

**UEP 301: Urban Politics and Policy**  
**Occidental College**  
**Spring 2017**  
**Tues & Thurs 10:05-11:30 a.m.**  
**Johnson 303**

**Instructor:** Virginia Parks, Ph.D.  
**Office Hours:** Tuesday, 11:35 a.m.-2:30 p.m.  
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**Course Description**

For the first time in history, a majority of the earth's human population lives in cities. Vast metropolitan areas are arising in developing and middle income countries, while in the United States – where about 80 percent of the population lives in urban areas, although most of them in suburbs -- there is a resurgence in interest in urban living. Urbanists, planners, mayors, developers, and others are promising that strong cities can unleash productivity, bring diverse people together, and even save the planet.

Amid this promise, cities still face many of the challenges that have plagued them for decades. These include concentrated poverty and stark inequality, the challenges of providing adequate housing for all residents, the persistence of residential racial segregation, and the problem of sprawl and environmental sustainability. There are also controversies over what makes a city “livable,” who should have the power to shape cities and neighborhoods, and how much density is OK.

This is a seminar course about America's cities -- and what we can do to address the problems they (and their residents) face. It is also a course in policy analysis -- evaluating different public policies in terms of their effectiveness at making life better. It is also a course in American politics -- examining how political conflicts over ideas and interests influences policy regarding cities.

There's been a great deal of research and writing about urban problems in the past few years. Most of the readings for this course draw on up-to-date research and thinking. But many of the urban problems we face today have been around for some time. People have been thinking about urban problems for many years. We can learn a great deal from the urban thinkers of the past as well.

**Required Texts & Resources**

All required readings will be available through Moodle or the Web. Some other materials, such as movies, will be available through the library.

**Course Requirements**

Two Op-Eds	10% each (20% total)
Two Response Papers	15% each (30% total)
Causal Stories Paper	15%
Policy Proposal Paper	25%
Participation	10%

More details about these assignments will be available as the semester progresses on Moodle.

### **Grading Rubric:**

I want you to become informed, confident, and engaged citizens of the world. Your effective and strategic action stems from a strong foundation of quantitative reasoning and critical thinking skills. I want you to understand the amount of time, the commitment to analysis, and the depth of thinking it takes to consider any topic or issue thoroughly. In the end, I wish for you to become skilled, deep, and confident thinkers. Every aspect of this course is designed to build these skills and habits because, in the long run, the person you become at the end of this class—or at the end of your career at Oxy—matters more than any grade you receive. In sum, I hope you become less focused on letter grades and instead that you become completely obsessed with developing these skills and habits and cultivating your intellectual identity.

That said, I also see value in grades. They are a measurement of aptitude that should direct your future pursuits, so I take them very seriously. When assessing grades, I use the following standards:

**\*\* If you have any questions about course policies or expectations, please see me right away— before you run into any problems! \*\***

- A** Multi-faceted and thoughtful reflections on course material; excellent depth of critical analysis; accurate, sophisticated, and creative interpretation of course readings; well-constructed arguments; cogent, clear, and persuasive speaking and writing

**Participation**—student participates frequently; demonstrates thorough preparation and a firm grounding in the course material; demonstrates an ability to analyze readings and to clearly articulate her analysis, an ability to understand the subtle logic of a range of positions, and an ability to synthesize course material over the semester

*student goes well beyond the requirements of the course. Overall, I'm thoroughly impressed!*

- B** Good to Very Good reflection, analysis, and engagement with course ideas; accurate and creative interpretation of course readings; well-constructed arguments; solid speaking and writing skills

**Participation**—student participates regularly; demonstrates a good deal of preparation and a good handle on the course material; frequently offers interesting insights and intriguing interpretations of our sources; demonstrates an ability to connect readings/ideas across the semester

*student meets requirements of the course competently, offering a smattering of insights!*

- C** Satisfactory; student can summarize course material and has made fair attempts at analysis; analysis and critique may require further development or coherence, thinking may still be a bit unnuanced, and/or ideas may be difficult to understand due to issues of speaking and writing

**Participation**—student participates regularly; demonstrates a good deal of preparation and a good handle on the course material; s/he can adequately summarize readings, but might not offer well- formed analysis and critique; every so often offers interesting insights

*student meets requirements of the course to my satisfaction*

- D** Unsatisfactory; student reads course material but does not understand it at a satisfactory level; student completes course assignments but they do not evidence adequate understanding, analysis, or preparation

**Participation**—student participates occasionally, though s/he demonstrates inadequate preparation, makes comments that are not based in readings, and/or offers ideas with scant support

*student made some effort to meet minimum requirements*

- F** Student fails to meet the minimum requirements of the course

**Participation**—little to no participation

### **Email Policy**

I answer student emails Monday-Friday, 9 a.m.-5 p.m. I respond to emails within one business day of receiving them. I do not answer emails over the weekend. Please make sure to send me your email before 3 p.m. on Friday if you need a reply before the end of the day (5 p.m.). Please do not expect me to answer your emails an hour or two before an assignment is due!

### **Writing Support Services**

We can all use help sharpening our writing skills. I strongly encourage you to utilize the writing support services provided by the Center for Academic Excellence, particularly for your response-to-readings papers requiring a single essay response and your final paper (if you are writing one). Drop-in hours are posted here:

<http://www.oxy.edu/center-academic-excellence/drop-hours-only>

### **Academic Ethics**

Read full policy statement here:

<http://www.oxy.edu/student-handbook/academic-ethics/academic-ethics>

#### *Plagiarism Defined*

Plagiarism occurs when the ideas, organization, or language of another are incorporated into one's work without properly crediting the original source with a citation or other disclosure. It includes re-writing or re-formatting material without acknowledging the original source of the ideas. Even if the language and organization are in the student's own words, any ideas or information that are not common knowledge must be acknowledged in a reference. Students are responsible for knowing and using the correct procedures for acknowledging and identifying sources of borrowed material. Failure to properly credit sources in all or part of work presented in draft or final form to anyone is plagiarism, regardless of whether it occurs as a result of dishonest intent or carelessness and regardless of the course credit attached to it. As a student scholar, if you:

- Quote directly from a source: you must enclose the quoted material, even if it is no more than a phrase or a single distinctive word (such as a neologism), within quotation marks, and provide a reference.
- Paraphrase, i.e., restate the material in your own words: (a) the paraphrasing must represent a substantial change from the original, not just the changing of occasional words and phrases, and (b) you must provide a reference.
- Present material that is common knowledge, but borrow someone else's organizational pattern: you must acknowledge that borrowing in a reference.

Penalties for academic misconduct are severe (see "Academic Misconduct"), and ignorance of the principles and policies concerning cheating and plagiarism is not a defense. Students with any doubts at all about whether an action or piece of academic work involves academic misconduct should consult their instructors before committing the action or submitting the work.

### **Disability Services**

Students with documented disabilities who are registered with Disability Services are required to present their accommodation letter to the instructor at the beginning of each semester or as soon as possible thereafter. Students who experience significant physical or mental impairments can contact Disability Services at (323) 259-2969 to learn about available services and support.

### **Occidental Sexual Misconduct Policy and Resources**

Policy: <http://www.oxy.edu/sexual-assault-resources-support/policies-procedures>

24/7 Confidential Hotline: (323) 341-4141

Campus Safety Emergency Line: (323) 259-2511

Dean of Students Office: (323) 259-2661

## Course Schedule

T, Jan. 24 Introduction

Th, Jan. 26 What is a city? What do cities do?

H. D. F. Kitto. 1951. "The Polis" *The Greeks*.

Lewis Mumford. 1937. "What is a City?" *Architectural Record*

T, Jan. 31 From Social Problems to Policy

H. Blumer (1971). "Social Problems as Collective Behavior," *Social Problems*, 18:3, pp. 298-306.  
<http://links.jstor.org/sici?sici=00377791%28197124%2918%3A3%3C298%3ASPACB%3E2.0.CO%3B2-1>

D. Stone (1989). "Causal Stories and the Formation of Policy Agendas," *Political Science Quarterly*, 104:2, pp. 281-300.

<http://links.jstor.org/sici?sici=0032-3195%28198922%29104%3A2%3C281%3ACSATFO%3E2.0.CO%3B2-U>

Th, Feb. 2 Urban Policy & the Growth of American Cities

Dreier, Mollenkopf, and Swanstrom, Place Matters

Chapter 5, "From FDR to Obama: A Brief History of Federal Urban Policy"

Kenneth T. Jackson, "Federal Subsidy and the Suburban Dream," ch. 11 in *Crabgrass Frontier: The Suburbanization of the United States* (Oxford, 1985), 190-230.

T, Feb. 7 Social Justice and the City

### ***First Response Paper due***

Iris Marion Young. 1990. *Justice and the Politics of Difference*. Princeton, NJ: Princeton University Press. Chpt. 8: "City Life and Difference"

Delores Hayden. "What Would a Non-Sexist City Look Like?"

Th, Feb. 9 Growth and Development of Los Angeles

[Ryan Reft. 2017. "Segregation in the City of Angeles: A 1939 Map of Housing Inequality in L.A."](#)

Janet Abu-Lughod, "Los Angeles Becomes Industrial," ch. 9 in *New York, Chicago, Los Angeles* (Minneapolis: University of Minnesota Press, 1999), 237-268.

T, Feb. 14 Racial Segregation & Housing Policy

Massey & Denton (1993). *American Apartheid*  
Chpt. 2, "The Construction of the Ghetto"

Kenneth T. Jackson, "The Cost of Good Intentions," ch. 12 in *Crabgrass Frontier: The*

*Suburbanization of the United States* (Oxford, 1985), 219-230.

"Housing Bias and the Roots of Segregation" *NY Times*, 18 Sept. 2016  
[http://www.nytimes.com/2016/09/19/us/housing-bias-and-the-roots-of-segregation.html?mabReward=CTM&action=click&pgtype=Homepage&region=CColumn&module=Recommendation&src=rechp&WT.nav=RecEngine&\\_r=0](http://www.nytimes.com/2016/09/19/us/housing-bias-and-the-roots-of-segregation.html?mabReward=CTM&action=click&pgtype=Homepage&region=CColumn&module=Recommendation&src=rechp&WT.nav=RecEngine&_r=0)

- Make sure to watch the two embedded videos:
  - "Where Does the American Dream Live?"
  - "The Fair Housing Act"

Th, Feb. 16 Racial Segregation & the Politics of Race

T. Coates (June 2014). "The Case for Reparations," *Atlantic Monthly*.  
<http://www.theatlantic.com/features/archive/2014/05/the-case-for-reparations/361631/>

Katznelson *When Affirmative Action was White*. Chpt. 6, "Johnson's Ambitions, Powell's Principles: Thoughts on Renewing Affirmative Action."

T, Feb. 21 Mixed Income Housing & Community Development

Rob Chaskin and Mark Joseph. *Integrating the Inner City*.

Mary Patillo. 2007. Chpt. 2 "The Black Bourgeoisie Meets the Truly Disadvantaged" in *Black on the Block: The Politics of Race and Class in the City*. Chicago: The University of Chicago Press, pp. 81-110.

"Affluent and Black, and Still Trapped by Segregation" *NY Times*, 20 August 2016  
<https://www.nytimes.com/2016/08/21/us/milwaukee-segregation-wealthy-black-families.html?action=click&contentCollection=U.S.&module=RelatedCoverage&region=Marginalia&pgtype=article>

Mary Patillo. 2014. "The Problem of Integration" at NYU Furman Center The Dream Revisited.  
<http://furmancenter.org/research/iri/essay/the-problem-of-integration>

Th, Feb. 23 Writing Workshop: Framing Causal Stories

***Draft of Causal Stories paper due in class for peer review.***

T, Feb. 28 The Housing Crisis: Ending Public Housing & the Great Recession

Janet L. Smith, "The End of US Public Housing as We Knew It," *Urban Research and Practice* 6, 3 (2013): 276-296. [http://www.tandfonline.com/toc/rurp20/6/3#.U\\_lcyhy84Qg](http://www.tandfonline.com/toc/rurp20/6/3#.U_lcyhy84Qg)

Lawrence Vale and Yonah Freemark. 2012. "From Public Housing to Public-Private Housing: 75 Years of American Social Experimentation," *Journal of the American Planning Association*, Vol. 78, No. 4, Autumn 2012.

Selections from *Evicted*: pp. 9-31, 215-226, 293-313.

NYU Furman Center The Dream Revisited: Segregation & the Financial Crisis"  
<http://furmancenter.org/research/iri/discussions/segregation-the-financial-crisis>

**Causal Stories paper due.**

Th, Mar. 2 Guest Speaker: Connie Razza, Research Director, Demos  
"Translating Community Organizing & Academic Research to Policy"

T, Mar. 7 NO CLASS; SPRING BREAK

Th, Mar. 9 NO CLASS; SPRING BREAK

T, Mar. 14 Urban Political Economy

Paul E. Peterson, *City Limits* (Chicago, 1981): "The Interests of the Limited City," 17-38, and "Three Policy Areas," 41-50 only.

David Harvey, "The Urban Roots of Capitalist Economic Crisis," in *Rebel Cities: From the Right to the City to the Urban Revolution* (Verso, 2012), pp. 27-66.

Th, Mar. 16 Urban Political Economy

Clarence Stone, "Urban Regimes and the Capacity to Govern: A Political Economy Approach," *Journal of Urban Affairs* 15, 1 (1993): 1-28.

Brenner and Theodore. 2002. "[Cities and the Geographies of 'Actually Existing Neoliberalism.'](#)" chapter 1 in *Spaces of Neoliberalism*.

**Second Response Paper due**

T, Mar. 21 Cities & Economic Justice

Harold Meyerson. 2006. "No Justice, No Growth." *The American Prospect* 17(11): 39-42.

Virginia Parks and Dorian Warren. 2009. "The politics and practice of economic justice: Community benefits agreements as tactic of the new accountable development movement." *Journal of Community Practice* 17(1&2): 88-106.  
<http://www.tandfonline.com/doi/full/10.1080/10705420902856225>

*Suggested:* Figueroa Corridor Coalition for Economic Justice. 2002. "Share the Wealth: A Policy Strategy for Fair Redevelopment in L.A.'s City Center."  
*On-line:* [www.saje.net/atf/cf/{493B2790-DD4E-4ED0-8F4E-C78E8F3A7561}/sharewealth2.pdf](http://www.saje.net/atf/cf/{493B2790-DD4E-4ED0-8F4E-C78E8F3A7561}/sharewealth2.pdf)

Th, Mar. 23 Guest Lecture: Goetz Wolff, Lecturer, UCLA Planning  
"Labor and Urban Politics"

T, Mar 28 Writing Workshop: Op-Eds I  
Guest Facilitator: Amanda Michelle Jones, Univ. of Chicago Writing Preceptor  
The Op Ed Project, Write to Change the World, 2009 DC Cohort

Th, Mar. 30      Transportation & the Built Environment

Jacobs, "The Uses of Sidewalks: Safety" and "The Uses of Sidewalks: Contacts" (from *The Death and Life of Great American Cities*)

Jaffe, "[Buses Are for Other People](#)" (*The Atlantic*, January/February 2015)

Goodyear, "Why the Streets of Copenhagen and Amsterdam Look So Different from Ours" (CityLab, April 25, 2012)  
<http://www.citylab.com/commute/2012/04/why-streets-copenhagen-and-amsterdam-look-so-different-ours/1849/>

Jaffe, "Buses Are for Other People" (*The Atlantic*, January/February 2015)

Alana Semuels, "The End of Public Transit? Start-ups are proving more efficient than government in areas like transportation. Should some services be privatized?" *Atlantic Monthly*, Oct. 28, 2016.  
<https://www.theatlantic.com/business/archive/2016/10/public-transportation-uber-chariot/505658/>

Lerner, "How Urban Planning Can Improve Public Health" (*Pacific Standard*, April 28, 2010)

T, April 4      In-class movie: *Urbanized*

Th, April 6      Writing Workshop: Op-Eds II  
Guest Facilitator: Amanda Michelle Jones, Univ. of Chicago Writing Preceptor  
The Op Ed Project, Write to Change the World, 2009 DC Cohort

***First Op-Ed due in class & on Moodle for review. A revised version can be posted by 11:59 p.m. on Moodle***

T, April 11      Transportation & Equity

Virginia Parks. (2016). "Rosa Parks Redux: Racial Inequality on the Journey to Work" *Annals of the Association of American Geographers* 106(2):292-299.

Brian D.Taylor, B.D. & Morris, E.A. "Public transportation objectives and rider demographics: are transit's priorities poor public policy?" *Transportation* (2015) 42: 347.  
<http://link.springer.com/article/10.1007%2Fs11116-014-9547-0>

Th, April 13      Urban Policy Implementation

Stephanie Luce. 2004. *Fighting for a Living Wage*. Ithaca: Cornell University Press.  
Chpt. 1 "The Politics of Implementation," pp. 1-10  
Chpt. 7 "Implementation: Fighting from the Outside," pp. 112-130.

T, April 18      Urban Poverty and Inequality

[Making Ends Meet: How Much Does It Cost to Raise a Family in California? \(California Budget Project, December 2013\) - read pages 1-13, 16, and 35](http://calbudgetcenter.org/wp-content/uploads/131212_Making_Ends_Meet.pdf) [http://calbudgetcenter.org/wp-content/uploads/131212\\_Making\\_Ends\\_Meet.pdf](http://calbudgetcenter.org/wp-content/uploads/131212_Making_Ends_Meet.pdf)

[Go to this website \(“What Percent Are You?”\) and plug in your family’s household income to discover where your family fits in the class system:](http://www.nytimes.com/interactive/2012/01/15/business/one-percent-map.html?ref=business)  
<http://www.nytimes.com/interactive/2012/01/15/business/one-percent-map.html?ref=business>

[Go to this website \(“Family Budget Calculator”\) and plug in your family type, state, and location to discover how much a family in your area needs to make ends meet:](http://www.epi.org/resources/budget)  
<http://www.epi.org/resources/budget>

Urban Institute Policy Debate: “Housing and Economic Mobility”  
<http://www.urban.org/debates/housing-and-economic-mobility>

Th, April 20      Workshop: White Papers as Policy Proposals

***Second Op-Ed due***

T, April 25      Immigration & Sanctuary Cities

Th, April 27      Presentations

T, May 2        Presentations