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2020

Urban Politics and Policy

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CUNY City College

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Division of Interdisciplinary Studies
at the Center for Worker Education

The City College
of New York

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Professor: Susanna Schaller

Class Room: N/A

Office Hours: Blackboard Collaborate Wednesdays 4:00-6:00 (sign up) and by appointment

Phone: Please email me. If you do not hear from me within 12 hours, please send a reminder.

Email: sschaller@ccny.cuny.edu

Online & Zoom sessions scheduled via doodle (15 Semester Weeks based on Mondays).

August 31; September 14, 21, 28; October 5, 12, 19, 26; November 2, 9, 16, 23, 30; December 7, 14

A. Description

This class will focus on urban politics and policies as they relate to the economic, social and spatial development of metropolitan areas. We will ask why cities and place matter and explore patterns of urban spatial development in the US. We will investigate the politics and policies that have led to “urban sprawl” and uneven development, particularly in post World War II period. We will discuss the social, economic, political implications of this form of development, focusing especially on the politics of race and class. By inserting cities, especially NYC, into the global context, we will read about neoliberal restructuring processes as well as crisis or austerity urbanism. We will analyze urban politics and power through Post World War II developments in New York City. Throughout the course we will engage specific policy arenas, such as land use and zoning, housing, economic and neighborhood development, “law and order” and education or youth-oriented policies.

For your final project, you will relate what you have learned through readings and discussions to a policy area you choose and conduct expert interviews to examine how the current COVID 19 crisis is impacting politics and policymaking in this area (e.g. education, policing, health, land use, etc.).

B. Learning Outcomes

- Describe policies that have contributed to uneven urban development in the US and the implications this has had for the present as well as for future development.
- Identify and analyze some of the root causes perpetuating inequalities as they are linked to place (e.g. health, education, housing outcomes).
- Critically read academic literature as well as analyze divergent viewpoints by responding to questions on the Blackboard Discussion Board.
- Become proficient in using electronic resources for research and scholarship available through the CUNY library system, including full-text journals, databases, and inter-library loan by finding three scholarly or research-based sources related to a policy area.
- Develop academic research skills by constructing a short annotated bibliography and creating a questionnaire to guide and conduct “expert” interviews in a chosen urban policy area.
- Improve discussion skills related to the analysis of a text by participating in Zoom sessions.

C. Required Texts Zero Textbook Cost (ZTC) Course

While the weekly readings on this syllabus are fairly set, I may, depending on how the class is going, change reading assignments. I will, however, notify you during the prior class period of any possible changes for our next meeting session; and, I will make the reading I have added available in PDF format. There is no Textbook-purchasing requirement. This is a ZTC class, and you can find all the materials either online or on Blackboard as PDF files.

Required Book-Length Texts (No Cost):

- 1) CCNY LIBRARY ONLINE: Angotti, Tom. *New York for Sale*. Cambridge, MA: MIT Press, 2008.
- 2) CCNY LIBRARY ONLINE: Brash, Julian. *Bloomberg's New York: Class and Governance in the Luxury City*. Athens: University of Georgia Press, 2011.

D. Course Assessment: Assignments, Due Date and Grading Policy

It is essential that you read in order to be able to respond the questions on the discussion boards. It is also crucial that you decide early on which policy arena you are interested in exploring from and urban political perspective.

Assignments

1) Reading Discussions on Blackboard

You will have five discussion-board assignments related to the module readings. These will be made up of the initial main assignment and 2 responses to your colleagues. If the main assignment is a written response to questions, you will need to write a minimum of 500 words. The 2 responses to colleagues require a minimum of 150 words each. The detailed assignments will be posted on the appropriate Discussion Board. You must submit written main posts in two places: 1) upload the word (doc or docx no PDF) to Blackboard/SafeAssign to be checked for plagiarism and 2) copy and paste your text into the Discussion Board dialogue box.

2) Zoom Meetings

We will hold 4 “live” (Zoom /Blackboard Collaborate) sessions to discuss the readings and answer questions. These sessions will be 1.5 hours long. You must actively participate to earn points. These sessions will be structured as seminar-like discussions during which we will focus on certain themes / readings. In those discussions, please, listen and respond to the comments made by your colleagues and don't solely focus on me as the “instructor.”

3) Final Project

You will research a particular urban policy area that interests you and interview an “expert” in the area. As you should have noticed, the assignments above will build toward this final project. For the Final Project you will either create a Podcast or a Webinar or write White Paper (see below).

a. Idea for Project

Hand in a project idea as a short statement. What is the problem / issue you want to research in a chosen policy area? What do you know about this already (e.g. through news reports)? What do you want to understand better? How is it related to the COVID crisis?

b. Draft Outline of Policy Area and Questions for Final Project

For the draft proposal, you will write a brief statement about your final project: identify the policy arena you are researching; formulate the main problem you wish to understand better; identify potential experts you might interview; develop at least 5 open-ended questions you need answered to understand the problem better.

c. Annotated Bibliography for Policy Area

This annotated bibliography will help you prepare your final project in a policy area; this can be an individual White Paper or a team-based webinar or an individual or team-based podcast. You need to include at least three sources: scholarly / academic or research-based reports (journal articles, book chapters or books and reports from think tanks, like the Brookings Institution – no newspaper, magazine articles or websites please).

d. Final Proposal with Outline for Final Project (Podcast, Webinar or White Paper)

- Using the literature you have reviewed, submit an edited statement for your final project with a final formulation of the main problem; this should serve as an introduction to your project
- List of experts you have reached and who are willing to be interviewed
- Script and open-ended questions that will guide your expert interviews
- Detailed outline of your final project and the online platforms apps you will use

e. Final Product: Podcast, Webinar or White Paper

- Podcast (individual or team) should be 20 to 30 minutes long, making sure that you break the podcast into shorter segments
- Webinar (video-based Zoom session) should be 45 minutes long structured like an expert discussion with panelists answering pre-designed questions
- White Paper (individual) should be at least 5 pages single-spaced long, using data from at least one expert interview

Lateness Policy for Assignments

All main written assignments are due 1) **online** on **Blackboard through the SafeAssignments** tab and 2) on the **Blackboard Discussion Board** section by **midnight** on the due. Written assignments should be spell-checked, edited for paragraph and sentence structure and must have appropriate citations (APA or Chicago Style). The main assignment for the Discussion Board is always due on a Monday and the Responses are due on a Wednesday. Late assignments will lose one letter grade per day (e.g. if you would have earned an A for your assignment due on Monday, the grade will drop to a B if handed in anytime on Tuesday). For Discussion Boards that require Responses from your colleagues, I do not accept main assignments after Tuesday at midnight.

Grading Scale

A+ 98 – 100	A 93 – 97	A- 89 - 92
B+ 85 – 88	B 80 – 84	B- 76 - 79
C+ 72 – 75	C 67 – 71	C- 63 - 66
D+ 59 – 62	D 54 – 58	D- 50 – 53

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Due Dates & Points for Assignments

MODULES	DUE DATES	POINTS
Introductions	Intro. 9/4 & Welcome 9/7	5
Module 1 Discussion – Politics of Pandemics (Two Weeks: August 31 - September 14)	Main Assignment: 9/14 2 Responses: 9/16	5
Module 2 Discussion – Why Place Matters (Two Weeks: September 14 – 28)	Main Assignment: 9/28 2 Responses: 9/30	10 (MA 5 & 5 R)
Module 3 Discussion - Politics of Urban Redevelopment in NYC (Five Weeks: September 28 – November 2)	Main Assignment: 10/19 2 Responses: 10/21	10 (MA 5 & 5 R)
Module 4 Discussion – Politics of Neighborhood Change (Two Weeks: November 2 – November 16)	Main Assignment: 11/9 2 Responses: 11/11	10 (MA 5 & 5 R)
Module 5 Discussion - The Politics of Neighborhood Policing (Two Weeks: November 16 – November 23)	Main Assignment: 11/23 2 Responses: 11/25	10 (MA 5 & 5 R)
All Discussion Board Assignments	Subtotal	50
Zoom 1 – The Politics of Place	Th. 9/24 6:00-8:00 or TBD	5
Zoom 2 – The Politics of Planning in NYC	Th. 10/29 6:00-8:00 / TBD	5
Zoom 3 – The Politics of Neighborhood Change	Th. 11/15 6:00-8:00 / TBD	5
Zoom 4 - The Politics of Justice	Th. 11/26 6:00-8:00 / TBD	5
All Zoom Sessions	Subtotal	20
FINAL PROJECT (Total Points 36 points)		
Project Idea	10/12 (for feedback)	0
Draft of Final Project Proposal & Outline	10/26 (for feedback)	0
Annotated Bibliography (3 sources, 5 points each)	11/16	10
Final Project Proposal & Outline with Interview Guide & Consent	11/30	5
Final Project w. at least one (1) Expert Interview (Webinar, Podcast, White Paper)	12/14	15
All Final Project Assignments	Subtotal	30
ALL ASSIGNMENTS	Grand Total	100 points

Midterm Evaluations

Depending on how you are doing in class, you will meet with me online individually for a midterm evaluation. You have the right to withdraw from the course with a “W” grade, which does not affect your GPA. You will receive a Midterm Evaluation from me if you are earning a C or below by October 27th. The drop deadline is November 6th. You should meet with your advisor the week prior to the deadline.

This course is a writing-enhanced course, especially because it is online. I may determine that you should make an appointment with the writing center for additional help with your writing. If so, I will ask you to provide email verification of your appointment.

E. Attendance, Lateness and Etiquette

Attendance

An instructor has the right to drop a student from a course for excessive absence. No distinction is made between excused and unexcused absences. Instructors retain the right to establish their own policy, but students should be guided by the following general College policy: the number of

hours absent may not exceed twice the number of contact hours the course meets per week. [**For CWE courses, this means missing more than two class sessions.**] When a student is dropped for excessive absence, the Registrar will enter the grade of a WU. A student may appeal this action to the CLAS Committee on Course and Standing.

Because the discussion board assignments also serve to mark your presence in the class, you will not be able to earn a passing grade if you miss two or more of the Blackboard Discussion Board assignments. Students who miss **two or more of these assignments** before the official **“W” deadline** have the option to **withdraw** without academic penalty. The W on the transcript does not affect the GPA.

Courtesy & Net-Etiquette

I expect you to demonstrate courtesy to your colleagues as well as to the professor in discussions. Intellectual discussion may be passionately argued; however, I will not tolerate personal comments about or to your colleagues or myself. Personal matters should be brought to my attention as soon as they arise via your citymail (CCNY) email. Please read the NETiquette policy on Blackboard/Syllabus.

F. Academic Integrity Policy

According to the CUNY Policy on Academic Integrity:

Plagiarism is the act of presenting another person's ideas, research or writings as your own. The following are some examples of plagiarism:

- Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source;
- Presenting another person's ideas or theories in your own words without acknowledging the source;
- Using information that is not common knowledge without acknowledging the source;

Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and “cutting & pasting” from various sources without proper attribution.

Instructors are required to report all academic integrity violations. A student who plagiarizes may incur academic and disciplinary penalties, including failing grades, suspensions, and expulsion. A complete explanation of the CUNY (CCNY) Policy on Academic Integrity may be found here: <https://www.ccnycuny.edu/academicaffairs/academic-integrityacademic-standards>

G. Services for Students with Disabilities

In compliance with CCNY policy and equal access laws, appropriate and reasonable accommodations are administered by the AccessAbility Center/Student Disability Services (AAC/SDS). Students who register with AAC/SDS, and are entitled to appropriate and reasonable accommodations, must obtain an accommodation letter from AAC/SDS to present to the Professor that states what their accommodations are. It is the student's responsibility to disclose their disability to AAC/SDS for the purposes of registering and receiving accommodations. The student is responsible for following procedures and policies associated with their accommodations. It is highly recommended that the registered student provide their instructor with the accommodation letter as early as possible in order to facilitate the implementation of

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their granted accommodations. If the student receives exam accommodations, it is strongly encouraged that they send a reminder email to the professor of the course and cc Debbie Edwards-Anderson, CWE's AAC/SDS liaison, at least one week prior to the exam date, so specific arrangements can be made.

- For more information, contact CWE's AAC/SDS liaison, Debbie Edwards-Anderson: 212-925-6625, ext. 235 or edwa@ccny.cuny.edu. To contact AAC/SDS directly: 212-650-5913 (TTY/TTD: 212-650-6910) or email: sds@ccny.cuny.edu.

H. Additional Resources (Counselor and Writing Center)

CWE Counselor/Therapist

CWE Therapist Janet LeMoal (LCSW) is continuing to provide teletherapy using CCNY Zoom ONLY. Please email at jlemaal@ccny.cuny.edu. Ms. LeMoal will correspond with you via email and schedule a time to meet via Zoom <https://ccny.zoom.us>

CWE Writing Center

Email your WORD document to cwewriting@gmail.com to receive tracked comments.
<https://cwewritingcenter.wordpress.com>

CALENDAR OF MODULES WITH ASSIGNED READINGS

Module 1. Weeks August 31 - September 14 – Introduction & the Politics of Pandemics

- Discussion Board 1 Main Post Due Monday 9/14 and 2 Responses Wednesday 9/16
- Nancy Bristow. 2012. “Let Our Experience Be of Value to Other Communities: Public Health, Experts, the People and Progressivism” AND “Conclusion: Reckoning the Cost of Amnesia.” In *American Pandemic: The Lost Worlds of the 1918 Influenza Epidemic*. New York: Oxford University Press. (PDF on Bb)
- WEBINAR Health Disparity and Public Space in High Density Environments
<https://www.journalpublicspace.org/index.php/jps/navigationMenu/view/webinar3-summary>

Module 2. Weeks September 14 - 28 - The Politics of Place & Uneven Development

- Zoom Session 1: Th. 9/24 6:00-8:00 pm or TBD (Focus Place & Privilege & Policy Areas)
 - Due Discussion Board 2: Main Post Due Monday 9/28 and 2 Responses Wednesday 9/30
- A. (9/14 - 9/21) - Why Place Matters: The Politics of Race, Class and Place**
- Squires and Kubrin. 2005. "Privileged Places: Race, Uneven Development, and the Geography of Opportunity in Urban America." *Urban Studies*, Vol. 42, No. 1, 47-68, January. (PDF on Blackboard)
 - Lipsitz, George. 1995. “The Possessive Investment in Whiteness: Racialized Social Democracy and the ‘White’ Problem in American Studies.” *American Quarterly* 47 (3): 369–87.
- B. (9/21 – 9/28) – Urban Policy Areas**
- Research a policy area in which you are interested (small business, local economic development, housing, education, policing, public health, etc.). Decide which policy area you will pursue for your final project. Be ready to discuss during Zoom Session – Everyone will have to participate.
 - <https://nycfuture.org/>
 - <https://urbanomnibus.net/>
 - <https://citylimits.org/>
 - <https://anhd.org/>

Policy Area Folder on Blackboard as a Resource:

- Euchner, Charles C., and Stephen J. McGovern. 2003. *Urban Policy Reconsidered : Dialogues on the Problems and Prospects of American Cities*. New York: Routledge. (Ebook CCNY library)

Module 3. Weeks September 28 – November 2 - The Politics of Redevelopment in NYC

- Scheduled Zoom Session 2: Th. 10/29 6:00-8:00 pm or TBD (Focus Angotti & Brash Books)
- Due Project Idea Friday 10/2: on Blackboard Discussion Board by midnight
- Due Discussion Board 3: Main Post Due Friday 10/16 and 2 Responses Sunday 10/18
- Due Friday 10/26: Draft of Final Project Outline

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A. (9/28 – 10/5) - Moses' New York

- Jackson, Kenneth. 2007. "Robert Moses and the Rise of New York: The Power Broker in Perspective." In *Robert Moses and the Modern City: The Transformation of New York* edited by Hilary Ballon and Kenneth T. Jackson, 1st ed, 67-71. New York: W. W. Norton & Company. (PDF on Blackboard)
- Biondi, Martha. 2007. "Robert Moses, Race, and the Limits of an Activist State." In *Robert Moses and the Modern City: The Transformation of New York*, edited by Hilary Ballon and Kenneth T. Jackson, 1st ed, 117-21. New York: W. W. Norton & Co. (PDF on Blackboard)

B. (10/5 – 10/19) - Urban Redevelopment & Planning in New York

- Angotti, Tom. 2008. *New York for Sale : Community Planning Confronts Global Real Estate*. Cambridge: MIT Press. (Ebook CCNY library)

C. (10/19-11/2) - The Politics of Building the Luxury City

- Brash, Julian. *Bloomberg's New York: Class and Governance in the Luxury City*. Athens: University of Georgia Press, 2011. (E-book CCNY library)

Module 4. Weeks November 2 –16 - Politics of Neighborhood Change

- Due on Monday 11/16: Annotated Bibliography upload to Blackboard/SafeAssign
- Due Discussion Board 4: Main Post Due Monday 11/9 and 2 Responses Wednesday 11/11
- Scheduled Zoom Session 3: Th. 11/15 6:00-8:00 pm or TBD

A. (11/2/ – 11/9) – Analyzing Neighborhood Change & Politics of Commercial Gentrification

- Betancur, John, and Smith, Janet. 2016. "Prevailing approaches to the Study of Neighborhoods and Change" AND "Constructing Carceral Space: How Englewood Became the Ghetto." In *Claiming Neighborhood : New Ways of Understanding Urban Change*. University of Illinois Press. (PDF on Blackboard)
- Busà, Alessandro. 2014. "After the 125th Street Rezoning: The Gentrification of Harlem's Main Street in the Bloomberg Years." *Urbanities* 4 (2): 51-68. (PDF on Blackboard)

B. (11/9 – 11/16) – The Politics Alternative Economics

- Nembhard, Jessica Gordon. 2008. "Alternative Economics - A Missing Component in the African American Studies Curriculum: Teaching Public Policy and Democratic Community Economics to Black Undergraduate Students." *Journal of Black Studies* 38 (5): 758-82.
- Novkovic, Sonja, and Tom Webb, eds. 2014. "Introduction: Co-Operative Economics, Why Our World Needs It." In *Co-Operatives in a Post-Growth Era: Creating Co-Operative Economics*, 1-10. London: Zed Books.

Module 5. Week November 16 – 23 - The Politics of Neighborhood Policing

- Due Discussion Board 5: Main Post Monday 11/23 and 2 Responses Wednesday 11/25
- Soss, Joe and Vesla Weaver. 2017. "Police Are Our Government: Politics, Political Science, and the Policing of Race-Class Subjugated Communities." *Annual Review of Political Science*, 20(1): 565-591. (PDF on Blackboard)

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- Sousa, William and George L. Kelling. 2006. "Advocate: Of "Broken Windows," Criminology, and Criminal Justice." In *Police Innovation : Contrasting Perspectives* by David Weisburd and Anthony Allan Braga, 77-97. Cambridge University Press. (CCNY E-Book, PDF of Chapter on Blackboard)
- Recommended: Forman, James Jr. and Trevor Stutz. 2012. "Beyond Stop-and-Frisk: The Costs of the Practice of Stop-and-Frisk Can No Longer Be Justified by the Claim that Nothing Else Will Work — There Are Other Ways." *The New York Times*. Copy and Paste Link: <https://www.nytimes.com/2012/04/20/opinion/better-ways-to-police-than-stop-and-frisk.html?smid=em-share>
- Recommended: Forman, James Jr. 2004. "Community Policing and Youth as Assets." *Journal of Criminal Law & Criminology*, 95(1): 1-48. (PDF on Blackboard)

Module 6. Week November 23 -30 - The Politics of the Just City

- Scheduled Zoom Session 4: Th. 11/26 6:00-8:00 pm or TBD (Focus on Justice)
- Due on Monday 11/30: Final Project Proposal and Outline
- Fainstein, Susan S. "Planning and the Just City." In *Searching for the Just City: Debates in Urban Theory and Practice*, edited by Peter Marcuse, 19-39. Questioning Cities Series. London: Routledge, 2011. (PDF on Blackboard)
- Powell, Catherine. 2020. "Viral Justice": Interconnected Pandemics as Portal to Racial Justice." <https://www.justsecurity.org/71742/viral-justice-interconnected-pandemics-as-portal-to-racial-justice/>

Final Project Work - Weeks November 30 - December 14

- **Voluntary Zoom Session** between December 14-17
- Due on Friday 12/18: Final Project