throw interactive projectors, or LCD screens may be integrated into these spaces. These are also settings where students may use their laptops, tablets, or handheld devices.

- **Breakout hollows** are more private and semi-enclosed settings that might be “holes” in walls of corridors, within the instructional spaces, or in more public areas like libraries or waiting areas. Breakout hollows function as extensions of the instructional spaces and support one to three people. These areas might have movable chairs or stools around fixed tables where students may work on their laptops, tablets, or handheld devices.

- **Breakout rooms** are private and enclosed settings for one to six people. They might be used for staff, parent, or student meetings; for evaluation functions; or as quiet rooms for students. Within these spaces might be movable chairs around a movable table (or tables), soft seating, or fixed countertops. Since these spaces might be used for a variety of meetings, they should integrate hardwired computers, short-throw interactive projectors, or LCD screens. These are also settings where learners may use their laptops, tablets, or handheld devices.


- Massey (2005), in particular, are becoming increasingly influential in such work. Here space in education ceases to be seen as pre-given, as a bounded, discrete entity, or a backdrop for action, but rather is recognized as itself the outcome of an ongoing, contested, productive process, in which social and material factors, and local and global forces.

- A constructed space recursively moulds social practice.


- Neighbourhood order and disorder are indicated by visible cues perceived by residents. Neighbourhoods characterized as order are clean and safe, whereas neighbourhoods characterized by disorder present residents with observable signs that social control has broken down. These neighbourhoods residents encounter litter, vandalism, graffiti, noise, drug use, trouble with neighbours and other incivilities associated with a breakdown of social control. (Ross et al. 2000:584).

- We extend Ross and colleagues’ argument (2000) by hypothesizing that industrial activity may also be perceived as a visible sign of social disorder that, like noise, vandalism, and drug use, increases psychological distress by constantly reminding residents that they live in an unsafe, unhealthy, and socially undesirable neighbourhood.

- The inability to escape disorderly neighbourhoods, exert control over dangerous or undesirable conditions, and influence decisions affecting neighbourhood order are likely to engender feelings of personal powerlessness (Ross et al. 2000).

- Drawing upon the sociology of mental health and environmental inequality studies, we ask whether industrial activity has an impact on psychological well-being. We link individual-level survey data with data from the US. Census and the Toxic Release Inventory and find that residential proximity to industrial activity has a negative impact on mental health.

- This impact is both direct and mediated by individuals’ perceptions of neighbourhood disorder and personal powerlessness, and the impact is greater for minorities and the poor than it is for whites and wealthier individuals.

- These results suggest that public health officials need to take seriously the mental health impacts of living near industrial facilities.