

Point Loma Nazarene University
Department of History and Political Science
Political Science 3060: Urban Politics



Instructor: Dr. Lindsey Lupo

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Office Hours: Thursdays 2:30-3:30 in my office, occasional days on the track (see Canvas for dates and details), or feel free to set up a time that works for you!

Spring 2022

Course Time: Tuesdays 3:30-7:00pm

Course website: Canvas

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 America’s cities today, including urban violence, education, housing, and employment. Finally, because we live in a large 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 Annika M. Hinze. 2019 (10th edition). *City Politics: The Political Economy of Urban America*. New York: Routledge.
3. Kozol, Jonathan. 2005. *The Shame of a Nation*. New York: Three Rivers Press/Crown Publishing Group.

Course Format and Expectations:

Over the semester, we will cover the history of America's urban cities and their current political dynamics. In-class discussions and exercises will draw on the readings and other assigned pieces and require students to apply the knowledge learned in these pieces to various activities and group work. Therefore, it is crucial that students complete all assignments 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:

- Understand and critically assess the processes, theories, and outcomes of political institutions and political behavior (PLO 2) (Assessed through the midterm exam and final paper).
- Students will demonstrate social scientific information literacy (PLO 3) (Assessed through the four assignments and 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 5) (Assessed through the roundtable discussions).

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 five (5) short answer questions presented to you and you should choose three (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. San Diego’s population is 1.5 million, making it the 8th largest city in the United States and the 2nd largest city in California, and are thus one of the major American urban centers. To not take advantage of our location would simply be silly - you can only learn so much about urban politics from the classroom! Getting out and getting involved in the real world of urban politics is going to provide you with a sense of relevance that cannot 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 – exceptions to this policy are rare and made on a case-by-case basis. Additionally, please note that I may 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 broken laptop, 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 (Public Transit in San Diego)	30 Points
Assignment #3 (Observe Two Elementary Schools)	30 Points
Assignment #4 (San Diego City Council Meeting)	30 Points
Participation and Attendance	30 Points
Final Paper	100 Points
TOTAL	320 Points

Grade Scale Based on Percentages:

A	B	C	D	F
A 93.3-100	B+ 86.6-89	C+ 76.6-79	D+ 66.6-69	F 59.9 and below
A- 90-93.2	B 83.3-86.5	C 73.3-76.5	D 63.3-66.5	
	B- 80-83.2	C- 70-73.2	D- 60-63.2	

Schedule and Assignments:

	Topics	Assignments (Reading, Research, Due Dates)
		Full citations appear at the end of the syllabus
	Development and History of Urban Areas	
Week 2* - January 18 <small>*Because of PLNU's "Tuesday Start/Monday Schedule" schedule, this course meets for the first time during the second week of the semester.</small>	<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; Kendi, chapter 1 and 29
Week 3 - January 25	<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; Garbaye and Mollenkopf chapter; Gustafson article
Week 4 - February 1	<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; Horowitz, et al. article; Semuels article; Leland article
Week 5 - February 8	<ul style="list-style-type: none"> Race in America's Cities 	Read: Ford, chapter 1, pages 178-183, 231-265 (future law students should consider reading pgs. 183-231), and chapter 5; Baird article; Kendi, chapter 2; McIntosh article, Tesler selections Listen: Ta-Nehisi Coates piece
Week 6 - February 15	<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; Kantor and Turok chapter; Dillon article DUE: Assignment #1

Week 7 - February 22	<ul style="list-style-type: none"> • Reviving Urban America • Midterm Review 	Read: Judd & Swanstrom, chapter 13 Watch: <i>Our Towns</i>
Urban Issues: Poverty and Employment		
Week 8 - March 1	<ul style="list-style-type: none"> • Midterm Exam (3:30-5:00) • Poverty and Employment I (5:15-7:00) 	Watch: <i>Poor Kids</i>
Spring Break - March 8	<ul style="list-style-type: none"> • No Class - Spring Break! 	No reading - renew and reflect... ☺
Week 9 - March 15	<ul style="list-style-type: none"> • Poverty and Employment II • Roundtable I: Poverty and Employment 	Read: Fullerton Lemons article; Porter article; Kulish, Livni, and Goldberg article; Rutgers brief Watch: ABC7 News story Listen: Bowan story; Garcia and Vanek Smith story; The Daily episode Browse: The CalFresh (official) website <i>Mid-semester grades available</i>
Urban Issues: Housing and Segregation		
Week 10 - March 22	<ul style="list-style-type: none"> • Housing and Segregation • Roundtable II: Housing and Segregation 	Read: Massey & Denton, chapter 1; Ford, pgs. 285-307; Trounstein selections; Rothstein selections Listen: Green Podcast (begin at 22 minutes); Kim Series on KPBS; Voice of San Diego Podcast ("Housing is Everything") DUE: Your chosen urban city for your final project. Please come to class ready to tell us which urban city you will be analyzing.
Urban Issues: Education		
Week 11 - March 29	<ul style="list-style-type: none"> • Education 	Read: Kozol, introduction and chapters 1-7 (optional: chap. 8); Christakis article; Thomas & Wingert article DUE: Assignment #2

Week 12 - April 5	<ul style="list-style-type: none"> • Education II • Roundtable III: Education 	<p>Read: Kozol, chapters 9-12, and epilogue and skim the appendix; Natividad article; Halpert article</p> <p>Watch: Diane Ravitch in Her Own Words</p>
Urban Issues: Urban Revolt		
Week 13 - April 12	<ul style="list-style-type: none"> • Urban Revolt 	<p>Read: Grimshaw chapter; Blauner chapter; Boesel, et al chapter; Fogelson & Hill chapter; NACCD Kerner Commission Summary (aka The "Lindsay Summary")</p> <p>Watch: History Channel video ("What Started the 1967 Detroit Riot?")</p> <p>DUE: Assignment #3</p>
Week 14 - April 19	<ul style="list-style-type: none"> • Urban Revolt II • Roundtable IV: Urban Revolt 	<p>Read: Morrison & Lowry chapter; Sears chapter; Harris chapter; Wilson, et. al chapter; Von Drehle and Altman article; New York Times article</p> <p>Watch: ABC News ("Protests Continue...")</p>
Urban Case Study: San Diego		
Week 15 - April 26	<ul style="list-style-type: none"> • Case Study: San Diego 	<p>Watch: Voice of San Diego ("San Diego Explained: The City's Latest Hotel Room Tax Pitch"); Voice of San Diego ("San Diego 101: The County Budget")</p> <p>Read: Thornton article; Ritter article; Garrick article</p> <p>Browse: Voice of San Diego website for a story on San Diego (something related to this course) and come ready to discuss it</p> <p>Listen: 2022 State of the City Address</p> <p>DUE: Assignment #4</p>
Finals Week - May 3 at 7:30pm		Final paper due by 7:30pm on Canvas.

Full Citations

ABC News. 2020. [“Protests Continue Across the Nation Over the Death of George Floyd.”](#) ABC News on YouTube, June 6.

ABC7 News. 2021. [“West Hollywood: Workers, Businesses React After Council Approves Minimum Wage Hike to \\$17.64 an hour.”](#)

Baird, Robert P. 2021. [“The Invention of Whiteness.”](#) The Guardian, April 20.

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.

Christakis, Erika. 2017. [“Americans Have Given Up on Public Schools. That’s a Mistake.”](#) *The Atlantic*, October.

Cleeland, Nancy. 1999. “Lives Get a Little Better on a Living Wage.” In *Inside Urban Politics*, edited by Dick Simpson. New York: Pearson.

Coates, Ta-Nehisi. 2015. [“Ta-Nehisi Coates Reads from *Between the World and Me*.”](#) *The Atlantic*, July 4.

Daily, The. 2021. “The Fight For (and Against) a \$15 Minimum Wage.” *New York Times*, March 17.

Dillon, Liam. 2019. [“After Decades of Suburban Sprawl, San Diego Eyes Big Shift to Dense Development.”](#) *Los Angeles Times*, February 25.

Education Week. 2020. [“Diane Ravitch in Her Own Words.”](#) Education Week on YouTube, April 9.

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.

Frey, William H. 2017. [“City Growth Dips Below Suburban Growth, Census Shows.”](#) Brookings Institute, May 30.

Fullerton Lemons, Jane. 2015. “Fighting Urban Poverty.” In *Urban Issues*, edited by CQ Researcher. London: Sage.

Garbaye, Romain and John Mollenkopf. 2012. "Immigrant Incorporation Into Urban Politics." In *The Oxford Handbook of Urban Politics*, edited by Karen Mossberger, Susan E. Clarke, and Peter John, 366-393. Oxford: Oxford University Press.

Garcia, Cardiff and Stacey Vanek Smith. 2021. "[Should We Raise the Minimum Wage?](#)" *NPR News*, January 29.

Garrick, David. 2021. "[New San Diego Legal Strategy Aims to Revive Failed Convention Center Ballot Measure.](#)" *San Diego Union Tribune*, March 31.

Green, Catherine. 2014. "[Affordable Housing is Where the Heart is \(An interview with Jennifer LeSar\).](#)" *Voice of San Diego*, March 22.

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

Grimshaw, Allen D. 1969. "Three Cases of Racial Violence in the United States." In *Racial Violence in the United States*, edited by Allen D. Grimshaw. Chicago: Aldine Publishing.

Halpert, Julie. 2018. "[What if America Didn't Have Public Schools?](#)" *The Atlantic*, March 4.

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. Lanham, Maryland: Rowman & Littlefield.

HBO. 2021. "Our Towns." Available through Films on Demand.

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.

History Channel. 2018. "[What Started the 1967 Detroit Riots?](#)" History Channel on YouTube, February 26.

Horowitz, Juliana Menasce, Ruth Igielnik, and Rakesh Koshkar. 2020. "[Trends in Income and Wealth Inequality.](#)" Pew Research Center, January 9.

Kantor, Paul and Ivan Turok. 2012. "The Politic of Urban Growth and Decline." In *The Oxford Handbook of Urban Politics*, edited by Karen Mossberger, Susan E. Clarke, and Peter John, 468-485. Oxford: Oxford University Press.

Kim, Cristina. 2021. KPBS Series on Racial Covenants in San Diego.

Kendi, Ibrahim X. 2016. *Stamped from the Beginning*. New York: Nation Books.

Kulish, Nicholas, Ephrat Livni, and Emma Goldberg. 2021. "[Who are America's Billionaires, Anyway?](#)" *New York Times*, October 28.

Leland, John. 2021. [“Why an East Harlem Street is 31 Degrees Hotter than Central Park West.”](#) *New York Times*, August 20.

McIntosh, Peggy. 1989. [“White Privilege: Unpacking the Invisible Knapsack.”](#)

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*.

Natividad, Ivan. 2020. [“Why are American Public Schools Still Segregated?”](#) *Berkeley News*, March 4.

New York Times. 2021. [“How George Floyd Died and What Happened Next.”](#) *New York Times*, November 21.

PBS Frontline. 2017. [“Poor Kids.”](#)

Porter, Eduardo. 2015. [“The Myth of Welfare’s Corrupting Influence on the Poor.”](#) *New York Times*, October 20.

Ritter, John. 2004. “San Diego now ‘Enron’ by the Sea,” *USA Today*, October 24.

Rothstein, Richard. 2017. *The Color of Law*. New York: Liveright Publishing.

Rutgers University. ND. [“The Six Major U.S. Welfare Programs.”](#)

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.

Samuels, Alana. 2016. [“Severe Inequality in Incompatible with the American Dream.”](#) *The Atlantic*, December 10.

Tesler, Michael. 2016. *Post-Racial or Most-Racial?* Chicago: University of Chicago Press.

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.

Trounstein, Jessica. 2018. *Segregation by Design*. Cambridge: Cambridge University Press.

Voice of San Diego. 2021. "[Bonus Podcast: Housing is Everything for California's Big Cities.](#)" Voice of San Diego, June 28.

Voice of San Diego. 2021. "[San Diego 101: The County Budget.](#)" Voice of San Diego, June 10.

Voice of San Diego. 2019. "[San Diego Explained: The City's Latest Hotel Room Tax Pitch.](#)" Voice of San Diego, December 12.

Von Drehle and Alex Altman. 2014. "The Tragedy of Ferguson." *Time Magazine*, September 1.

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. Lanham, Maryland: Rowman & Littlefield.

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:

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

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 and/or if they do not wish to utilize some or all of the elements of their AP in that course.

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.

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.

Spiritual Care:

PLNU strives to be a place where you grow as whole persons. 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 Student Life and Formation](#).

Campus Resources:

Research librarians are available to help you in the Ryan Library. You can reach them by phone at (619) 849-2337, by text at (619) 592-8884, or by email at reflib@pointloma.edu. To search the library for books and articles, please click here to visit their [main website](#).

The Wellness Center is available for medical, counseling and nutrition services to students. Many college students experience strained relationships, stress, anxiety, depression, physical health challenges, and other barriers to learning. The Wellness Center offers help and resources to deal with these kind of issues. The Wellness Center is located on the first floor of Nicholson Commons and is open Monday-Friday, 8:00am-12:30pm and 1:30pm-4:00 pm. They can be reached at sdwellnesscenter@pointloma.edu or at (619) 849-2574. In an emergency after hours, call 911 and PLNU Public Safety at (619) 849-2525.

Any student who has *difficulty affording groceries or accessing sufficient food to eat every day*, or who lacks a safe and stable place to live and believes this may affect their performance in the course is urged to [contact the Dean of Students](#), Dr. Jake Gilbertson or Resident Director Jong Yoon (jyoon@pointloma.edu). Additionally, if you struggle with food insecurity or unstable housing, please let me know if you are comfortable in doing so. This will enable me to better understand the hardships you are navigating and to help connect you to available resources.

Title IX of the Education Amendments (1972) protects your right to an educational experience that is free from sexual discrimination, sexual harassment, and sexual violence. As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that

you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep any information you share private to the greatest extent possible. You should know that I have a mandatory reporting responsibility under PLNU policy and federal law, and am required to share any information I receive regarding sexual harassment, discrimination, and related conduct with PLNU's Title IX Coordinator.

PLNU strives to provide a learning and living environment that promotes *safety, transparency, personal integrity, civility, mutual respect, and freedom from unlawful discrimination or sexual harassment*. Detailed information on discrimination, harassment, and sexual assault policies and processes for getting help and for reporting are available on the [PLNU website](#). PLNU's Title IX Coordinator is Danielle Brown Friberg and she can be reached at titleix@pointloma.edu or (619) 849-2313. The Title IX office will seek to maintain your privacy to the greatest extent possible, but cannot guarantee absolute confidentiality. Students can receive *confidential* support (with the exception of a few critical situations) from the Wellness Center (619-849-2574) or campus pastors in the Office of Student Life and Formation (619-849-2655).
