

## Urban Policy in the United States

**PLN/POS/SOC 540; PAD 566**



Detroit, July 1967



Chicago, Present



New Orleans, August 2005

**Mondays 7:15-10:05PM, AS 121**

**Instructor:** Corianne P. Scally, Ph.D.      **Email:** cscally@albany.edu  
**Office:** AS 227      **Phone:** 591-8561  
**Office Hours:** Mondays, 1—2:30pm & Wednesdays, 4:15-5:45pm

### **INTRODUCTION**

Cities in the United States represent a microcosm of stark dichotomies that riddle American history and culture. Our cities have been hated for their filth, poverty, corruption, and oppression, and loved for their vibrancy, diversity, wealth, and opportunity. They have incubated the entrepreneur while housing the swelling ranks of the jobless and the homeless. They offer economic opportunity to the immigrant, while serving as sites of continuing racial and ethnic segregation and discrimination.

The love-hate relationship between cities and those who govern them has borne itself out through decades of contradictory, cyclical policy-making. We have bulldozed blight and “gilded the ghetto.” We have drained cities of their residents and jobs through federally-subsidized roads and housing, while seeking to lure and retain urban employers through place-based incentives. In the name of increasing urban competitiveness, we have homogenized space through megaprojects, festival marketplaces, and cultural venues. We are making room for a new “creative class” – highly educated and highly innovative – by displacing long-time residents whom our housing programs, education system, and economy have left behind. We have deinstitutionalized vulnerable populations, yet criminalize them by privatizing and over-policing public space.

Today U.S. cities are facing the potential limits of growth in the face of multiple challenges. Policies based on neoliberal economic ideologies have led to uneven spatial development across the U.S., fostering ‘thick injustice’ and inequalities within our diverse urban core. While many cities continue to pursue policies focused on harnessing creative, economic engines to revitalize downtowns and re-attract people and jobs, and some are witnessing growth, more and more are confronting decline. Is the urban-suburban tug-of-war a zero-sum game? Is there a way back for cities riddled by decades of economic and population decline, especially those affected by increasing abandonment and foreclosures? Or is planning for ‘smart decline’ the most viable option? What about cities struck by disasters: hurricanes, earthquakes, tornados, terrorist attacks, riots? How can urban policy learn from past mistakes to shape future cities that are more just, resilient, and sustainable?

## COURSE OBJECTIVES

---

The objective of this course is to review the theories, policies, and programs - past and present - that have shaped U.S. cities, so that students can make informed choices and recommendations in their professional careers as planners, policymakers, politicians, educators, and the like.

After completing this course, students will be able to:

- Reimagine U.S. cities by deconstructing the discourses of urban growth, decline, resiliency, and sustainability, and evaluating the impact these discourses have on public policy;
- Analyze how competing theoretical understandings have guided (or failed to guide) U.S. urban policy, and assess their strengths and weaknesses, similarities and fundamental conflicts;
- Compare and contrast a broad range of policies affecting urban development, including those concerning housing, economic & workforce development, transportation, education, and immigration.
- Debate the merits of various solutions to contemporary urban issues such as diversity and multiculturalism, gentrification, sprawl & suburbanization, economic and cultural competitiveness, safety & crime, urban decline, and urban resilience in the face of disasters.
- Evaluate the historic trajectories and recommend future urban policies for a diverse array of major U.S. cities, including Portland, Oregon; Detroit, Michigan; New Orleans, Louisiana; and a city of the student's choice.

## COURSE MATERIALS

---

There are **four** required books for this course, available for purchase at the University Bookstore and on Reserve at the University Library for short-term loan.

- 1) **Fainstein, S. (2011).** *The Just City*. Ithaca, NY: Cornell University Press. Paperback ISBN: **978-0801476907**
- 2) **Gallagher, J. (2013).** *Revolution Detroit: Strategies for Urban Reinvention*. Detroit: Wayne State University Press. ISBN: **978-0814338711**
- 3) **Hackworth, J. (2007).** *The Neoliberal City: Governance, Ideology, and Development in American Urbanism*. Ithaca, NY: Cornell University Press. Paperback ISBN: **978-0801473036**
- 4) **Judd, D. R., & Swanstrom, T. (2010).** *City Politics: The Political Economy of Urban America (7th ed.)*. New York: Pearson Longman. Paperback ISBN: **978-0205736973** [NOTE: THIS IS **NOT** THE MOST RECENT EDITION]

Additional readings are available through the University Library's **Electronic Reserves** accessible through the course **Blackboard** site. **Blackboard** is also used for submitting assignments, watching streaming videos, accessing general course information, and general course communication. You can access it at <https://blackboard.albany.edu/webapps/login/>. Check the site frequently for announcements, resources, and instructions.

To watch some videos, you must have the free **Real Player**© installed on your computer. It is available for free download here: <http://www.real.com/realplayer/search>.

## ASSIGNMENTS

---

**Response Papers (3 Due):** Choose three class sessions covering topics in which you have particular interest and write a response (approx. 4 pages, double-spaced) to the assigned readings and videos (where applicable). Your response should not simply summarize the materials, but should critically explore and analyze them based upon your own informed interpretation. You may find it helpful to consider the following questions: What do you agree with most about the ideas, policies, and programs presented, and why? What do you disagree with, and why? What suggestions do you have for improving upon the ideas, policies, and programs discussed? Additional research and references beyond course materials are not required, but making connections with materials from other courses or your own research and experience is strongly encouraged, where applicable.

While each response has a final deadline for submission, there is no penalty for responding early (e.g. you may choose to submit response papers 3 weeks in a row early in the semester and complete your entire obligation). Submit your paper via Blackboard before the relevant class session; response papers will not be accepted beyond the class in which the readings/videos were discussed.

**International Urban Policy Comparison (4 credit students only):** Choose a course topic we discuss on March 10<sup>th</sup> or beyond. Sign up for a topic of interest, and research a comparable urban policy in a non-U.S. city. Present your comparison in class – visually & verbally – on the date we discuss the topic, including some background on the non-U.S. urban policy, and an analysis of the major similarities and differences with U.S. urban policy. You must notify me of your selection in advance so that I can accommodate your presentation during the appropriate class, and give you feedback on the comparison you have chosen. Additional guidance will be provided to students closer to the date.

**Research Paper & Presentation:** Choose a single U.S. city through which to explore at least 2 urban policy issues of your choice OR a single urban policy to examine through the lens of at least 2 different U.S. cities. It may NOT be Portland, Detroit, or New Orleans, which we will cover extensively in class. Write an independent research paper (20-25 pgs) drawing on at least 10 academic references beyond course readings.

***Key due dates:***

- ***By 3/3:*** Topic– Submit a one-paragraph description via Blackboard of what you will explore in your paper. Include a list of at least 3 academic references you have already found on the topic.
- ***5/5 & 5/12:*** Class Presentations
- ***5/12:*** Final Paper due via Blackboard and one hard copy in class.

## GRADING

---

**Attendance:** While attendance is not recorded, it is critical to the success of this participatory seminar and your success in this course. In-class dialog, debate, and collaboration deepen learning. Last minute changes in topics, readings, speakers, etc. are sometimes unavoidable. If you miss class, check with Blackboard and your classmates for any changes you may have missed.

**Late Assignments:** There should not be any late assignments, except under extraordinary circumstances (for which documentation is required). The final deadlines for each response paper are firm, but you have multiple chances to submit responses prior to this final deadline. Do not wait until the last minute, but plan ahead. In the case of extraordinary circumstances, please **notify me in advance**, if at all possible, and we can work out alternative arrangements.

Assignments are weighted as detailed below in calculating the final course grade:

Assignment	Due Date	% of Final Grade (3 credits)	% of Final Grade (4 credits)
Response Paper #1	By 2/17	20%	15%
Response Paper #2	By 3/31	20%	15%
Response Paper #3	By 5/5	20%	15%
Policy Comparison (4 credit only)	3/10-5/5	N/A	15%
Paper Topic	By 3/3	<i>Required, but not graded</i>	<i>Required, but not graded</i>
Final Paper	5/12	30%	30%
Final Presentation	5/5 or 5/12	10%	10%
TOTAL		100%	100%

**Grading Scale:** The following grading scale is used to translate final grades to letter grades:

Letter Grade	Percent Range	Letter Grade	Percent Range
A	93-100%	C	73-77%
A-	90-92%	C-	70-72%
B+	88-89%	D+	68-69%
B	83-87%	D	63-67%
B-	80-82%	D-	60-62%
C+	78-79%	E	Less than 60%

## **ACADEMIC INTEGRITY**

The consequences for violating UAlbany's policies on academic integrity range from rewriting the assignment in question to expulsion from the university. Please familiarize yourself with the details of this policy, which will be enforced in this class: <http://www.albany.edu/eas/104/penalty.htm>. If you ever have a question about properly referencing the work of others within your papers, please ask me \*before\* you submit them.

## **ACCOMMODATIONS FOR DISABILITIES**

Every effort will be made to accommodate those with special learning needs. Please notify me of any documented needs you may have within the first two weeks of class so we can work together to assure satisfactory arrangements. Assistance is available through Disabled Student Services: <http://www.albany.edu/studentlife/DSS/index.html> (website), (518) 442-5490 (phone), (518) 442-3366 (TTY).

**COURSE SCHEDULE**

<b>Date</b>	<b>Topic</b>	<b>Class Preparation</b>	<b>DUE</b>
1/27	What is a City? Discourses of Decline	<b>Read</b> Savitch 2010; Katz 2010	
<b>Theoretical Underpinnings of U.S. Urban Policy</b>			
2/3	The Neoliberal City	<b>Read</b> ; Hackworth 1; Brenner & Theodor 2002; Jessop 1999 <b>Watch (Optional)</b> <i>Crisis of Capitalism</i>	
2/10	The Political City: Machines & Regimes	<b>Read</b> Logan & Molotch 1987; Judd & Swanstrom 3; Hackworth 4	
2/17	The Just City	<b>Read</b> Fainstein 1-3, 6 ONLY <b>Watch (Optional)</b> <i>The Just City</i>	<b>Response #1 – Final Submission Date</b>
<b>In Search of a National Urban Policy</b>			
2/24	Depression, War, Renewal & Crisis	<b>Read</b> Judd & Swanstrom 5, 6 & 7; National Advisory Commission on Civil Disorders 1968 <b>Watch</b> <i>FDR Inaugural Speech, 1933</i>	
3/3	The War on Poverty & Beyond	<b>Read</b> Judd & Swanstrom 8, 10; Glickman & Wilson 2008; Wilson 2010 <b>Watch</b> <i>President Johnson State of the Union Address, 1964; President Obama on Urban Policy, 2010</i>	<b>Paper Topic Due</b>
<b>Local Urban Policy: Pursuing Growth</b>			
3/10	The Entrepreneurial, Gentrified City	<b>Read</b> Hackworth 2, 7, 8 Judd & Swanstrom 12	
3/17	<b>SPRING BREAK – NO CLASS</b>		
3/24	The Creative, Entertaining City	<b>Read</b> Judd & Swanstrom 13; Florida 2004; Peck 2005	
3/31	The Policed City of Difference	<b>Read</b> Davis 1992; Mitchell 2003; Gaffikin & Morrissey 2011	<b>Response #2 – Final Submission Date</b>
<b>Urban Resiliency &amp; Sustainability</b>			
4/7	The Planned City	<b>Read</b> Judd & Swanstrom 11; Deitrick & Ellis, 2004 <b>Watch</b> <i>Portland: Quest for the Livable City</i>	
4/14	<b>UNIVERSITY-WIDE CLASS SUSPENSION</b>		
4/21	The Shrinking City	<b>Read</b> Gallagher pp.1-78; 93-162 <b>Watch</b> <i>Detropia</i>	
4/28	The Resilient City	<b>Read</b> Vale & Campanella 2005; Greater New Orleans Community Data Center 2013 <b>Watch</b> <i>The Land of Opportunity</i>	
5/5	The Sustainable City & Beyond	<b>Read</b> Campbell 1996; Hackworth 9-10 Judd & Swanstrom 14-15	<b>Response #3 – Final Submission Date; Presentations</b>

5/12	<b>FINAL EXAM PERIOD, 8-10PM</b>	<b>Presentations; Research Paper Due</b>
------	----------------------------------	--

***Additional readings (available via ERes):***

- Brenner, N., & Theodore, N. (2002). Cities and the Geographies of "Actually Existing Neoliberalism". *Antipode*, 34(3), 349-379.
- Campbell, S. (1996). Green cities, growing cities, just cities? *Journal of the American Planning Association*, 62(3), 296-312.
- Connerly, C. E. (2005). Chapter 5: Urban Renewal & Highways (pp. 129-166) In *"The Most Segregated City in America": City Planning and Civil Rights in Birmingham, 1920-1980*. Charlottesville: University of Virginia Press.
- Davis, M. (1992). Fortress Los Angeles: The Militarization of Urban Space. In M. Sorkin (Ed.), *Variations on a Theme Park: The New American City and the End of Public Space* (pp. 154-180). New York: Wang and Hill.
- Deitrick, S., & Ellis, C. (2004). New Urbanism in the Inner City. *Journal of the American Planning Association*, 50(4), 426-442.
- Florida, R. (2004). Chapter 2: Cities and the Creative Class (pp.27-48) and Chapter 3: Competing in the Age of Talent (pp.49-86) In *Cities and the Creative Class*. New York: Routledge.
- Gaffikin, F., & Morrissey, M. (2011). Chapter 7: Development Amidst Division in US Cities – The Cases of Pittsburgh, Cleveland, and Chicago (pp.143-198) in *Planning in Divided Cities: Collaborative Shaping of Contested Cities*. Ames, IA: Wiley-Blackwell.
- Glickman, N. J., & Wilson, R. H. (2008). *Urban Policy in the Twenty-first Century: Legacies of the Johnson Administration*. Paper presented at the LBJ Centennial Symposium, Austin, TX.
- Greater New Orleans Community Data Center. (2013). The New Orleans Index at Eight: Measuring Greater New Orleans' Progress Toward Prosperity. New Orleans: Author.
- Jessop, B. 1999. The Changing Governance of Welfare: Recent Trends in its Primary Functions, Scale, and Modes of Coordination. *Social Policy & Administration* 33(4): 348-359.
- Katz, M.B. 2010. Narratives of Failure? Historical Interpretations of Federal Urban Policy. *City & Community* 9(1):13-22.
- Logan, J., & Molotch, H. (1987). *Urban Fortunes: The Political Economy of Place*. Berkeley: University of California Press.
- Mitchell, D. (2003). Chapter 6: No Right to the City: Anti-Homeless Campaigns, Public Space Zoning, and the Problem of Necessity (pp.195-226) In *The Right to the City: Social Justice and the Fight for Public Space*. New York: Guilford.
- National Advisory Commission on Civil Disorders. (1968). Executive Summary: *Report of the National Advisory Commission on Civil Disorders*. Washington, D.C.: Author.
- Peck, J. (2005). Struggling with the Creative Class. *International Journal of Urban and Regional Research*, 29(4), 740-770.
- Savitch, H.V. (2010) What makes a great city great? An American perspective. *Cities* 27: 42-49.
- Vale, L. J., & Campanella, T. J. (2005). Introduction: The Cities Rise Again (pp. 3-23) & Conclusion: Axioms of Resilience (pp.335-356) In L. J. Vale & T. J. Campanella (Eds.), *The Resilient City: How Modern Cities Recover from Disaster*. Oxford: Oxford University Press.
- Wilson, W.J. (2010). The Obama Administration's Proposals to Address Concentrated Urban Poverty. *City & Community* 9(1):41-49.