

	<b>Department of History and Political Science</b>  <b>POL 3060: Urban Politics</b>  <b>4 units</b>
	<b>Spring 2026</b>

<b>Meeting Days/Times</b> Tuesday/Thursday 12:30-2:15pm	<b>Instructor Title and Name:</b> Dr. Amy Nantkes
<b>Meeting Location:</b> Colt 120	<b>Phone:</b> 949.266.4822
<b>Final Presentations:</b> Week 15 in class	<b>Email:</b> <a href="mailto:anantkes@pointloma.edu">anantkes@pointloma.edu</a>
<b>Office Location and Hours:</b> Colt Hall 115, Tuesday/Thursday 10:00am-12:00pm & by appointment	

**PLNU MISSION: To Teach – To Shape – To Send**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

**DEPARTMENT OF HISTORY AND POLITICAL SCIENCE MISSION:**

As followers of Christ, the Department of History and Political Science promotes wisdom and scholarship about historical contexts and political systems, so that graduates can become local and global leaders in the service of Christ and humanity.

**COURSE DESCRIPTION**

Cities are where politics becomes most visible—and most contested. The Political Science study of Urban Politics investigates how political power operates at the local level and how everyday decisions shape the places people live, work, and move through. The course focuses on major urban challenges such as housing, transportation, economic development, public safety, and environmental sustainability, while examining the roles of governments, interest groups, and community organizations in shaping urban outcomes.

**COURSE LEARNING OUTCOMES**

**Student Learning Outcomes:**

- Explain the historical development of American cities and implications for democratic governance in the United States.
- Apply core conceptual frameworks of urban politics to interpret political behavior, institutions, and policy debates in American cities.
- Assess how power, federalism, and traditions of local self-governance shape political influence and policy outcomes in urban contexts.
- Evaluate urban policies, including housing, education, employment, and public safety, using national examples and case studies.

**Program Learning Outcomes:**

- Understand and critically assess the processes, theories, and outcomes of political Institutions and political behavior.
- Develop and express ideas in written communication in an effective and scholarly manner.
- Demonstrate oral communication abilities, particularly to convey complex ideas, recognize diverse viewpoints, and offer empirical evidence of an argument.
- Construct and evaluate analytical, comprehensive arguments.

**COURSE INSTRUCTIONAL METHODS**

This course will meet twice per week, and to maximize your learning process, it is in your best interest that you attend each of these sessions. It is also **essential** that the readings be completed before coming to class, as the lecture and discussion will usually expand on and draw from the readings. Class time activities will vary but often include a combination of lectures, discussion, group activities, writing, and videos.

**COURSE REQUIRED TEXT AND MATERIALS****Required Resources:**

- Hinze, Annika M. and Dennis Judd. 2022 (11<sup>th</sup> edition). *City Politics: The Political Economy of Urban America*. New York: Routledge.
- Articles, Podcasts, and Videos as listed in the syllabus and available under the weekly overview in modules on Canvas

**Recommended Resources for Additional Exploration:**

- See Canvas for the complete list

**COURSE CREDIT HOUR INFORMATION**

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 4-unit class delivered over 15 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 150 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

**STATE AUTHORIZATION**

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

**COURSE POLICIES****CONTACTING DR. NANTKES**

The fastest way to reach me is via email. When emailing me, please include “POL 3060:” followed by a brief description of your question or concern in the subject line of the email. Your email should be professional, should include a greeting such as “Hello Dr. Nantkes,” and should use complete sentences. If you are requesting an extension on an assignment, please specify the proposed submission date.

I love having visitors in my office! Please come see me during my office hours in Colt 115 or make an appointment if you have a class or work conflict. To schedule an appointment, email me with two days/times that work best for you to meet.

If you read this before our first class meeting, please send me an email with a picture of a goat to receive five extra credit points.

### **LATE ASSIGNMENT POLICY**

All assignments are to be submitted by the due dates posted and will be considered late if submitted after midnight Pacific Standard Time on the day they are due. If an assignment is submitted late, the points possible for the assignment decrease by 10% each day for four days after the due date. **Any assignment or deliverable submitted more than four days late will not be accepted. Presentations, Exams, and Reading Responses cannot be “made up” and must be completed on the due date.**

All deliverables for the course, including assignments, projects, presentations, papers, etc., must be turned in by 11:59 pm on the last day of the course. No extensions or incompletes will be given to students to complete course requirements.

***If you believe you have an extenuating circumstance, such as illness or family emergency, please send me an email or come talk to me as soon as possible so that we may speak about your options. With abundant notice, I’ll be as accommodating as possible, as long as it does not compromise fairness for all.***

### **FINAL EXAMINATION POLICY**

Successful completion of this class requires giving your final presentation **on its scheduled day**. The final examination schedule is posted on the Class Schedules site. No requests for early examinations or alternative days will be approved.

### **CLASS ATTENDANCE & PARTICIPATION**

Your active and thoughtful presence is essential for the success of this course. Our class will focus on discussion, collaboration, and critical engagement with complex materials. Your final grade will reflect both attendance and preparation. Participation is about engaging with the material and each other, not just speaking the most. Repeated absences or lack of preparation may lower your grade.

***If you face challenges affecting your participation, please reach out to me early so we can find a solution together.***

### **CLASS AI POLICY**

The use of Artificial Intelligence (AI) tools (e.g., ChatGPT, iA Writer, Marmot, Botowski, GrammarlyGo, Perplexity, etc.) is *prohibited in this course* for any aspect of your work, including idea generation, drafting, editing, or final submissions. This course is designed to assess your independent critical thinking, writing, and research skills without the assistance of AI technologies. Violations of this policy will be treated as breaches of academic integrity.

### **CLASS CONDUCT POLICY**

Respect for the views and values of others is an essential characteristic of a thriving learning community. Although it is likely that we may not agree with everything that is said or discussed in our course, we will behave and express our viewpoints in a manner that is courteous and professional. Disagreement and challenging of ideas in a respectful and profound manner are encouraged. Our emphasis will be on engaging in the mutual exploration of topics as presented in the course as scholars, using research and data to defend our assertions. We will develop Classroom Community Agreements in Week 1 of the course and will keep each other mutually accountable to our commitment to productive and respectful discourse.

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars, we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice-free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups on any of the above. You may report an incident(s) using the [Bias Incident Reporting Form](#).

### **SEXUAL MISCONDUCT AND DISCRIMINATION**

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix).

### **CONTENT WARNING**

I acknowledge that each of you comes to PLNU with unique life experiences. This contributes to the way you perceive various types of information. Our course content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics may include war, poverty, assault, and domestic violence. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center.

Should you choose to sit out on a discussion of a certain topic, know that you are still responsible for the material, but we can discuss other methods for accessing that material and assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in Political Science, and I will support you throughout your learning in this course.

## **PLNU POLICIES**

### **PLNU COPYRIGHT POLICY**

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

### **PLNU ACADEMIC HONESTY POLICY**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

### **PLNU ACADEMIC ACCOMMODATIONS POLICY**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

### **PLNU ATTENDANCE AND PARTICIPATION POLICY**

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date,

receive the appropriate grade for their work and participation. In some courses, a portion of the credit hour content will be delivered asynchronously, and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

### SPIRITUAL CARE

Please be aware that PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain, or have prayer requests, you can contact the [Office of Spiritual Life and Formation](#).

### USE OF TECHNOLOGY

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers compatible with their computer available to use. If a student needs technological resources, please contact [student-tech-request@pointloma.edu](mailto:student-tech-request@pointloma.edu). Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

## ASSESSMENT AND GRADING

Assignment Distribution by Percentage	
Participation & Attendance	10%
Weekly Reading Reflections	20%
Council Discussion Leader Prep	20%
San Diego Learning Excursion Videos	15%
Final Project: The Future City	30%
Surveys & Course Reflection	5%

### Grade Scale

Standard Grade Scale Based on Percentage of Points Earned				
A	B	C	D	F
A 93-100	B+ 87-88	C+ 77-79	D+ 67-69	F < than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

## ASSIGNMENTS (See Canvas for templates and detailed instructions)

### PARTICIPATION & ATTENDANCE

Consistent attendance and engagement with our course material are critical to your success in this class and make our classroom a better experience for all!

To earn full credit:

- Attend all classes consistently and arrive on time.
- Communicate in a timely manner if you must miss a class due to illness or emergencies.
- Complete all assigned readings and media before class.
- Contribute meaningfully to discussions and group work.
- Engage by asking questions and responding thoughtfully to peers.

- Demonstrate your ability to use technology responsibly by staying focused and on task when working on your laptops. No phones out or scrolling during class.

Please see Canvas for more details.

### **WEEKLY READING REFLECTIONS (TUESDAYS)**

As a student of Political Science, it is vital that you comprehend our readings and bring your critical thinking and discussion skills to our course throughout the semester. Therefore, you will write Reading Reflections to support you in comprehension, critical thinking, and to bolster class discussion. **These responses must be submitted in class on Tuesdays and cannot be made up.** Please see Canvas for more details.

### **COUNCIL DISCUSSION LEADER PREPARATION (2 x on THURSDAYS)**

In teams of three, you will lead the class twice in a simulated City Council meeting on a real local issue, drawing on course readings and outside media to help your classmates experience how urban policy decisions are made. Each team must bring a clearly worded motion or resolution to the floor and guide the class through a structured deliberation process that ends in a formal council vote. Please see Canvas for more details.

### **SAN DIEGO LEARNING EXCURSION VIDEOS (3)**

This assignment gives you a chance to experience urban politics and city life directly in San Diego and connect those experiences to the ideas in our course. In pairs or small groups you will do the activity together, and then record a 2–3 minute video that: briefly documents what you did and where you went and explains how the experience connects to urban politics and themes from *City Politics* and class (Example: power, governance, equity, growth, race, regionalism). Please see Canvas for more details.

#### **Activities:**

1. Explore a [San Diego neighborhood](#) (not OB, PB, or Point Loma!)
2. Use a mode of public transportation
3. Attend a [San Diego City Council meeting](#), [committee meeting](#), or [commission meeting](#)

### **FINAL PROJECT: THE FUTURE CITY**

This semester, you will complete a sequence of connected assignments that build toward a final, integrated analysis of one U.S. city and its future. Each step asks you to apply concepts and theories from our class to understand how history, demography, institutions, economics, and policy challenges shape urban outcomes.

You will keep the same city for all components. Please see Canvas for more details.

1. **Week 5: The City & Its Future Question**
2. **Week 7: History & Demography**
3. **Week 9: Political Structure & Power**
4. **Week 11: Economics & Fiscal Context**
5. **Week 13: Pressing Challenge & Solutions**
6. **Week 15: Integrated Paper & Presentation**

<b>COURSE SCHEDULE</b>
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WEEK & TOPIC	CLASS MEETING	READING/MEDIA DUE	ASSIGNMENTS DUE
<b>WEEK 1</b>  <i>Empire State of Mind:</i>  Course Introduction	TUESDAY 1/13	<b>Read</b> Syllabus	None
	THURSDAY 1/15	<b>Read &amp; Be Prepared to Discuss</b> 1. New York Times Opinion: <a href="#">I teach creative writing. Here is what A.I. is doing to students</a> 2. Scott London: <a href="#">Thinking Together: The Power of Deliberative Dialogue</a>	Bring 3 “representative items” with you to class; be prepared to share  Getting to Know You Survey (due Thursday before class)
<b>WEEK 2</b>  <i>Run This Town:</i>  How Cities & Counties Work	TUESDAY 1/20	<b>Read</b> 1. City Politics: Chapter 1	Reading Reflection (due before class Tuesday)
	THURSDAY 1/22	<b>Council Topic:</b> Is <a href="#">charging for parking</a> at Balboa Park a good solution to help the City with a budget deficit?  <b>Required: Read/Watch</b> 1. Voice of San Diego: <a href="#">“Why It Matters: Councilmembers Blast Mayor on (Lack of) Budget Management”</a> (2 min) 2. KPBS: <a href="#">San Diego City Council approves Balboa Park parking passes, event rates</a> 3. Youth Action Council Nevada: <a href="#">“Robert’s Rules of Order”</a> (3 min)  <b>Additional Resource</b> 1. Robert’s Rules of Order Guide Sheet	San Diego Learning Excursion Video: Neighborhood (due Sunday)
<b>WEEK 3</b>  <i>Started From the Bottom:</i>  Origins & Growth of American Cities	TUESDAY 1/27	<b>Read</b> 1. City Politics: Chapter 2	Reading Reflection (due before class Tuesday)
	THURSDAY 1/29	<b>Council Topic:</b> Should La Jolla be allowed to secede from San Diego?  <b>Required: Read/Watch</b> 1. Voice of San Diego: <a href="#">La Jollans are Trying to Divorce San Diego (Again)</a>	Council Discussion Leader Prep (due before class Thursday)

WEEK & TOPIC	CLASS MEETING	READING/MEDIA DUE	ASSIGNMENTS DUE
		1. Voice of San Diego: “ <a href="#">The Backstory to San Diego’s Lawsuit Over La Jolla’s Independence Fight</a> ”	San Diego Learning Excursion Video: Transportation (due Sunday)
<b>WEEK 4</b>  <i>Who’s That Girl?:</i>  Party Machines, Reformers, & Who Really Runs City Hall	TUESDAY 2/3	<b>Read</b> 1. City Politics: Chapters 3 & 4	Reading Reflection (due before class Tuesday)
	THURSDAY 2/5	<b>Council Topic:</b> Should San Diego adopt ranked choice voting for local races?  <b>Required: Read/Watch</b> 1. Ranked Choice Voting Facts (watch <a href="#">video</a> & read <a href="#">page</a> ) 2. <i>San Diego Union-Tribune</i> : <a href="#">Ranked choice voting is expanding across the country, but San Diego still resists</a> 2. More Choice San Diego (pay attention to <a href="#">coalition</a> and <a href="#">FAQ</a> pages)  <b>Additional Resources</b> 1. Fair Vote: <a href="#">Ranked choice voting in New York City’s 2025 primaries: an in-depth analysis</a>	Council Discussion Leader Prep (due before class Thursday)  San Diego Learning Excursion Video: Attend a Meeting (due Sunday)
<b>WEEK 5</b>  <i>Fight the Power:</i>  Urban Voters & the Rise of a National Democratic Majority	TUESDAY 2/10	<b>Read</b> 1. City Politics: Chapter 5	Reading Reflection (due before class Tuesday)
	THURSDAY 2/12	<b>Council Topic:</b> Should the City of San Diego invest more budget (staff, lobbying, regional coalitions) to increase its influence in Sacramento on pressing regional issues?  <b>Read</b> 1. Cal Matters: <a href="#">Why California cities use your tax dollars to lobby the Legislature</a> 2. Voice of San Diego: <a href="#">Sacramento Report: What Mayor Todd Gloria is Looking for From Newsom’s Last Year</a>	Council Discussion Leader Prep (due before class Thursday)  Future City Project #1: The City & Its Future Question (due Sunday)

WEEK & TOPIC	CLASS MEETING	READING/MEDIA DUE	ASSIGNMENTS DUE
		3. Open Secrets: <a href="#">Lobbying Expenditures for City of San Diego</a> (explore drop downs and compare years)	
<b>WEEK 6</b> <i>Good Days:</i>	TUESDAY 2/17	<b>Read</b> 1. City Politics: Chapter 6	Reading Reflection (due before class Tuesday)
The Urban–Suburban Divide	THURSDAY 2/19	<b>Council Topic:</b> Should San Diego upzone near trolley stops to allow much denser housing, even over neighborhood opposition?  <b>Read</b> 1. <i>San Diego Union-Tribune</i> : “Is San Diego on the right track with its increased density plan for Clairemont?” 2. <i>Times of San Diego</i> : <a href="#">Activist groups against higher-density housing launch united front</a> 3. Fox 5 San Diego: <a href="#">Concerns over housing density and safety spark San Diego march</a>	Council Discussion Leader Prep (due before class Thursday)
<b>WEEK 7</b> <i>Mo Money Mo Problems:</i>	TUESDAY 2/24	<b>Read</b> 1. City Politics: Chapter 7 & 8	Reading Reflection (due before class Tuesday)
Federal & State Programs	THURSDAY 2/26	<b>Council Topic:</b> Should San Diego expand participation in CARE Court despite local cost and civil liberties concerns?  <b>Read/Watch</b> 1. San Diego County: <a href="#">Community Assistance, Recovery, and Empowerment (CARE) Act Program</a> 2. Cal Matters: <a href="#">“Newsom promised real progress in mental health with CARE Court. Here’s what the numbers show”</a> 2. Voice of San Diego: <a href="#">“Why it Matters: City of San Diego urging CARE Court Reforms”</a> (2 min)	Council Discussion Leader Prep (due before class Thursday)  Future City Project #2: History & Demography (due Sunday)

WEEK & TOPIC	CLASS MEETING	READING/MEDIA DUE	ASSIGNMENTS DUE
<b>WEEK 8</b>  <i>A Change is Gonna Come:</i>  Demographic Shifts, the Sunbelt, & Rural–Urban Divide	TUESDAY 3/3	<b>Read</b> 1. City Politics: Chapter 9	Reading Reflection (due before class Tuesday)
	THURSDAY 3/5	<b>Council Topic:</b> What further measures should the city consider to reduce crime in the Gaslamp District?  <b>Read</b> 1. San Diego Police Department: <a href="#">Neighborhood Crime Summary</a> (Review each neighborhood and be prepared to comment on trends) 2. <a href="#">Grand Jury Report</a> on Gaslamp Crime & Safety 3. NBC 7 News: <a href="#">City agrees with grand jury's Gaslamp safety guidance but is hampered by budgets</a>	Council Discussion Leader Prep (due before class Thursday)  Midcourse Survey (due Thursday)
<b>Spring Break: NO CLASS March 7-15</b>			
<b>WEEK 9</b>  <i>We Belong Together:</i>  Turf Wars & Regional Governance	TUESDAY 3/17	<b>Read</b> 1. City Politics: Chapter 10	Reading Reflection (due before class Tuesday)
	THURSDAY 3/19	<b>Council Topic:</b> Should the City Council members on the SANDAG board push for a more aggressive regional transportation plan to better address access and traffic concerns?  <b>Read/Watch</b> 1. Voice of San Diego: <a href="#">San Diego 101: What is SANDAG?</a> 2. KPBS: <a href="#">SANDAG pares back freeway expansions in draft transportation plan</a> 3. (Skim) <a href="#">SANDAG Report: (p. 21-25)</a>	Council Discussion Leader Prep (due before class Thursday)  Future City Project #3: Political Structure & Power (due Sunday)
<b>WEEK 10</b>  <i>Bills, Bills, Bills:</i>  The Politics of Budgets, Bonds, & Who Pays	TUESDAY 3/24	<b>Read</b> 1. City Politics: Chapter 11	Reading Reflection (due before class Tuesday)
	THURSDAY 3/26		

WEEK & TOPIC	CLASS MEETING	READING/MEDIA DUE	ASSIGNMENTS DUE
	<b>NO CLASS, work on your project!</b>		
<b>WEEK 11</b>  <i>Energy:</i>  Local Environmental Challenges	TUESDAY 3/31	<b>Read</b> 1. City Politics: Chapter 12 2. Watch: Voice of San Diego Podcast: <a href="#">“The Water Interview”</a> (1 hr)	Reading Reflection (due before class Tuesday)  Future City Project #4: Economics & Fiscal Context (due WEDNESDAY)
	THURSDAY 3/2  NO CLASS, HAVE A GREAT BREAK!	NO READING!	NO ASSIGNMENTS DUE!
<b>Easter Recess: NO CLASS April 2-6</b>			
<b>WEEK 12</b>  <i>We Need a Resolution:</i>  New Regional Governance Models	TUESDAY 4/7	<b>Read</b> 1. City Politics: Chapter 13	Reading Reflection (due before class Tuesday)
	THURSDAY 4/9	<b>Council Topic:</b> Should the City of San Diego use resources to advocate to the county and state for its neighbors to the South dealing with the Tijuana River Valley sewage crisis?  <b>Read</b> 1. Cal Matters: <a href="#">Tijuana River sewage still pollutes the San Diego Coast. A surfer turned politician is fighting to clean it up</a> 2. KPBS: <a href="#">Survey finds South Bay residents reporting health symptoms tied to sewage crisis</a>	Council Discussion Leader Prep (due before class Thursday)
<b>WEEK 13</b>  <i>Can I Kick It?:</i>	TUESDAY 4/14	<b>Read/Listen</b>	Reading Reflection (due

WEEK & TOPIC	CLASS MEETING	READING/MEDIA DUE	ASSIGNMENTS DUE
Reimagining Urban Spaces		<ol style="list-style-type: none"> <li>World Resources Institute: <a href="#">Green Space: An Underestimated Tool to Create More Equal Cities</a></li> <li>99% Invisible Podcast: <a href="#">Unpleasant Design &amp; Hostile Urban Architecture</a> (14 min)</li> <li>AARP: <a href="#">Livability Index</a> Research scores for City Heights (92105), La Jolla (92037), and Downtown (92101)</li> </ol>	before class Tuesday)
	THURSDAY 4/16	<p><b>Council Topic:</b> To manage public spaces, should San Diego invest in more “hostile architecture” or encourage the development of green spaces?</p> <p><b>Read</b></p> <ol style="list-style-type: none"> <li>Times of San Diego: <a href="#">“How San Diego’s reliance on ‘hostile architecture’ reflects our abandonment of public space”</a></li> <li>CBS 8 San Diego: <a href="#">“East Village concerned over trash at Fault Line Park”</a> (2 min)</li> <li>City of San Diego: <a href="#">“Newest and Largest Park Downtown Set to Open by End of Year”</a></li> </ol>	<p>Council Discussion Leader Prep (due before class Thursday)</p> <p>Future City Project #5: Pressing Challenge &amp; Solutions (due WEDNESDAY)</p>
<b>WEEK 14</b>  <i>Glory:</i> Cities after 2020, a Reckoning & Change	TUESDAY 4/21	<p><b>Read</b></p> <ol style="list-style-type: none"> <li>City Politics: Chapter 14</li> </ol>	Final Thoughts Reflection (due before class Tuesday)
	THURSDAY 4/23	<p><b>Council Topic:</b> Should the Council pressure the mayor to continue city staffing cuts to address the budget deficit? Does the city need a Chief Operating Officer?</p> <p><b>Read</b></p> <ol style="list-style-type: none"> <li>Voice of San Diego: <a href="#">Mayor Dismisses Embattled COO and Takes Reins of City Management</a></li> <li><i>San Diego Union-Tribune</i>: <a href="#">San Diego faces new budget crisis amid disappointing tax revenue, rising costs</a></li> </ol>	Council Discussion Leader Prep (due before class Thursday)

<b>WEEK &amp; TOPIC</b>	<b>CLASS MEETING</b>	<b>READING/MEDIA DUE</b>	<b>ASSIGNMENTS DUE</b>
<b>WEEK 15</b>  <i>Family Affair:</i> Future City Final Presentations	TUESDAY 4/28	<b>No Reading</b>  In-class Presentations Part I	Final Project Paper and Presentation Slides (due on Canvas before class)
	THURSDAY 4/30	<b>No Reading</b>  In-class Presentations Part II	Complete Official Course Evaluation (due Sunday)