

*Point Loma Nazarene University*  
*Department of History and Political Science*  
**Political Science 360: Urban Politics**



Instructor: Dr. Lindsey Lupo  
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Spring 2016  
Course Time: Tuesdays 3:30-7:00pm  
Course website: Canvas  
Class Location: Colt 120

### **Course Description**

“Urban” areas have historically been thought of in very negative terms. People avoided the “inner cities” and left urban areas for homes in the suburbs. Inner city schools were often thought to be of poor quality, and urban areas were typically connected to high rates of crime and poverty.

How did our urban areas get to be in this condition? And are they still underserved and undesirable? This course will introduce students to the study of urban politics. We will discuss the history of American cities and consider their current politics, primarily through the lens of race and class. We will also discuss some of the most significant political and policy problems affecting our urban areas today, including urban violence, education, housing, and employment. Finally, because we live in an urban city – San Diego – we will spend some time reflecting on how urban politics affects our daily lives.

### **Course Readings**

All readings are required and are available at the bookstore and some are on reserve (including an older edition of Judd and Swanstrom) at the library. Please bring your books to class.

1. Ford, Richard Thompson. 2009. *The Race Card: How Bluffing About Bias Makes Race Relations Worse*. New York: Picador.
2. Judd, Dennis and Todd Swanstrom. 2015 (9<sup>th</sup> edition). *City Politics: The Political Economy of Urban America*. New York: Pearson.
3. Kozol, Jonathan. 2005. *The Shame of a Nation*. New York: Three Rivers Press/Crown Publishing Group.
4. *Urban Issues: Selections from the CQ Researcher*. 2015 (7<sup>th</sup> edition). Washington, DC: CQ Press.

### **Course Format and Expectations**

Over the semester, we will cover the history of America’s urban cities and their current political status. In-class discussion and exercises will draw on the readings and require students to apply the knowledge learned in the readings to various activities and group work. Therefore it is crucial that students complete all assigned readings before class and more importantly, do everything they can to be in class each day, particularly since this course will meet just one time per week.

Our class sessions will be long but rich and fruitful – come with food, drink, and a healthy level of energy to stay engaged the entire time.

To understand the expectations I have for my students, you must first understand my goals as a teacher. My aim in designing this course is to familiarize you with the inner political and social workings of America's cities. You will hone your critical thinking skills and practice applying theory to practice as we grapple with a number of significant issues facing urban America.

Specifically, the learning outcomes for the class include the following:

- Students will have a keen understanding of the history of America's cities.
- Students will be able to employ the vocabulary used to discuss urban politics.
- Students will critically analyze the racial, socioeconomic, and regional implications of the power dynamics in American cities.
- Students will evaluate urban policies, including education, housing, employment, and violence.
- Students will assess the status of democracy in the United States
- Students will become familiar with our own urban city – San Diego – as we discuss the pressing issues facing our local political system.

To be sure, these are ambitious goals. But in my experience students are more than able to achieve them. Indeed, with hard work they often exceed them! As such, the basic expectation I have is that you will work hard in this course.

### **Assessment Requirements:**

Midterm Exam – the midterm exam will be in-class and will consist of short answer questions covering the reading, lectures, group work, and discussions up to that point. You will have 5 short answer questions presented to you and you should choose 3 to answer. Insight, strong analysis, clear connections to course content, and a sophisticated writing style will be what I look for.

Assignments 1-5 – The due dates for each of the five assignments appear in the schedule below. Please note that assignments 4 and 5 can be done *at any point* during the semester. These assignments are meant to get you out of the classroom and into the real world of urban politics. We live in the 8<sup>th</sup> largest city in the United States and the 2<sup>nd</sup> largest city in California (population=1.3 million), and are thus one of the major American urban centers. To not take advantage of our location would simply be silly (the first two assignments are on the city of your choice but the last three are on San Diego in particular). You can only learn so much about urban politics from the classroom; getting out and getting involved in actual urban politics is going to provide you with a sense of relevance that can't be replicated.

Participation – this is a hands-on, student-centered course. Therefore, you will be graded on your participation. Those who are energetic, contributory, and consistent with attendance will receive a "good" participation grade; as your contribution to and involvement with the class goes down, so will your grade. If you aren't sure as to where you stand, just see me and we'll chat. Your contributions to our roundtable discussions will be considered when calculating your participation grade.

Final Paper – for your final paper, you will be writing on the urban city of your choice. You must let me (and the class) know by **March 15** the city you have chosen. You will then choose one

particular area of study (i.e. housing) and analyze the ways in which this city addresses this area. The paper is 7-10 pages and the full prompt is on Canvas.

*\*All late assignments/exams (in-class and out of class) will have points deducted unless notification and arrangements are made with the instructor at least 24 hours prior to the assignment's due date. The instructor reserves the right to change the structure of any make-up exam or assignment given. If you have some special circumstance that might affect your ability to meet all the course's expectations – e.g., a brother's wedding, a learning disability, or whatever – come and talk to me immediately. With abundant notice I'll be as accommodating as possible, as long as it does not compromise fairness for all.*

**Grading:**

Midterm Exam	75 Points
Assignment #1 (Race and Economics in New York City)	25 Points
Assignment #2 (Your City's Economy)	25 Points
Assignment #3 (Observe Two Elementary Schools)	30 Points
Assignment #4 (Ride the Bus or Trolley in San Diego)	30 Points
Assignment #5 (San Diego City Council Meeting)	30 Points
Participation	30 Points
Final Paper	100 Points
<b>TOTAL</b>	<b>350 Points</b>

**Schedule - Full citations appear at the end of the syllabus along with URLs if available:**

	<b>Topic</b>	<b>Assignments (Reading, Research, etc)</b>
	Development and history of urban areas	
January 19	<ul style="list-style-type: none"> <li>Welcome! Introduction to the Course</li> <li>Democracy and City Politics</li> <li>Martin Luther King, Jr.</li> </ul>	Read: Judd & Swanstrom, chapter 1; Ford, Introduction
January 26	<ul style="list-style-type: none"> <li>The Urbanization of America</li> <li>U.S. Urban Policy: Case Study I</li> <li>Machine Politics and the Reform of America's Cities</li> </ul>	Read: Judd & Swanstrom, chapters 2-4; Jost article; Gustafson article
February 2	<ul style="list-style-type: none"> <li>The New Deal and Cities</li> <li>U.S. Urban Policy: Case Study II</li> <li>National Policy and the Cities</li> <li>U.S. Urban Policy: Case Study III</li> </ul>	Read: Judd & Swanstrom, chapters 5-8; DeParle article; Urban Issues, chapters 11 and 12
February 9	<ul style="list-style-type: none"> <li>Race in America's Cities</li> </ul>	Read: Greenblatt article; Ford, chapter 1, pages 178-183, 231-285 (future law students should consider reading pgs. 183-231 ), and chapter 5; McIntosh article  Listen: Ta-Nehisi Coates piece

February 16	<ul style="list-style-type: none"> <li>• Suburbia</li> <li>• Growth &amp; Urban Sprawl</li> <li>• U.S. Urban Policy: Case Study IV</li> </ul>	<p>Read: Judd &amp; Swanstrom, chapters 10-11; Hill Maher chapter; Leinberger article; Urban Issues, chapter 3</p> <p><b>DUE: Assignment #1</b></p>
February 23	<ul style="list-style-type: none"> <li>• Reviving Urban America</li> <li>• Midterm Review</li> </ul>	<p>Read: Judd &amp; Swanstrom, chapter 13; Urban Issues, chapter 6</p>
<b>Urban Issues: Employment</b>		
March 1	<ul style="list-style-type: none"> <li>• Midterm Exam (3:30-5:00)</li> <li>• Employment (5:15-7:00)</li> </ul>	No reading
March 8	<ul style="list-style-type: none"> <li>• No Classes; Spring Break!</li> </ul>	No reading – renew and reflect... ☺
March 15	<ul style="list-style-type: none"> <li>• Roundtable I: Employment</li> </ul>	<p>Read: Urban Issues, chapter 9; Review Urban Issues, chapter 11 (assigned earlier); Scheiber article; Porter article; Montgomery article; CBS news article</p> <p><b>DUE: Your chosen urban city for your final project</b></p> <p><i>Mid-semester grades available at <a href="http://mypointloma.edu">mypointloma.edu</a></i></p>
<b>Urban Issues: Housing</b>		
March 22	<ul style="list-style-type: none"> <li>• Housing and Segregation</li> <li>• Roundtable II: Housing and Segregation</li> </ul>	<p>Read: Massey &amp; Denton, chapter 1; Ford, pgs. 285-307; Freeman &amp; Braconi article; Turner, Richardson, &amp; Ross chapter; Kimmelman article</p> <p>Listen: Green VOSD Podcast (“Interview with Jennifer LeSar”- start at about 22 minutes into the Podcast)</p>
<b>Urban Issues: Education</b>		
March 29	<ul style="list-style-type: none"> <li>• Education</li> </ul>	<p>Read: Kozol, introduction and chapters 1-7 (optional: chap. 8); Thomas article</p> <p><b>DUE: Assignment #2</b></p>
April 5	<ul style="list-style-type: none"> <li>• Education</li> <li>• Roundtable III: Education</li> </ul>	<p>Read: Kozol, chapters 9-12, and epilogue and skim the appendix; Thomas &amp; Wingert article; Urban Issues, chapters 1 and 2</p> <p>Listen: NPR Story (“Interview with Diane Ravitch”)</p>
<b>Urban Issues: Urban Revolt</b>		
April 12	<ul style="list-style-type: none"> <li>• Urban Revolt</li> </ul>	Read: Villard article; Boesel, et al chapter;

		Fogelson & Hill chapter; Blauner chapter; NACCD Kerner Commission Executive Summary (aka The “Lindsay Summary”)  <b>DUE: Assignment #3</b>
April 19	<ul style="list-style-type: none"> <li>Roundtable IV: Urban Revolt</li> </ul>	Read: Morrison & Lowry chapter; Sears chapter; Harris chapter; Wilson, et. al chapter; Stolberg & Babcock article; Von Drehle and Altman article  Watch: PBS “America After Ferguson” (57 minutes)
Urban San Diego		
April 26	<ul style="list-style-type: none"> <li>Case Study: San Diego</li> </ul>	Read: Thornton article; Ritter article; Denhardt article; Keatts article  Browse: voiceofsandiego.org for a story on San Diego (something related to this course) and come ready to discuss it  Listen: 2016 State of the City Address  <b>DUE: Assignments #4 and #5</b>
Wednesday, May 4	<b>Final Paper – hard copy due in my office at 1:00pm</b>	Please submit a hard copy of your final paper to me in my office (Colt 115). Please also submit a copy on turnitin.com (via Canvas).

### Full Citations

Blauner, Robert. 1969. “Whitewash over Watts.” In *The Los Angeles Riots of 1965*, edited by Robert M. Fogelson. New York: Arno Press.

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CBS News. 2011. “Poverty in America: Faces behind the Figures.” CBS News, September 19. Available at [http://www.cbsnews.com/2100-201\\_162-20108085.html?pageNum=4&tag=contentMain;contentBody](http://www.cbsnews.com/2100-201_162-20108085.html?pageNum=4&tag=contentMain;contentBody).

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Coates, Ta-Nehisi. 2015. “Ta-Nehisi Coates Reads from *Between the World and Me*.” *The Atlantic*, July 4. Available at <http://www.theatlantic.com/video/index/397715/Between-the-World-and-Me-Teaser/>.

Denhardt, Daniel. 2009. “Richard Florida: The Discovery of the Creative Class.” In *SOMA Magazine*, October, pg. 42.

DeParle, Jason. 2012. "Harder for Americans to Rise from Lower Rungs." *New York Times*, January 4.

Fogelson, Robert and Robert B. Hill. 1969. "Who Riots: A Study of Participation in the 1967 Riots." In *Racial Violence in the United States*, edited by Allen D. Grimshaw. Chicago: Aldine Publishing.

Freeman, Lance and Frank Braconi. 2004. "Gentrification and Displacement." *Journal of American Planning Association* Winter (70) 1: 39-52.

Green, Catherine. 2014. "Affordable Housing is Where the Heart is." Interview with Jennifer LeSar on VOSD Podcast, March 22. Available at <http://www.voiceofsandiego.org/affordable-housing-fee-2/affordable-housing-is-where-the-heart-is/>.

Greenblatt, Alan. 2006 (3<sup>rd</sup> edition). "Race in America." In *Urban Issues: Selections from the CQ Researcher*. Washington, D.C.: CQ Press.

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Harris, Fred R. 1998. "The Kerner Report Thirty Years Later." In *Locked in the Poorhouse: Cities, Race, and Poverty in the United States*, edited by Fred R. Harris and Lynn A. Curtis. Rowman & Littlefield.

Hill Maher, Kristen. 2006 (4<sup>th</sup> edition). "The Landscape of Suburban Fear: A Tale of Two Cities." In *American Urban Politics: The Reader*, edited by Dennis R. Judd and Paul Kantor. New York: Pearson Longman.

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Kimmelman, Michael. 2015. "David Simon and Cory Booker on 'Show Me a Hero' and the Future of Cities." *New York Times*, August 12.

Leinberger, Christopher B. 2008. "The Next Slum?" *The Atlantic*.

McIntosh, Peggy. "White Privilege and Male Privilege: Unpacking the Invisible Knapsack." Available at <http://ted.coe.wayne.edu/ele3600/mcintosh.html>.

Massey, Douglas S. and Nancy A. Denton. 1993. *American Apartheid: Segregation and the Making of the Underclass*. Cambridge, MA: Harvard University Press.

Morrison, Peter A. and Ira S. Lowry. 1994. "A Riot of Color: The Demographic Setting." In *The Los Angeles Riots*, edited by Mark Baldassare. Boulder, CO: Westview Press.

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Villard, Oswald Garrison. 1936. "Slumbering Fires in Harlem." *The Nation* 142 (3681), January 22. Available at <http://newdeal.feri.org/nation/na3699.htm>.

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Wilson, William Julius, James M. Quane, and Bruce H. Rankin. 1998. "The New Urban Poverty." In *Locked in the Poorhouse: Cities, Race, and Poverty in the United States*, edited by Fred R. Harris and Lynn A. Curtis. Rowman & Littlefield.

**Course Website and Email:** Please check your PLNU email regularly for class announcements. You should also check Canvas announcements, links, and assignments.

**Academic Honesty:**

Cheating and plagiarism absolutely violate the ideals and mission of the university, and are grounds for immediately failing the course and disciplinary action by the dean.

**Academic Accommodation:**

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At Point Loma Nazarene University, these students are requested to file documentation during the first two weeks of the semester with the Academic Support Center (ASC), located in the Bond Academic Center. This policy assists the University in its commitment to full compliance with

Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. Once the student files documentation, the ASC will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual learning needs of the student.