**PUBADM 612-01 Urban Politics and Policy | Fall 2020**

[Last Modified: 10/16/2020]

**Instructor Information**

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Office Hours: Mondays, 4 to 5:30 pm, Tuesdays, 3:30 to 5:00 pm, OR by appointment

**Course Information**

**Credit Hours:** 3 **Online Course:** Yes **Pre-requisites:** None

**Time:** 6:00 pm - 8:30 pm, Mondays **Classroom:** None assigned (REMOTE)

**Course Website:** <https://umb.umassonline.net> (Blackboard)

**Course Overview**

This elective graduate seminar introduces you to the role of local governance, and the group conflicts that swirl around it, in shaping cities and urban regions – with particular attention to local economic development policies, racial and ethnic politics, and challenges in governing the fragmented metropolis. The purpose of this course is to enhance your understanding of the ways in which decisions are made in urban contexts, and your ability to think and act strategically in situations where political considerations loom large.

The course is principally focused on the U.S. urban systems, but it takes a comparative approach with considerable attention to international contexts. If you wish to explore such comparisons more deeply, you are encouraged to develop your course assignments in a country of your interest. A key focus of this seminar will be on tensions between the requirements of democracy, capitalism, and urban policies, and the ways in which these tensions are resolved in the US urban areas by comparison with those in other societies both in the developed and the developing world.

Key policy topics examined in the course include evolution of city politics, racial and ethnic segregation, gentrification, urban revitalization, large-scale infrastructure investments, education, health, policing and community relationships, informality, and contemporary efforts to achieve “smart” growth at a large scale. Crosscutting themes include the special role of business in local governance; citizen participation and civic technology; equity issues in urban place making, the costs and benefits of local government fragmentation; and contending theories about the balance of forces in the U.S. urban politics.

**Core Competencies**

You already live in a metropolitan area and my best guess is that you will choose to live in a city upon graduation; I hope this course inspires you to become an engaged urban citizen who takes keen interest in the issues surrounding her communities and participate in resolving them democratically. Consequently, this course is organized around several core competencies.

In terms of content, you should be able to:

* Understand how rules and institutions structure actions and choices of citizens and politicians in cities;
* Evaluate socio-economic changes and challenges facing cities as they adapt to a global economy;
* Critically examine democratic nature of local government, distribution of power within cities, and political and economic incorporation of urban dwellers;
* Compare and contrast urban policies between cities in varied contexts both domestically and internationally.

In terms of skills, you should be able to:

* Sharpen your *analytical* skills by developing critically engaging arguments;
* Develop your *persuasion* skills through planning for and participating in class discussions;
* Improve your *writing* skills through course assignments.

**Course Materials**

**Required Text:**

1. City Politics, 10th Edition by Dennis R Judd and Annika Hinze, Pearson. ISBN: 9781138055230
2. Managing Urban America, 8th Edition by Robert England, John Pelissero and David Morgan, Congressional Quarterly Press c/o SAGE. ISBN: 9781506310497

**Recommended Text:**

1. Triumph of the city: How our greatest invention makes us richer, smarter, greener, healthier and happier, by Edward Glaeser, Penguin Group. ISBN: 9780143120544

In addition to the chapters from these books, assigned readings for each week include a number of journal articles, book chapters, books, and cases that may be accessed on-line, on course website, or from the library website. Some of them are required, while some are optional.

**Schedule at a Glance**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Date** | **Session** | **Topic** | **Assignment/Activity Due** | **Cities in the News** | **Discussion Leader** |
| 09/14 | 1 | A Framework to Understand Urban Politics and Policy | Interest Survey, Team Formation, Preferred Dates for Discussion Leadership and Cities in the News | Amit Patel (Demo) | Amit Patel (Demo) |
| 09/21 | 2 | Urbanization, Growth, and Development | Weekly Memo | Amit | Amit |
| 9/28 | 3 | Power in the City and Urban Policymaking | Weekly Memo | Student Names | Amit |
| 10/05 | 4 | **\*\*\* Project Proposal Presentations \*\*\*** | | | |
| 10/12 | **\*\*\*Columbus Day – No Class\*\*\*** | | | | |
| 10/19 | 5 | Residential Segregation by Race, Class and Ethnicity | Weekly Memo | Student Names | Student Names |
| 10/26 | 6 | Urban Crime, Policing, and Community | Weekly Memo | Student Names | Student Names |
| **\*\*\* November 1st – Daylight Saving Ends, tomorrow’s class will feel longer (sorry!) \*\*\*** | | | | | |
| 11/02 | 7 | Urban Education Reforms | Weekly Memo | Amit | Student Names |
| 11/09 | 8 | Urban Transportation Systems | Weekly Memo | Amit | Amit |
| 11/16 | 9 | Urban Poverty, Housing and Evictions | Weekly Memo | Amit | Student Names |
| 11/23 | 10 | Local Economic Development | Weekly Memo | Student Names | Student Names |
| 11/30 | 11 | Cities and Climate Change | Draft Paper, Weekly Memo | Student Names | Amit |
| 12/07 | 12 | Urban Health: Role of Cities in Pandemics | Weekly Memo | Amit | Amit |
| 12/14 | 13 | Fruition | **\*\*\* Project Presentations and Final Term-paper Due \*\*\*** | | |

**Method of Instruction**

Each class will start with a team presenting Cities in the News (more about Cities in the News below). Each week, we will have a team assigned as discussion leaders (more about Discussion Leadership below). Discussion leaders will be expected to provide structure to the class by presenting summaries of readings and asking key questions that could generate debate and discussion. Instructor’s lecturing will be minimal. Consequently, the success of this course will heavily rely on your participation in the synchronous sessions.

Another important feature of this course is that we will learn from the real world. Cities in the News section is primarily geared towards that goal. Some sessions will also have case studies assigned from the real world. The case method of teaching is adopted for two purposes: first, to strengthen your abilities to link theories and abstract concepts to actual practice of policymaking and second, to showcase the examples that you could follow to write similar case studies as your term paper assignment.

This class is a graduate seminar and takes the form of a structured discussion of the assigned readings. There are two distinct and required forms of this structured discussion, weekly memos and in-class discussion. The weekly memos will prepare you for expressing your ideas and critical arguments in a written form. In-class discussions will prepare you for presenting your arguments verbally to others who may or may not agree with you. Both of these activities are weekly assignments and carries significant weight on your final grade.

It is essential that you complete your assigned readings for each week, prepare a weekly memo, and submit it on time. Weekly memos will help you to organize your thoughts and discussion points before the class. Written communication is as important as oral communication in the profession of public administration. The only way to learn technical writing is to practice, so you will be required to submit a weekly memo based on each week’s assigned readings. While I encourage you to discuss the readings in study groups, you will submit your own memo.

Your participation in class encompasses questions and comments that demonstrate knowledge of – though not necessarily agreement with – assigned course readings or other information that sheds light on a topic relevant to the course. Remember, public policy and public administration professionals must be able to speak effectively in small groups, to make presentations of their work and, to think on their feet. Participants are expected to contribute to discussions and will be required to present summaries of each week’s assigned readings. Participation in synchronous sessions is critical to succeed in this course.

Each team will sign-up for presenting Cities in the News for any ONE week of their choice. Similarly, the team will also sign-up for Discussion Leadership for any ONE week of your choice. In order to provide you quality time for each of these exercises, you will not pick the same week for both Cities in the News and Discussion Leadership.

When it is your turn to present Cities in the News, you will prepare a 20-minute (maximum) presentation covering important news items concerning urban politics and policy. You will be exempted from submitting the individual memo that week.

When it is your turn to conduct Discussion Leadership, you will prepare questions and discussion points to provide structure in that session. You will present your summaries of the reading as part of discussion leadership and be exempted from submitting the individual memo that week.

**As a guiding principle, for EACH hour you spend in the classroom, please set aside TWO additional hours in your weekly schedule for reading and brainstorming about the ideas presented in your readings. In the week that you are presenting either Cities in the News or conducting Discussion Leadership, set aside THREE additional hours in your weekly schedule.**

**Required Assignments**

There will be several assignments designed to assist you in attaining learning outcomes for this course and acquire core competencies of the program. The weight of each assignment will be as follows:

Weekly Memo (asynchronous component) 20%

Class Participation (synchronous component) 20%

Discussion Leadership 10%

Cities in the News 10%

Term-project presentation 10%

Term-project paper 30%

Except weekly memos, all other assignments are expected to conduct in a team of two. While teaming is not required, it is highly recommended. If you want to form a team for some of the assignments (e.g. for Cities in the News and Discussion Leadership) but want to do a specific assignment by yourself (e.g. Term-project), that is certainly an option. Following few paragraphs describe the nature of work and expected deliverables for each of the assignments listed above.

Weekly Memo

Each of the weekly memos, 500-800 words in length, should comment on and raise questions arising, in your view, from the readings of your own choosing from the list of required readings. The memo should be submitted a day [24 hours before class time] before the session in question. Once you have submitted your memo, I encourage you to read any ONE of your colleague’s memo (other than your team member) and comment on it on course website any time before the class (Please note that it is optional to read your colleague’s memo and commenting on it and will not have any bearing on your grades). Discussion leaders and I will often draw on these memos in class, calling on you to share and discuss points made therein. Your weekly memos are due for each and every class except in the first and the final week of the semester. Weekly memos should be prepared using Times New Roman, 12 point, double-spaced, and electronically submitted on course website under Discussion Board titled Weekly Memo [Session Number].

Cities in the News

Every week, one team will present Cities in the News. Each team will be presenting (only) ONCE during the semester. The team responsible for presenting Cities in the News will prepare a PowerPoint or Prezi and provide structured news. While Google News is a great source, I encourage you to shuffle major newspapers like New York Times, Washington Post, Boston Globe, Guardian, Financial Times and magazines like Economist, Time etc. While it is important to present current affairs, if you do not see anything important happening in a boring week in cities, please feel free to pick up a significant issue from the recent past. Most importantly, this is not usual newsreader’s job. You will analytically apply some of the theories and framework learned in this course to make better sense of news reports.

Good news is that those who read newspaper regularly are active voters, a study reports; bad news is that the study was carried out by the Newspaper Association of America Foundation who may have active interest in selling news to us.

Discussion Leadership

Every week, one team will take a leadership role for class discussions. Each team will be discussion leaders (only) ONCE during the semester. The team taking a leadership role will prepare a PowerPoint or Prezi to provide a summary of readings (which works as a great strategy for making others to take one step further and think more critically and not merely repeat what is in the readings), followed by a structured discussion. Generating a structured discussion requires that you have prepared interesting questions and counter arguments in anticipation. Generating a structured discussion also requires that you are able to think on your feet (do not worry, that happens automatically when you have thoroughly understood and researched the topic under discussion). Generating a structured discussion also requires that you add additional information on the topic from your own observations, experiences and prior reading. Your discussion leadership will succeed if you can make your colleagues participate and contribute to ongoing discussion. Remember, your goal is not to present your viewpoint but instead get as many viewpoints presented as possible. Features of good debate and discussion include holding opinions, respecting others’ opinions, active listening, and thoughtful presentation of your own arguments. A good discussion leader creates an encouraging environment where information flows freely, and multiple perspectives are presented without reservation.

Term-Project

Each team is expected to undertake a policy relevant research involving an urban issue of their choice. The format of this project is flexible, and you could consider multiple forms. A suggested approach is to write either a case or a policy brief in CQ Researcher style about a specific urban policy decision or an issue (format of a case and a CQ Researcher policy brief is discussed in detail below). Alternatively, you could consider non-traditional projects if who feel creatively. Just to give you some examples, non-traditional term-projects could include (but not limited to) computational models, geo-visualization (mapping), photography projects, documentaries, radio interviews or any other ideas that you may have. However, if you are taking a non-traditional term-project, I will require you to consult with me in advance to set your assignment requirements.

Whichever route you take, only substantive requirement of the term-project is that your analysis should focus on ONE significant urban decision or urban issue of your choice. Each team will determine their research design and methodology to carry out their analyses, make a 15-minute presentation towards the end of the semester, and submit a written paper (or agreed upon outputs in case of non-traditional projects).

If you are writing a case, the output will be in a form of a written paper that entails following elements of a good case: background information, description of the policy problem at hand and complexities involved in them, description of major protagonist and important stakeholders along with their specific interests in the outcome of a decision, decision (if it was already made), and policy lessons for future decisions of similar nature. The paper is expected to be approximately 20 pages (double spaced, regular margins, normal font size). Both your oral presentation and paper should cover the key elements of a decision and complexities involved from multiple perspectives. If you are writing a CQ Researcher style policy brief, you can access recent issues of CQ Researcher through library website or refer to CQ Researcher case studies assigned as readings for this course.

For non-traditional projects, outputs could take several forms. Just to give you some examples, a geo-visualization project could produce a series of maps and 5 page documentation, a computational model could produce a computer model and 5 page documentation, a photography project could produce a curated photo exhibition and/or photo stories, an interview project could have podcasts/video casts interviewing 3 to 5 key informants on the issue, a documentary could produce a documentary and 1 page synopsis etc.

The presentation for both types of projects is expected to follow a professional conference format. Each team will present within the 15-minute time limit (in both directions: not too short, not too long). As a thumb rule, it takes 1 minute to present 1 PowerPoint slide (so prepare maximum 15 slides in total). If you are working on a team, both members of the team must present. Even if each member prepares her or his own slides, a professional presentation is always coherent, complete, and transition between presenters is absolutely seamless and smooth. It always helps to practice your presentation with your friends, family, or in front of a good old mirror.

It is very important to cite all the papers that you review, source of the datasets and material used in the analysis (including software packages) – See Code of Conduct and Academic Integrity below. Each team is expected to submit an electronic form of the presentation (ppt/x format or link to Prezi and PDF) and their paper (doc/x or PDF format).

Although, it is not a course requirement, I will encourage you to consider professional outlets for publishing your work. If you are undertaking non-traditional projects, consider exhibiting your work in appropriate avenues e.g. art galleries, open platforms such as YouTube, sound cloud, OpenStreetMap etc.

**Grading Policy**

The final weighted score of assignments will be converted to a letter grade as follows:

|  |  |  |
| --- | --- | --- |
| **Letter Grade** | **Percentage** | **Quality Points** |
| A | 93-100% | 4.00 |
| A- | 90-92% | 3.75 |
| B+ | 87-89% | 3.25 |
| B | 83-86% | 3.00 |
| B- | 80-82% | 2.75 |
| C+ | 77-79% | 2.25 |
| C | 73-76% | 2.00 |
| F | 0-72% | 0.0 |
| **INC** | A grade of Incomplete (INC) is not automatically awarded when a student fails to complete a course. Incompletes are given at the discretion of the instructor. They are awarded when satisfactory work has been accomplished in the majority of the course work, but the student is unable to complete course requirements as a result of circumstances beyond his/her control. The student must negotiate with and receive the approval of the course instructor in order to receive a grade of incomplete. I will consider this grade only for medical and family emergencies. | N/A |
| IF | Received for failure to comply with contracted completion terms. | N/A |
| W | Received if withdrawal occurs before the withdrawal deadline. | N/A |
| AU | Audit (only by permission) | N/A |
| NA | Not Attending (student appeared on roster, but never attended class. Student is still responsible for tuition and fee charges unless withdrawal form is submitted before deadline. NA has no effect on cumulative GPA.) | N/A |

**Code of Conduct and Academic Integrity**

It is the expressed policy of the University that every aspect of academic life – not only formal coursework situations, but all relationships and interactions connected to the educational process – shall be conducted in an absolutely and uncompromisingly honest manner. The University presupposes that any submission of work for academic credit is the student’s own and is in compliance with University policies, including its policies on appropriate citation and plagiarism. These policies are spelled out in the Code of Student Conduct here: <https://www.umb.edu/life_on_campus/policies/community/code>. Students are required to adhere to the code of Student Conduct, including requirements for academic honesty, as delineated in the University of Massachusetts Graduate Catalogue and relevant program student handbook(s).

**Accommodations**

The University of Massachusetts Boston is committed to providing reasonable academic accommodations for all students with disabilities. This syllabus is available in alternate format upon request. If you have a disability and feel you will need accommodations in this course, please contact the Ross Center for Disability Services, Campus Center, Upper Level, Room 211 at 617.287.7430. http://www.umb.edu/academics/vpass/disability/ After registration with the Ross Center, a student can request accommodations at any time; we recommend that students inform the professor of the need for accommodations by the end of the Drop/Add period to ensure that accommodations are available for the entirety of the course.

**Anti-discrimination and anti-harassment policies**

The University of Massachusetts Boston’s Office of Civil Rights and Title IX fosters a community committed to dignity and respect for all our members. For information about UMB’s anti-discrimination and anti-harassment policies and procedures, please visit <http://umb.edu/crtix>. If you would like information about support resources, please visit <http://umb.edu/titleix/resources>.

**Detailed Schedule**

**Session 1, Sep 14: A Framework to Understand Urban Politics and Policy**

*Cities in the News:* Amit Patel (Demo)

*Discussion Leader:* Amit Patel (Demo)

*Readings None (Yay!)*

**Session 2, Sep 21: Urbanization, Growth, and Development**

*Cities in the News:* Amit Patel

*Discussion Leader:* Amit Patel

*Domestic Readings* Judd and Swanstrom Ch. 1, 2, 9 and 13

England, Pelissero and Morgan, Ch. 1 and 3

*International Readings* Johnson, I. (2013), Leaving the Land, *The New York Times,* In-depth Multimedia Article, Part 1 to 4, Available at:

Part I: <https://archive.nytimes.com/www.nytimes.com/2013/06/16/world/asia/chinas-great-uprooting-moving-250-million-into-cities.html>

Part II: <http://archive.nytimes.com/www.nytimes.com/2013/07/14/world/asia/pitfalls-abound-in-chinas-push-from-farm-to-city.html>

Part III:

<https://www.nytimes.com/2013/09/09/world/asia/as-chinese-farmers-fight-for-homes-suicide-is-ultimate-protest.html>

Part IV:

<https://www.nytimes.com/2013/11/10/world/asia/new-china-cities-shoddy-homes-broken-hope.html>

*CQ Global Researcher* Weeks J. (2009), “Rapid Urbanization: Can Cities Cope with Rampant Growth?” *CQ Researcher,* Vol. 3 No. 4, pp. 91-118.

*New England Connect* Boston Redevelopment Authority (2015), “Boston’s shifting Demographics”, available at: <http://www.bostonredevelopmentauthority.org/getattachment/5b407528-bf69-4c01-83b9-d2b757178e47/>

**Session 3, Sep 28: Power in the City and Urban Policymaking**

*Cities in the News:* Student Names

*Discussion Leader:* Amit

*Domestic Readings:* Judd and Hinze, Ch. 3 and 4

England, Pelissero and Morgan Ch. 4, 5 and 6

Stone, C. (1980), “Systematic Power in Community Decision Making: A Restatement of Stratification Theory,” *The American Political Science Review*, Vol. 74, no. 4, pp. 978-990.

Kraus, N. (2004), “The Significance of Race in Urban Politics: The Limitations of Regime Theory,” *Race and Society*, Vol. 7, No. 2, pp. 95-111.

*International Readings:* Stoker, G. (2011), “Was Local Governance Such a Good Idea? A

Global Comparative Perspective”, *Public Administration,* Vol. 89, No. 1, pp. 15-31.

**Session 4, Oct 05: Project Proposal Presentations**

No readings for today. No weekly memos for this week. So that you can focus on preparing your project proposal and presentation.

Project Proposals and Presentations are Due Today

**\*\*\*\*\*\*\*\*\*\*\*CLASS DOES NOT MEET ON COLUMBUS DAY, OCTOBER 12\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

**Session 5, Oct 19: Residential Segregation by Race, Class, and Ethnicity**

*Cities in the News* Student Names

*Discussion Leader* Student Names

*Domestic Readings*: Judd and Hinze Ch. 6, 7, 8 and 10

Charles, C.Z. (2003), “The Dynamics of Racial Residential Segregation,” *Annual Review of Sociology*, Vol. 29, pp. 167-207.

Boyd, M. (2008), “Defensive Development: The Role of Racial Conflict in Gentrification,” *Urban Affairs Review*, Vol. 43, No. 6, pp. 751-776.

*CQ Researcher:* Alan, G. (2006),*“*Downtown Renaissance: Are Center Cities Finally Returning to Health?”, *CQ Researcher*, Vol. 16 No. 24, pp. 553-576 **(Optional)**.

*International Reading:* Christopher, A. (2001), “Urban Segregation in Post-apartheid South Africa”, *Urban Studies,* Vol. 38 No. 3, pp. 449-466.

**Session 6, Oct 26: Urban Crime, Policing, and Community**

*Cities in the News:* Student Names

*Discussion Leader:* Student Names

*Domestic Readings* Lauren Krivo and Ruth Peterson, “Extremely Disadvantaged Neighborhoods and Urban Crime,” *Social Forces*, v. 75, no. 2, pp. 619-650.

Scott McDonald, “Does Gentrification Affect Crime Rates?” Crime and Justice, Vol. 8, pp. 163-201.

Brenner Christine, “Structures and Strategies of Immigrant Integration: Evidence from Local Governments in the New Latino Destinations of the United States”, Journal of Public Management and Social Policy, Spring 2009, pp. 31 – 70 **(Optional)**.

Dan A. Lewis, “Crime and Communities: Continuities, Contradictions, and Complexities,” *Cityscape*, v. 2, no. 2, pp. 95-120 **(Optional)**.

Mark Peffley and Jon Hurwitz, “The Racial Components of ‘Race Neutral’ Crime Policy Attitudes,” Political Psychology, v. 23, no. 1, pp. 59-75 **(Optional)**.

Ellen Benoit, “Not Just a Matter of Criminal Justice: States, Institutions, and North American Drug Policy,” *Sociological Forum*, Vol. 18, No. 2, pp. 269-294. (**Optional**)

Additional Video web-links on website.

*International Readings* J. BRYAN KINNEY, PATRICIA L. BRANTINGHAM, KATHRYN WUSCHKE, MICHAEL G. KIRK and PAUL J. BRANTINGHAM

“Crime Attractors, Generators and Detractors: Land Use and Urban Crime Opportunities”, *Built Environment*, Vol. 34, No. 1, Crime in the City (2008), pp. 62-74

*CQ Researcher:* Katel Peter, “Policy Tactics: Has U.S. Law Enforcement become Militarized?” Vol. 24 No. 44, pp. 1033-1060.

*New England Connect:* Hook, D. and Stenning, T. (2020). “How Massachusetts’ three largest cities have responded to calls for police reforms” *MASSLIVE,* Available at: https://www.masslive.com/boston/2020/07/how-massachusetts-three-largest-cities-have-responded-to-calls-for-police-reforms.html

**Session 7, Nov 02: Urban Education Reforms**

*Cities in the News:* Amit

*Discussion Leader:* Student Names

*Domestic Readings:* Warren, M. (2005), “Communities and School: A New View of Urban Education Reform”, *Harvard Education Review*, Vol. 75, No. 2, pp. 133-173.

Warren, Mark R. (2014) "Transforming Public Education: The Need for an Educational Justice Movement," *New England Journal of Public Policy*: Vol. 26: No. 1, Article 11. Available at: <http://scholarworks.umb.edu/nejpp/vol26/iss1/11>

Shipps, D. (2003), “Pulling together: Civic Capacity and Urban School Reform,” *American Educational Research Journal*, Vol. 40, No. 4, pp. 841-878.

*International Reading:* Ball, S. (1993), “Education Markets, Choice and Social Class: The Market as a Class Strategy in the UK and the USA”, *British Journal of Sociology of Education*, Vol. 14 No. 1, pp. 3-19.

*CQ Researcher:* Karaim, R. (2014), “Race and Education: Are US Schools Becoming Resegregated?”, *CQ Researcher,* Vol. 24, No. 31, pp. 721-744.

**Session 8, Nov 09: Urban Transport Systems**

*Cities in the News* Amit

*Discussion Leader* Amit

*Readings* Goldman, Todd, and Roger Gorham. "Sustainable urban transport: Four innovative directions." *Technology in society* 28.1 (2006): 261-273.

*International Readings* Lindau, Luis Antonio, Dario Hidalgo, and Daniela Facchini. "Curitiba, the cradle of bus rapid transit." *Built Environment* 36.3 (2010): 274-282.

Wang, Rui. "Shaping urban transport policies in China: Will copying foreign policies work? " *Transport Policy* 17.3 (2010): 147-152. **(Optional)**

*New England Connect:* Boston 2014 Transition Committee. “Transportation & Infrastructure Working Group Transition Team Report”.

**Session 9, Nov 16: Urban Poverty, Housing, and Evictions**

*Cities in the News* Amit

*Discussion Leaders* Student Names

*Domestic Readings:* Rankin, B. and Quane, J. (2000), “Neighborhood Poverty and the Social Isolation of Inner-City African American Families”, *Social Forces*, Vol. 79, No. 1, pp. 139-164.

Cummings, J. and De Pasquale, D. (1999), “The Low-Income Housing Tax Credit: An Analysis of the First 10 Years”, *Housing Policy Debate*, Vol. 10, No. 2, pp. 257-307.

Kasarda, J. (1989), “Urban Industrial Transition and the Underclass”, *Annals of the American Academy of Political and Social Science*, Vol. 501, No. 1, pp. 27-47. **(Optional).**

Wilson, W. and Aponte, R. (1985), “Urban Poverty”, *Annual Review of Sociology*, Vol. 11, pp. 231-258. **(Optional).**

Burchell, R. and Listokin, D. (1995), “Influences on United States Housing Policy”, *Housing Policy Debate*, Vol. 6, No. 3, pp. 559-617 **(Optional).**

Aponte, R. (1991), “Urban Hispanic Poverty: Disaggregations and Explanations”, *Social Problems*, Vol. 38, No. 4, pp. 516-528. **(Optional).**

*CQ Researcher:* Tanner J. (2001), *“*Affordable Housing: Is there a Serious Shortage?”, *CQ Researcher,* Vol. 11 No. 5, pp. 89-112

Katel, P. (2014), “Housing the Homeless: Can New Government Policies End Homelessness?”, *CQ Researcher,* Vol. 24 No. 36, pp. 841-864.

Billitteri T. (2007), “Domestic Poverty: Is a New Approach Needed to Help the Poorest Americans?” *CQ Researcher,* Vol. 17, No. 31, pp. 721-744. **(Optional).**

*International Reading:*  Patel, A.,Koizumi, N., and Crooks, A. (2014), "Measuring Slum Severity in Mumbai and Kolkata: a Household based Approach.” *Habitat International.* Vol. 41, pp. 300–306 **(Optional).**

*Case:* **Patel, A.** (2018). Making Ahmedabad Slum-free. Reference no. 218-0015-1. The Case Centre, UK. Available at: <https://www.thecasecentre.org/educators/products/view?id=151023>

**Session 10, Nov 30: Local Economic Development**

*Cities in the News* Student Names

*Discussion Leaders* Student Names

*Domestic Readings:* Wolman, H. and Spitzley, D. (1996), “The Politics of Local Economic Development”, *Economic Development Quarterly*, Vol. 10, No. 2, pp. 115-150.

Swanstrom, T. (1988), “Semi-sovereign Cities: The Politics of Urban Development”, *Polity*, Vol. 21, No. 1, pp. 83-110. **(Optional).**

Cypher, M. and Forgey, F. (2003), “Eminent Domain: An Evaluation Based on Criteria Relating to Equity, Effectiveness, and Efficiency”, *Urban Affairs Review*, Vol. 39, No. 2, pp. 254-268.

*International Readings:* Rogerson, C. (2014), “Reframing place-based economic development in South

Africa: the example of local economic development”. In: Szymańska, D. and Biegańska, J. editors, *Bulletin of Geography, Socio-economic Series*, No. 24, Toruń: Nicolaus Copernicus University Press, pp. 203–218. **(Optional).**

*New England Connect* Dumcius, G (2017). “Boston just released its Amazon HQ2 bid to the public. Here are the highlights” *MASSLIVE,* Available at: *https://www.masslive.com/news/boston/2017/10/boston\_just\_released\_its\_amazo.html*

Arsenault, M. (2015), “Olympics bid left debt of millions”, *The Boston Globe*, September 11, 2015. **(Optional)**

**Session 11, Dec 07: Cities and Climate Change**

*Cities in the News* Student Names

*Discussion Leaders* Amit

*Domestic Readings* Betsill, M. and Bulkeley, H. (2006), “Cities and the multilevel governance of global climate change.” *Global Governance,* Vol. 12, No. 2, pp. 141-159.

Dilling, L. (2007), “Toward carbon governance: challenges across scales in the US”, *Global Environmental Politics*, Vol. 7, No. 2, pp. 28-44. **(Optional).**

*International Readings* Baker, J. (2012, Ed), “Climate Change, Disaster Risk, and the Urban Poor: Cities Building Resilience for a Changing World”, Washington, DC: The World Bank (**Optional**).

*http://www.c40.org* (Read reports and blog posts of your choice; **Optional).**

*CQ Researcher* Katel, P. (2006), *“*Rebuilding New Orleans: Should Flood-Prone Areas be Redeveloped?”, *CQ Researcher*, Vol. 16, No. 5, pp. 97-120.

*New England Connect* Spector, C. and Bamberger, L. (2013). “Climate Ready Boston: Municipal Vulnerability to Climate Change”, Available at: <https://www.massport.com/media/266281/2013-October_Climate-Ready-Boston.pdf> **(Optional).**

**Session 12, Dec 14: Urban Health: Role of Cities in Pandemics**

*Cities in the News* Amit

*Discussion Leader* Amit

*Readings* Markel H, Lipman HB, Navarro JA, et al. “Nonpharmaceutical Interventions Implemented by US Cities During the 1918-1919 Influenza Pandemic”. JAMA. 2007;298(6):644–654. doi:10.1001/jama.298.6.644

Tsai, Jack, and Michal Wilson. "COVID-19: a potential public health problem for homeless populations." The Lancet Public Health 5.4 (2020): e186-e187.

*International Readings:* Corburn, Jason, et al. "Slum health: arresting COVID-19 and improving well-being in urban informal settlements." Journal of Urban Health (2020): 1-10. **(Optional)**

Patel, Amit, and Phoram Shah. "Rethinking slums, cities, and urban planning: lessons from the COVID-19 pandemic." *Cities & Health* (2020): 1-3. **(Optional)**

*New England Connect* Baggett, Travis P., et al. "Addressing COVID-19 Among People Experiencing Homelessness: Description, Adaptation, and Early Findings of a Multiagency Response in Boston." Public Health Reports (2020): 0033354920936227.

**Session 13, Dec 21: Fruition**

Project Presentations and Term-papers/project outcomes due

**Session X: Urban Future Optimism**

Readings: Glaeser Edward, Triumph of the City

Leisurely reading for your winter-break! I will ask for your weekly memo whenever I see you, in this life or another ☺