>Suggested Viewing:</p> <p>Cassells, H., &amp; Levy, K. (Directors). (2015). <i>A people's history of Detroit</i> [Video file]. Available from <a href="http://www.youtube.com/watch?v=qcAvvr6yYjM">www.youtube.com/watch?v=qcAvvr6yYjM</a></p> <p>Required:</p> <p>Barreto, A. A., &amp; Lozano, K. (2017). Hierarchies of belonging: Intersecting race, ethnicity, and territoriality in the construction of US citizenship. <i>Citizenship Studies</i>, 21(8), 999-1014. doi:10.1080/13621025.2017.1361906</p> <p>Suggested:</p> <p>Carmichael, S., Hamilton, C. V., &amp; Ture, K. (1992). White Power: The Colonial Situation. In <i>Black power: The politics of liberation in America</i> (pp. 2-32). Vintage Books.</p>	<p>Canvas Discussion Prompt</p>
<p>January 20, 2021</p> <p><b>Module 2:</b> Urban Roots: Leaving the Plantation and the Rise of Black Detroit</p>	<p>Required:</p> <p>Bates, B. T. (2012). Chapters 3-5. In <i>Making of Black Detroit in the age of Henry Ford</i> (pp. 70-144). Chapel Hill, NC: University Of North Carolina Press.</p>	<p>Canvas Discussion Prompt</p>
<p>January 27, 2021</p> <p><b>Module 3:</b> Black Resistance and Rebellion: Building Black Political Power</p>	<p>Required:</p> <p>Darden, J. T., &amp; Thomas, R. W. (2013). Historical causes and consequences of the 1967 civil disorder white racism, Black rebellion, and changing race relations in the post-civil disorder era. In <i>Detroit Race Riots, Racial Conflicts, and Efforts to Bridge the Racial Divide</i> (pp. 1-27). East Lansing, MI: Michigan State University Press.</p> <p>Required:</p> <p>Darden, J. T. (2013). The emergence of Black political power in 1967: Impact of the civil disorders on race relations in metropolitan Detroit. In J. Darden (Ed.), <i>Detroit Race Riots, Racial Conflicts, and Efforts to Bridge the Racial Divide</i> (pp. 93-135). East Lansing: Michigan State University Press.</p>	<p>Schedule time to meet with group members for the first time. As a group, submit the Final Paper Topic.</p> <p>Canvas Discussion Prompt</p>

February 3, 2021 <b>Module 4:</b> Dismantling Black Detroit: Bankruptcy and Emergency Management	Required: Peck, J., & Whiteside, H. (2016). Financializing Detroit. <i>Economic Geography</i> , 92(3). doi:10.1080/00130095.2015.1116369	Case Study: Emergency Management Continue working on the Final Project as a group.
February 10, 2021 <b>Module 5:</b> Wealth Transfers and Land Grabs	Required: Atuahene, B. (2020). Predatory Cities. <i>California Law Review</i> , 108(1), 107-182. Suggested: O'Grady, S. K. (Director). (2016). Land Grab [Video file]. Atlas Industries. Retrieved from <a href="https://www.amazon.com/Land-Grab-John-Hantz/dp/B07FYJ77NP">https://www.amazon.com/Land-Grab-John-Hantz/dp/B07FYJ77NP</a>	Canvas Discussion Prompt Continue working on the Final Project as a group.
February 17, 2021 <b>Module 6:</b> Deconstructing Detroit - Mass Demolitions	Required: McDonald, K. (Director). (2014, September 24). How Detroit has streamlined its fight against blight [Video file]. In <i>PBS Newshour</i> . Available from <a href="http://www.youtube.com/watch?v=43ldAQhkdY">www.youtube.com/watch?v=43ldAQhkdY</a> Stafford, K., & Tanner, K. (2020). Children were at risk so Detroit promised to halt demolitions. But that didn't happen. Retrieved from <a href="https://www.freep.com/in-depth/news/investigations/2020/10/16/detroit-demolitions-stopped-neighborhoods-lead/5975230002/">https://www.freep.com/in-depth/news/investigations/2020/10/16/detroit-demolitions-stopped-neighborhoods-lead/5975230002/</a> Stafford, K. (2019, November 08). Detroit demolition program mismanaged, riddled with problems, auditor says. Retrieved from <a href="https://www.freep.com/story/news/local/michigan/detroit/2019/11/08/detroit-demolition-auditor-general-report/2522761001/">https://www.freep.com/story/news/local/michigan/detroit/2019/11/08/detroit-demolition-auditor-general-report/2522761001/</a>	Case Study: Problem Analysis I - Proposal N Continue working on the Final Project as a group.
February 24, 2021 <b>Module 7:</b> Food Systems	Required: White, M. M. (2011). D-Town Farm: African American resistance to food insecurity and the transformation of Detroit. <i>Environmental Practice</i> 13(4), 406–417, doi:10.1017/s1466046611000408. Taylor, D. E., and Ard, K. J. (2015). Food availability and the food desert frame in Detroit: An overview of the city's food system. <i>Environmental Practice</i> 17(2), 102–133. doi:10.1017/s1466046614000544.	Canvas Discussion Prompt Continue working on the Final Project as a group.
<b>SPRING BREAK (Academic Holiday). No Classes.</b>		
March 10, 2021 <b>Module 8:</b> Water Rights	Required:	Group Outline for Final Project Due

	<p>Clark, C. (2020). Race, austerity and water justice in the United States. In F. Sulana &amp; A. Loftus (Eds.) <i>Water politics: Governance, justice, and the right to water</i>. Routledge (pp. 175–185).</p> <p>Suggested:</p> <p>Rector, J. J. (2017). Accumulating risk: Environmental justice and the history of capitalism in Detroit, 1880-2015. <i>Wayne State University Dissertation</i>, pp. 20–75, 305-368</p>	
<p>March 17, 2021 <b>Module 9:</b> Affordable Housing</p>	<p>Poething, E.C., Schilling, J., Goodman L., Bai, B., Gaster, J. Pendall, R. &amp; Fazilli, S. The Detroit Housing Market: Challenges and Innovations for a Path Forward. Urban Institute</p>	<p>Canvas Discussion Prompt Continue working on the Final Project as a group.</p>
<p>March 24, 2021 <b>Module 10:</b> Air Quality and Soil Contamination</p>	<p>Rector, J. J. (2017). Accumulating risk: Environmental justice and the history of capitalism in Detroit, 1880-2015. <i>Wayne State University Dissertation</i></p>	<p>Case Study: FCA Expansion Continue working on the Final Project as a group.</p>
<p>March 31 2021 <b>Module 11:</b> Green Infrastructure and Stormwater Management</p>	<p>Meerow, S., &amp; Newell, J. P. (2016). Spatial planning for multifunctional green infrastructure: Growing resilience in Detroit. <i>Landscape and Urban Planning</i>, 159(29), 62–75, doi:10.1016/j.landurbplan.2016.10.005</p>	<p>Canvas Discussion Prompt Continue working on the Final Project as a group.</p>
<p>April 7, 2021 <b>Module 12:</b> Building Power</p>	<p>“Making Urban Greening Sustainable.” <i>Green Gentrification: Urban Sustainability and the Struggle for Environmental Justice</i>, by Kenneth Alan Gould and Tammy L. Lewis, Routledge, 2017, pp. 151–172.</p>	<p>Canvas Discussion Prompt Continue working on the Final Project as a group.</p>
<p>April 14, 2021 <b>Module 13:</b> Sustainable Social Wellbeing</p>	<p>Niekerk, A. J. (2020). Inclusive Economic Sustainability: SDGs and Global Inequality. <i>Sustainability</i>, 12(13), 5427. doi:10.3390/su12135427</p>	<p>Final Project due April 26, 2021, 11:59 PM ET</p>

## Communications between Program Director and Students/Alumni

- [Thursday, September 24, 2020: SUMASA shares petition with students and Alumni](#)
- [Thursday, September 3, 2020: Letter from Dr. Cohen to Students/Alumni](#)
- [Monday, August 31, 2020: Initial Letter from Students to SUMA Director](#)

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**Thursday, September 24, 2020**

Dear SUMA Community,

We are pleased that the SUMA administration has pledged to integrate Diversity, Equity, & Inclusion (DEI) into our program. We've created a petition to maintain pressure on the administration to follow through and ensure our voices as students are heard.

If you support the proposed actions outlined within the petition, including more justice-focused classes, financial aid for underrepresented communities, and regular reporting on DEI initiatives, please demonstrate your commitment by signing our letter.

Sign Petition

## *Thursday, September 3, 2020: Letter from Dr. Cohen to Students*

Dear SUMA Students:

The M.S. in Sustainability Management program and its co-sponsors – the Earth Institute and the School of Professional Studies – are committed to anti-racism. From the perspective of our program specifically, anti-racism is especially pertinent because equity is bound with sustainability.

Earlier this summer, we began implementing measures to bolster anti-racism in the program, while we consulted with experts about how to sustain and systematize this effort in the long-term. In response to your letter of August 31, 2020 (attached), I would like to address your proposals while also outlining our actions to date and our plans for the academic year. For the purposes of our communications, I will be referring to equity, rather than environmental justice, because the former term is more far-reaching than the latter. In other words, communities may not face any environmental justice issues, but they may still suffer from inequity.

### Integration of equity in the SUMA curriculum

1. Starting in Fall 2020, all sections of the required Sustainability Management course will address the link between sustainability and equity, as well as teach students the use of tools for advancing equity.
2. The Capstone Workshop, which is the only other required course in the program, has historically undertaken projects in which equity concerns have figured prominently, and it will continue to do so. The Capstone and Sustainability Management comprise two of the three Integrative Courses in Sustainability Management.
3. The Ethics for Sustainability Managers course will be revised to better address equity.
4. A new elective course on sustainability and equity is planned for Spring 2021 under Area of Study 4.
5. SUMA faculty will discuss the integration of equity in their courses at an upcoming meeting later in the semester.
6. Our program attracts talented students in great part because of its flexible curriculum, which allows students to choose the courses that meet their career goals. Requiring additional courses would alter its nature, making it less attractive to the types of students for which it was designed. Our goal is to ensure that as many as our courses as possible address these critical issues, rather than to add a required course.

### Co-curricular programming on equity and sustainability

1. New co-curricular programs about equity and sustainability supplement the curriculum, giving students the opportunity to learn outside the classroom. A workshop on community resilience and racism took place in July, led by Donna Givens, President and CEO of the Eastside Community Network, an organization based in Detroit.
2. A conversation about equity in Baltimore and its ramifications for sustainability is scheduled for September 19, 2020.
3. A skills seminar about climate justice and leadership, which will be led by staff from WEACTION, an environmental justice organization based in New York City, will take place in October.

Diversity and inclusion of students, faculty, and staff.

1. This summer, we consulted Earth Institute colleagues and others, with expertise in diversity, equity, and inclusion, and concluded that a thorough audit of our program was needed. The purpose of the audit will be to assess what our program has done to address racism and to enhance diversity, equity, and inclusion. The findings will set a baseline against which we will gauge progress, and it will generate recommendations for systematic improvement. Next, we will select a consultancy with experience and expertise in auditing of this kind to undertake the project, which will represent a significant undertaking that will require time and money. A committee that comprises students, alumni, faculty, and staff will oversee the audit and provide accountability for the implementation of recommendations. The committee will also decide on ways to communicate with students and alumni on this work.
2. While the audit gets underway, the program is taking steps to improve the diversity of its student body through improved recruitment. The program recruits students in-person at graduate fairs, college campuses, and occasionally at other venues, such as sustainability conferences and employers' offices. In addition, it recruits online through advertising, social media, and email. As part of this outreach, the program is planning to better engage Historically Black Colleges and Universities and Minority Serving Institutions by making presentations to students at these institutions. The program has also added criteria to its online advertising on LinkedIn to better reach prospective BIPOC students, and it is exploring ways to do something similar on Google.
3. In 2019, the Earth Institute represented the program participated in the Seventh Annual HBCU Climate Change Conference, which was sponsored by the Deep South Center for Environmental Justice. The Earth Institute will be unable to participate in this year's conference because of the COVID-19 pandemic, but will return to this event when public health conditions allow it. I would like to invite you to provide us additional information about conferences and related events that you would like to see the program engage in.
4. Students will also be invited to join other Earth Institute students in discussions of anti-racism, which will take place several times in the fall and spring semesters. Kuheli Dutt, Assistant Director for Academic Affairs and Diversity, Lamont-Doherty Earth Observatory, will lead the discussions.
5. We will consider your recommendation to include need in awarding fellowships. Moreover, the program is now eligible to participate in a scholarship program directed at recent graduates of HBCUs.

We will be in touch with you again shortly as we form the new committee and seek nominations for the student representatives. I am grateful for your efforts to bring additional focus on issues of anti-racism, equity and environmental justice and to do so in a constructive way that engages our entire community. I will do everything I can to support this effort as we move forward, together.

Best Regards,

Steve

## *Initial Letter from SUMA Students*

August 31, 2020

Dear Dr. Steve Cohen and the SUMA Administration,

We write to you **as members of the SUMA student body** proud of our program's knowledge, networks, and resources but disappointed by our program's perpetuation of systemic racism.

We are writing to express how each of us has learned, witnessed, or experienced the effects of environmental racism and institutional injustice, as well as **offer tangible solutions to enact the positive growth we wish to see in a program we love.**

It is troubling to stand with one of the world's most prestigious universities when our program's faculty and student body is not representative of the global majority—Black, Indigenous, People of Color (BIPOC) represent over 80% of the world's population. However, according to Data USA, Columbia's combined undergraduate and graduate student enrollment only consists of 7.76% Latinx, 5.22% Black or African American, and less than .2% Indigenous and Native peoples.

In light of egregious disparities in health outcomes, displacement and migration, pollution exposure for Black, Indigenous, and People of Color in regards to decisions made by sustainability professionals, our program must prepare students on how to discuss the nuances of sustainability issues and manage with equity and inclusion. Without these insights, we cannot call our program one of the best graduate-level sustainability programs in the world.

As sustainability practitioners, we need to know how to address and promote social, environmental, and economic sustainability in our work and our communities. We enrolled in SUMA in order to learn how to contextualize, study, and research which voices to trust, which companies to work for, how to engage with stakeholders, how to manage teams, and make lasting connections with fellow students and faculty. The SUMA program's omission of vital environmental justice topics in all course curricula, as well as the exclusion and lack of support for BIPOC students and faculty, contributes to lasting environmental injustices and other social inequalities.

There are too few classes at SUMA that are dedicated to the intersection of race, gender, and management — more classes are dedicated to topics such as corporate finance or supply chain operations without mention of intersectional impacts within those fields of study. **Our program champions itself as a global leader in Sustainability Management, yet, does not thoroughly or thoughtfully teach us how to address the social context of our actions** — an essential component that unifies the three pillars of sustainability. These missing links in our education limit how successful and beneficial our work will be as we enter the workforce as sustainability professionals. Most importantly, by learning how to engage with the environment without a complex understanding of the social context of our actions, we become reinforcers of a violent and broken social order that harms BIPOC communities most acutely.

**We must invest more formal attention to the structures in place that put BIPOC communities most at risk for environmental degradation.** Said communities often lack the resources, or political power to address the environmental conditions that negatively affect them. This is where we, as sustainability managers, can rise.

Our academic community must create environments where BIPOC can thrive both as members of the student body and faculty. We must ask ourselves: Are the sustainability solutions our program praises aimed to benefit these vulnerable populations, for example, our neighboring Northern Manhattan

communities only steps away from our campus' iron gates? Do we recognize Black, Indigenous, Persons of Color as champions in our interdisciplinary fields of work? Are we only hiring BIPOC faculty to solely teach racial justice-related courses?

This letter introduces our concerns. This is important to us and we join other Columbia students, faculty, and staff who share these concerns.

**We seek your advice.** We come to you with the belief that you can advance our program so that it will support both our and future students' growth as sustainability professionals, wherein justice and social equity are an inseparable tenet of practice. We do love our program—we love the opportunities and skills it provides us, and the friends that we have made and continue to encounter. However, students recognize that our coursework and academic community are inequitable and Western-biased. The SUMA program must rise to the occasion to do better for Black, Indigenous, People of Color, for our students, for our faculty, for our greater environmental community and for the future.

We want to be a part of an organization that enables us to simultaneously lead, collaborate and work through the difficult sustainability challenges that lie ahead—a program that provides a just transition to regenerate our economies, landscapes, communities, and protect biodiversity without extinction nor marginalization.

**Below this letter we offer tangible ideas, action items, and solutions that we have formed collaboratively as SUMA students and MPA-ESP students.** In addition, we have combined research and data, including quotes from students, and comparisons to other programs, and strategies in an appendix that we are more than willing to share with you. These offerings come from a sincere desire to see change and provide a method to track, measure, and manage progress in advancing our program.

Because **we value inclusivity as a core tenet of our practice**, the ideas and solutions we arrived at below are a product of an intentional and persistent commitment to each other. So far, we have organized a roundtable with fellow SUMA students, conducted an online survey where students submitted responses, reflections, and ideas, and hosted weekly meetings and workshops throughout the summer with both current students and alumni. **We have built an active community committed to seeing these ideas come to fruition for the benefit of the M.S. in Sustainability Management program, and of the wider Columbia University community.**

In solidarity with the MPA-ESP program, We demand:

1. **Integrate Environmental Justice (EJ) into the SUMA Program**
  - a. A clear plan by the end of Fall 2020 to **update the degree requirements** in the 2021-2022 academic year
    - i. Require **one** environmental justice course or component for Section 4: The Public Policy Environment of Sustainability Management
    - ii. All Section 1: Integrative Courses in Sustainability Management courses must have an EJ component
  - b. Integrate Climate Justice & Environmental Justice into SUMA Curricula
    - i. See Appendix A to evaluate faculty syllabus on how they can better **integrate EJ and other equity components into their syllabus** and discussions.
  - c. Add at least two additional classes in the 2021-2022 academic year that are explicitly SUMA social-equity focused courses (E.g. environmental justice, climate justice)

- d. An institutional commitment to sponsor conferences, networking and mentorship opportunities for Black-owned and people of color-owned organizations
- 2. Faculty and Student DE&I**
- a. Ongoing **transparency** on any current SUMA initiatives to recruit diverse **students and faculty** (both tenured and adjunct) via quarterly meetings
    - i. With a renewed and detailed effort to **recruit Black students in the U.S. and abroad**, who are alarmingly under-represented at SUMA
    - ii. With a specific effort to hire and retain Black and Brown Professors, particularly those who identify as female
  - b. Create a permanent **DE&I committee** (e.g. Diversity directors for SPS and EI staff)
    - i. Granting the committee discretion to create anti-racist mandatory programming
    - ii. Allowing the committee to collaborate with administrative decision-makers on how exactly SUMA plans to follow through with these demands and discussions
    - iii. Inviting the committee to take part in administrative deliberations, initiatives, or proposed changes that relate to diversity and anti-racism before they are announced
    - iv. Including elected SPS student representatives within the committee
    - v. Ensuring quarterly progress reports and DE&I data are transparent and accessible to students and staff for review and feedback
  - c. A new **financial aid** infrastructure that shifts away from “merit-based” to “need-based” aid
    - i. With an international effort to provide financial assistance to Black students and other marginalized students
    - ii. That highlights **admission diversity statistics** collected and released on a yearly basis going forward
    - iii. Further, to better understand our program’s past, we propose these assessments also be done and reported for each of the last five years separately if relevant data is available

Signed,  
 The SUMA Student Body  
 In solidarity with #BlackLivesMatter