

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



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Spring 2018
Course Time: Tuesdays 3:30-7:00pm
Course website: Canvas
Class Location: Colt 120

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.

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 (9th 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*. 2017 (8th 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 course learning outcomes (CLOs) 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.

Similarly, the program learning outcomes (PLOs) for the majors in the class include the following:

- Students will develop an appreciation of the field of politics (PLO 1 assessed through roundtable discussions)
- Students will demonstrate social scientific information literacy (PLO 4 assessed through the final paper).
- Students will demonstrate oral communication abilities, particularly to convey complex ideas, recognize diverse viewpoints, and offer empirical evidence of an argument (PLO 6 assessed through roundtable discussions).

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 1-4 - The due dates for each of the four assignments appear in the schedule below. These assignments are meant to get you out of the classroom and into the real world of urban politics. We live in the 8th largest city in the United States and the 2nd largest city in California (population=1.4 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 and Attendance - this is a hands-on, student-centered course. Therefore, you will be graded on your participation and attendance. 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 the date listed below which city you have chosen. You will then choose one particular area of study (i.e. housing) and describe and analyze the ways in which this city addresses this area. The paper is 7-10 pages and the full prompt and grading rubric 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 (Ride The Bus in San Diego)	30 Points
Assignment #3 (Observe Two Elementary Schools)	30 Points
Assignment #4 (San Diego City Council or County Board of Supervisors Meeting)	30 Points
Participation and Attendance	30 Points
Final Paper	100 Points
TOTAL	320 Points

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

	Topic	Assignments (Reading, Research, etc.)
	Development and history of urban areas	Please read the assigned reading by the start of that day's class.
January 16	<ul style="list-style-type: none"> Welcome! Introduction to the Course Democracy and City Politics Martin Luther King, Jr. 	Read: Judd & Swanstrom, chapter 1; Ford, Introduction
January 23	<ul style="list-style-type: none"> The Urbanization of America U.S. Urban Policy: Case Study I Machine Politics and the Reform of America's Cities 	Read: Judd & Swanstrom, chapters 2-4; Jost article; Gustafson article
January 30	<ul style="list-style-type: none"> The New Deal and Cities National Policy and the Cities U.S. Urban Policy: Case Study II U.S. Urban Policy: Case Study III 	Read: Judd & Swanstrom, chapters 5-8; Urban Issues, chapter 10; DeParle article; Urban Issues, chapter 9
February 6	<ul style="list-style-type: none"> Race in America's Cities 	Read: Urban Issues, chapter 8 ; 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 13	<ul style="list-style-type: none"> Suburbia Growth & Urban Sprawl U.S. Urban Policy: Case Study IV 	Read: Judd & Swanstrom, chapters 10-11; Hill Maher chapter; Frey article DUE: Assignment #1
February 20	<ul style="list-style-type: none"> Reviving Urban America Midterm Review 	Read: Judd & Swanstrom, chapter 13; Urban Issues, chapter 12
February 27	<ul style="list-style-type: none"> Midterm Exam (3:30-5:00) Employment (5:15-7:00) 	No reading
March 6	<ul style="list-style-type: none"> No Class; Spring Break! 	No reading – renew and reflect... ☺

March 13	<ul style="list-style-type: none"> • Employment II • Roundtable I: Employment 	<p>Read: Review Urban Issues, chapter 10 (assigned earlier); Mantel article; Scheiber article; Porter article; Montgomery article; CBS news article</p> <p>Listen: Andrew Bowan story on KPBS (“San Diego’s Sunday Bus Services...”)</p> <p><i>Mid-semester grades available at mypointloma.edu</i></p>
March 20	<ul style="list-style-type: none"> • Housing and Segregation • Roundtable II: Housing and Segregation 	<p>Read: Massey & Denton, chapter 1; Ford, pgs. 285-307; Urban Issues, chapter 11; Freeman & Braconi article; Kimmelman article</p> <p>Listen: Green VOSD Podcast (“Interview with Jennifer LeSar” - start at about 22 minutes into the Podcast)</p> <p>DUE: Your chosen urban city for your final project. Please come to class ready to tell us what urban city you’ll be analyzing.</p>
March 27	<ul style="list-style-type: none"> • Education 	<p>Read: Kozol, introduction and chapters 1-7 (optional: chap. 8); Thomas article</p> <p>DUE: Assignment #2</p>
April 3	<ul style="list-style-type: none"> • Education II • Roundtable III: Education 	<p>Read: Kozol, chapters 9-12, and epilogue and skim the appendix; Thomas & Wingert article; Urban Issues, chapters 1 and 2</p> <p>Listen: NPR Story (“Interview with Diane Ravitch”)</p>
April 10	<ul style="list-style-type: none"> • Urban Revolt 	<p>Read: Villard article; Boesel, et al chapter; Fogelson & Hill chapter; Blauner chapter; NACCD Kerner Commission Summary (aka The “Lindsay Summary”)</p> <p>DUE: Assignment #3</p>
April 17	<ul style="list-style-type: none"> • Urban Revolt II • Roundtable IV: Urban Revolt 	<p>Read: Morrison & Lowry chapter; Sears chapter; Wilson, et. al chapter; Stolberg & Babcock article; Von Drehle and Altman article; Alexander chapter</p> <p>Watch: PBS “America After Ferguson” (57 minutes)</p>

April 24	<ul style="list-style-type: none"> • Case Study: San Diego 	Read: Thornton article; Ritter article; Denhardt article; Keatts article; <i>SD Union-Tribune</i> Editorial Browse: voiceofsandiego.org for a story on San Diego (something related to this course) and come ready to discuss it Listen: 2018 State of the City Address DUE: Assignment #4
Tuesday, May 1		Final paper due by 4:30pm on Canvas. We will also meet at 4:45pm in the classroom to informally discuss our papers.

Full Citations

Alexander, Michelle. 2012. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York: The New Press.

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

Boesel, David, et al. 1970. "White Institutions and Black Rage." In *Ghetto Revolts*, edited by Peter Rossi. U.S.: TransAction, Inc.

Bowan, Andrew. 2016. "San Diego's Sunday Bus Services Still Lag Despite Economic Recovery." KPBS News, September 9. Available at <http://www.kpbs.org/news/2016/sep/09/economic-recovery-san-diego-public-transit-mts/>.

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.

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.

Frey, William H. 2017. "City Growth Dips Below Suburban Growth, Census Shows." Brookings Institute, May 30. Available at <https://www.brookings.edu/blog/the-avenue/2017/05/30/city-growth-dips-below-suburban-growth-census-shows/>.

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/>.

Gustafson, Craig. 2010. "Should San Diego Keep Strong-Mayor System?" *San Diego Union Tribune*, January 31.

Hill Maher, Kristen. 2006 (4th 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.

Jost, Kenneth. 2013 (6th edition). "Immigration Conflict." In *Urban Issues: Selections from the CQ Researcher*. Washington, D.C.: Sage.

Keatts, Andrew. 2015. "Someone Finally Quantified San Diego's Smart-Growth Failure." Voice of San Diego, October 12. Available at <http://www.voiceofsandiego.org/topics/land-use/someone-finally-quantified-san-diegos-smart-growth-failure/>.

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

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

Mantel, Barbara. 2015 (7th edition). "Minimum Wage." In *Urban Issues: Selections from the CQ Researcher*. Los Angeles: Sage.

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.

National Advisory Commission on Civil Disorders (NACCD) (aka The Kerner Commission). "Summary." In the *Report of the National Advisory Commission on Civil Disorders*. Available at <http://historymatters.gmu.edu/d/6545/>.

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Sears, David O. 1994. "Urban Rioting in Los Angeles: A Comparison of 1965 and 1992." In *The Los Angeles Riots*, edited by Mark Baldassare. Boulder, CO: Westview Press.

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Stolberg, Sheryl Gay and Stephen Babcock. 2015. "Scenes of Chaos in Baltimore as Thousands Protest Freddie Gray's Death." *New York Times*, April 25.

Thomas, Evan. 2010. "Schoolyard Brawl." *Newsweek*, March 5.

Thomas, Evan and Pat Wingert. 2010. "Why We Must Fire Bad Teachers." *Newsweek*, March 6.

Thornton, Kelly. 2008. "Feds Indict 5 in Pension Case," *San Diego Union Tribune*, January 7.

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 for announcements, links, lecture PowerPoints, and assignments.

Incompletes and Late Assignments:

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

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:

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See [Disability Resource Center](#) for additional information.

PLNU Attendance and Participation Policy:

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in 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. See [Academic Policies](#) in the Undergraduate Academic Catalog.
