

**URBAN STUDIES 101**  
**URBAN POVERTY AND AFFLUENCE**  
**Spring 2017**

Course Meetings:  
Mondays/Wednesdays  
9:15-10:30am  
In Powdermaker Hall 115

Professor Kristen Hackett  
Email: khackett@qc.cuny.edu  
Tel: 718-997-5130

Office Hours:  
Mondays 12:00 -1:00pm  
and by appointment  
Powdermaker Hall, Rm. 250J

**COURSE DESCRIPTION**

Welcome. This course will introduce you to the field of Urban Studies. We will investigate why cities are places of economic and political opportunity for some and places of deprivation, discrimination, violence and impoverishment for others. We will explore how urban restructuring since the 1970s has increased the income gap in major metropolitan areas such as New York. We will also discuss different theories of urban poverty and inequality and examine the impact of immigration, racial segregation, suburbanization, public policies, and social movements on U.S. cities and their inhabitants. Paying particular attention to inequalities based on race, class, and gender, we will analyze proposals to reduce these inequalities.

With the intention of making this class more meaningful, this class and its assignments will be centered around the co-creation of an digital urban archive that will not only serve certain purposes in our class, but will serve as a public archive containing accessible information about urban development and urban inequality. YOU and I will be the creators and authors of this archive.

**COURSE OBJECTIVES**

The students will:

1. Learn the history of US urban restructuring from the latter half of the 20th century to the present.
2. Gain familiarity with contemporary approaches to the study of poverty and inequality from a variety of social scientific perspectives and disciplines.
3. Gain familiarity with basic urban research methods such as fieldwork, survey research, statistical research, and historical analysis.
4. Understand the difference between different disciplinary approaches to the study of urban areas.
5. Learn to read and critically analyze urban policy proposals.
6. Gain familiarity with specific digital technology tools (Google drive, WordPress, etc.) and understand how they can serve the education of oneself and others.
7. Gain experience writing for a public and diverse audience.
8. Build on one's experience with respect to group work.

**GENERAL EDUCATION REQUIREMENTS**

For new students, this course fulfills one three-credit Flexible Core - US Experience in its Diversity requirement in Pathways. For continuing students, it fulfills the "Analyzing Social Structures" Area of Knowledge and Inquiry requirement and the "United States" Context of Experience requirement for QC's Perspectives (PLAS) curriculum.

## TIME AND PLACE

Class meetings are scheduled for Mondays and Wednesdays from 9:15a to 10:30a in Powdermaker Hall 115.

## ACCESSING COURSE INFORMATION:

**Course Website:** <http://understandingtheurban.qwriting.qc.cuny.edu>

All of the information you will need to succeed in this class can be found on our Qwriting website, at the link above. This includes all the information contained in the syllabus, our course library and any updates/announcements/changes throughout the semester. This website will also be used for some class participation activities and the submission of some assignments.

You will need to [register for a Qwriting account](#) if you don't already have one, and you will need to register for our course. You can find more detailed instructions on the [Resources page](#) on our Course Website.

## Blackboard Site: Access through Blackboard Portal:

([https://cunyportal.cuny.edu/cpr/authenticate/portal\\_login.jsp](https://cunyportal.cuny.edu/cpr/authenticate/portal_login.jsp))

Our blackboard site is also important for your success in this class. The blackboard site will act as our library for any readings that cannot be posted to the course website because of copyright laws. Information on how to log on to Blackboard is available through the Office of Converging Technologies. Please direct your technical questions about Blackboard access to the OCT Help Desk (x7444).

You will also need to activate and access your QC Google Drive account. More information on the [Resource page](#) on our Course Website.

## COURSE REQUIREMENTS

- 1) **Reading:** All assigned readings should be completed by the corresponding class date, per the syllabus. You are responsible for knowing the key ideas, concepts, processes, actors and history outlined in the readings, so annotation of the reading is strongly suggested.
- 2) **Attendance & In Class Participation:** Regular, timely attendance and active participation in class discussions are essential elements for excelling in this class.
  - a. **GRADING:** If you attend class regularly, arrive on time, and contribute to class discussions regularly, you will receive full credit. Regular tardiness or absences will be noted and will affect your grade.
- 3) **Assignments:** All [information regarding assignments](#) – including what is expected, when it is due, where it should be submitted and how it will be graded – can be found on the course website. Students are expected to submit assignments on time. Students grades will be cut by 5% for each day late. A list, brief description and due dates can also be found in the packet entitled 'Building an Urban Archive'.
- 4) **Exams:** You will have two in-class exams: a midterm and a final. The midterm exam will include multiple choice, short answer and essays. The final exam will include multiple choice and short answer. Study materials will be shared with the class one week before the exam.

## OVERALL GRADING BREAKDOWN

Attendance & In Class Participation: 10%  
Assignments 1 & 7: (Self-reflections): 5%  
Assignments 2 & 5: (Public Writing): 15%  
Assignment 3 (Poverty Debate): 5%  
Assignment 4 (Urban Dictionary): 5%  
Assignment 6 (Public Education Tool): 20%  
Midterm Exam: 20%  
Final Exam: 20%

*\*If at any point in the semester you are curious about where you stand in the class, you can use this breakdown to determine what your grade is.*

## EXTRA CREDIT OPPORTUNITIES

Students will have the opportunity to earn extra credit throughout the semester. [Extra credit opportunities](#) will be announced on the course website as they come up. Students will only be able to earn up to 5 pts of extra credit per half of the semester. If a student exceeds 5 pts during the first half of the semester, the additional points will roll over to the second half of the semester. If a student exceeds 5 pts during the second half of the semester, only 5 pts will be used towards improving the students grade.

**BE MINDFUL OF DUE DATES FOR EXTRA CREDIT.** If you submit extra credit assignments late, you WILL NOT receive any credit.

## COURSE POLICIES

**Respectful participation:** Please note that people come to this class with different kinds of academic expertise, different life experiences, and different customs (both individual and cultural). These differences can, and hopefully will, contribute positively to the substance and quality of class discussion. However, because these differences are often related to social inequalities, they can also be a source of misunderstanding and frustration. It is thus important to keep in mind that active, respectful class participation is as much about listening to and engaging the ideas of others as it is about speaking one's own mind.

**In-Class Technology:** You are permitted to use laptops and tablets in class to reference readings and take notes. However, I reserve the right to amend this policy for any student or the class as a whole if the device becomes disruptive or distracting in any way.

That said, you should be aware that recent research finds that students do better in class when they are not distracted by their devices. Follow the following links to learn more:

- <http://web.stanford.edu/class/linguist156/laptops.pdf>
- <http://www.newyorker.com/tech/elements/the-case-for-banning-laptops-in-the-classroom>
- <http://pss.sagepub.com/content/early/2014/04/22/0956797614524581.abstract>

Phones should be turned off/silenced and put away during class. If your phone proves to be distracting or disruptive, I reserve the right to hold your phone on my desk during class.

There is NO USE OF ELECTRONIC EQUIPMENT PERMITTED DURING EXAMS.

**Incompletes:** Except in extraordinary circumstances and with proper documentation, incompletes will not be granted for this course. After-the-fact requests for extensions and incompletes will not be considered. I really mean this.

**Grade Change Policy (for all assignments and exams):** Students disputing an answer marked wrong must submit their dispute in writing and it should include 1) documentation of the grading error and 2) evidence of the error (from the text or lecture materials). These requests should be submitted directly to Professor Hackett only.

**Email Policy and Etiquette:** Demonstrate to me that you are a college student and an adult. Need I say more... If I must, review the tips on email correspondence with professors at the following links (also found under 'Resources' on the course website).

- <http://web.wellesley.edu/SocialComputing/Netiquette/netiquetteprofessor.html>
- [https://www.scribendi.com/advice/how\\_to\\_email\\_a\\_professor.en.html](https://www.scribendi.com/advice/how_to_email_a_professor.en.html)

## **OFFICE HOURS**

Office hours are listed at the top of this syllabus. Should you need to meet at another time please email me with a variety of times and dates so we may schedule something.

## **ACADEMIC DISHONESTY AND PLAGIARISM**

Queens College takes cheating and plagiarism very seriously; if caught you may fail the course and/or be suspended from the college. Don't copy other people's work. This means that you should not take the words or ideas of another person and submit them without acknowledging the original author. Examples of plagiarism include copying from another student's homework assignment or taking phrases, paragraphs or papers from course readings, the internet or other students and representing them as your own. You must always indicate when you have used an idea from someone else's work; anything else constitutes stealing from others and violates both the ethics of this class and established academic standards. There are now sophisticated search engines that prove beyond a reasonable doubt when students have downloaded web-based material and submitted it as their own (CUNY Policy on Academic Integrity, adapted June 28, 2004). See <http://web.cuny.edu/academics/info-central/policies/academic-integrity.pdf>)

You should know that **using cell phones or other devices during exams, or writing down exam questions, is considered a serious violation of the above policy!** Such behavior will result in failure of the exam and immediate referral to Queens College's Academic Integrity Officer.

\*The readings and assignments listed below are DUE on the days listed unless otherwise noted. The week-by-week calendar below includes all readings and assignments for each class meeting this semester. This schedule is a plan, and is subject to change depending on our conversations and developments over the course of the semester. Students will be made aware of changes via the course blog and your QC email via the Blackboard listserv (in addition to in-class announcements). Please check both regularly.

## Monday 1/30/17: Introduction to Course

- Introduce course and review syllabus.

## Wednesday 2/1/17: Measuring Poverty

Reading:

- [In between in California: Above the Poverty line, but not quite middle class](#). Al Jazeera, Story and photography by E. Tammy Kim and Lam Thuy Vo. Published June 11, 2014

## Monday 2/6/17: Theorizing Poverty and the American Dream

Reading:

- BB: Top-Down Economics and Bottom-Up Politics. (pp. 1-14). In Goldsmith, W., & Blakely, E. (2010). Separate societies: Poverty and inequality in US cities. Temple University Press.
- “[Ever higher society, ever harder to ascend](#)”. Meritocracy in America, The Economist, , December 29, 2004.
- Leonhardt, David. 2013. [In climbing the Income ladder](#). NY Times, July 22
- James Surowiecki, “[The Mobility Myth](#)” The New Yorker, March 3, 2014.
- Radiolab Presents: [On the Media: Busted, America’s Poverty Myths](#), An Interview with Brooke Gladstone. Wednesday, January 18, 2017.

### OPTIONAL READING:

- Bruenig, Matt 2014. [Two Theories of Poverty. Demos](#).
- Bucheit, P. (2014, August 3). [Three facts that poverty deniers don’t want to hear](#). 3-facts-poverty-deniers-dont-want-hear.

Assignment:

- [CROWDSOURCE](#): “Top-Down Economics and Bottom-up Politics” by Goldsmith and Blakely: Comment by 12n, Sunday 2/5/17
- [Assignment 3](#) will be introduced and groups will be assigned.

## Wednesday 2/8/17: Using Tech to teach and learn

Reading

- TBA

Assignment

- [ASSIGNMENT 1](#): Bring a digital copy (USB drive, attached email file) Assignment 1 to class today.

## Monday 2/13/17: NO Class

## Wednesday 2/15/17: Economic Inequality

### Reading:

- Autor. 2010. "[The Polarization of Job Opportunities in the U.S. Labor Market](#)". Center for American Progress. p1-15
- Hum, Tarry. 2011. "[Persistent Polarization in the New York Workforce: New Findings of Labor Market Segmentation](#)." Regional Labor Review, Center for the Study of Labor and Democracy, Hofstra University, Spring-Summer, 13, –
- Pager, D., & Western, B. (December 9, 2005). [Race at Work: Realities of Race and Criminal Record in the New York City Job Market](#). Report prepared for the 50th Anniversary of the New York City Commission on Human Rights.
- Kochhar, Rakesh, Paul Taylor, and Richard Fry. 2011. [Wealth gaps rise to record highs between whites, blacks and Hispanics](#). Washington, D.C.: Pew Research Center.
- Washington, [Black's economic gains wiped out in downtown](#), NBC News
- Kasperkevic, J. [College-educated women earn \\$8,000 less a year than men as gap widens](#). *The Guardian*, April 21, 2016
- Article on age and inequality forthcoming.

### Assignment:

- [CROWDSOURCE](#): General discussion of the intersections of income and wealth inequality based on all readings. Comment by 12n, \*\*Monday 2/13/17\*\*

## Monday 2/20/17: No Classes

## Wednesday 2/22/17: Historical Development of Cities – HOUSING

(FYI – Classes Follow a Monday schedule)

### Reading:

- BB: Ross, Byron and Myron Levine. 2012. Urban Politics, Cities and Suburbs in a Global Age, Chapter 2. NYC: ME Sharpe.
- BB: Josh Freeman. 2000. Working Class New York, "The Fiscal Crisis", Chapter 15. New Press.

### OPTIONAL:

- Rothstein, R. "[The Making of Ferguson](#)". Economic Policy Institute. October 15, 2014

### Assignment:

- [CROWDSOURCE](#): Ch. 15: The Fiscal Crisis, In *Working Class New York*, by Freeman: Comment by 12n, \*\*Monday 2/20/17\*\*.

## Monday 2/27/17: Historical Development of Cities – ECONOMIC RESTRUCTURING

### Reading:

- Freeman, Josh. 2014. [If you can make it here](#).

- Website: [CUNY Digital Archive History](#) (Read major historical synthesis sections).
- BB: Peter Eisinger 2000. The Politics of Bread and Circuses : Building the City for the Visitor Class. *Urban Affairs Review* 2000 35: 316-333.
- Mtua, Angela. [‘Senator call Roosevelt Avenue ‘the new Times Square,’ pushes for liquor license ban’](#) *Qns*, August 29, 2016.

Assignment:

- [CROWDSOURCE](#): “The Politics of Bread and Circus” by Eisinger: Comment by 12n, Sunday 2/26/17.

## Wednesday 3/1/17: Globalization and Privatization of Risk and Well-being

Reading:

- BB: Massey, D. S. 2008. “Globalization and Inequality: Explaining American Exceptionalism”. *European Sociological Review*. 25 (1): 9-23.
- Fortin, J. [Ethiopia’s cheap labor attracts foreign firms](#), *Equal Times*, 10/2/2014

## Monday 3/6/17: Shifts in welfare and low-wage work

Reading

- BB: Edin, K. and H. Luke Shaefer. 2015. *\$2.00 a Day*. Chapters 1-2.
- BB: Excerpt Chapter 1: Working Lives. in Newman, K. S. (2009). No shame in my game: The working poor in the inner city. Random House LLC. *Read at least one story*.
- Kasperkevic, J. [“The benefits cliff: when minimum wage increases backfire on the people in need.”](#) *The Guardian*, July, 20, 2014.
- Sin, M. P. [Government spends more on Corporate Welfare Subsidies than on Social Welfare programs](#), Think by Numbers, 1
- Morath, E. [“Get a Job? Most Welfare Recipients Already Have one.”](#) *Wall Street Journal Blog: Real Time Economics*, April 13, 2015.

OPTIONAL:

- BB: Collins, J. (2008). The specter of slavery: Workfare and the economic citizenship of poor women. *New landscapes of inequality: Neoliberalism and the erosion of democracy in America*, 131-151.
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Assignment:

- [CROWDSOURCE](#): Edin, K. and H. Luke Shaefer. 2015. *\$2.00 a Day*. Chapters 1-2. Comment by 12n, Sunday 3/5/17
- [ASSIGNMENT 3: Poverty Perspectives Debate](#) Due by 11:59pm, Tuesday 3/7/17.

## Wednesday 3/8/17: Historical Recap

- Watch the following video at home: <https://www.youtube.com/watch?v=9Jy6hUBj6is>

Assignment:

- [ASSIGNMENT 4: Urban Dictionary](#) Entries Due by 12n, Saturday 3/11/17.

## Monday 3/13/17: Midterm Review

## Wednesday 3/15/17: Midterm

## Monday 3/20/17: Persisting Segregations

### Reading:

- Hannah-Jones, Nikole. 2012. [Living Apart: How the Government Betrayed a Landmark Civil Rights Law](#). Pro Publica – OR Listen to [Part one: Rental Gymnastics](#), of 512: House Rules, *This American Life*, , November 22, 2013.
- Boustan, Leah Platt. 2013. Racial Residential Segregation in American Cities, NBER Working Paper No. 19045.
- Eligon, J. [A Year after Ferguson, Housing Segregation defies tools to erase it](#). *New York Times*, August 8, 2015.
- Oh, Inae. 2014. [Luxury Condo Will Have a New 'Poor Door.'](#) Huffington Post.

## Wednesday 3/22/17: Gentrification & Segregation

### Reading:

- READ 2 of the Following 3:
  - Rotondaro, V. and Ewing, M. [The Ins and Outs](#). *Narratively*, January 15, 2013.
  - Adams, Micheal Henry. [“The end of Black Harlem”](#). *New York Times Sunday Review*, May 27, 2016.
  - Bontemps, Johnny. [Southside Story](#)”. *Narratively*, January 14, 2013.

### AND

- Knafo, Saki. [“Is gentrification a human-rights violation?”](#) *The Atlantic*, 2, 2015.

### OPTIONAL:

- Gates, M. [To Prevent Worsening Inequality, Put Affluent Neighborhoods ON NYC Re-Zoning List](#). *Metropolitics.eu*, November 17, 2015.

### Assignment:

- [\(B\)\(V\)LOGGING THE URBAN](#): Blogs due by 11:59pm, Friday 3/24/17; Commenting due by 12n, Sunday 3/26/17

## Monday 3/27/17 & Wednesday 3/29/17: Unpacking the ‘Housing Issue’

### Reading:

- [Housing New York: A Five-borough, Ten year plan](#). The City of New York, Mayor Bill De Blasio. *Executive Summary and Introduction ONLY*
- [What is affordable housing? A guide developed by the Center for Urban Pedagogy](#). *SKIM*
- Madden and Marcuse. [The Permanent Crisis of Housing](#). *Jacobin*, October 2, 2016.
- BB: Meehan, J. (2014). Reinventing Real Estate: The Community Land Trust as a social invention in affordable housing. *Journal of Applied Social Science*, 8, 2, 113-133.

### OPTIONAL:

- Navarro, M. [“How do Rent-Burdened New Yorkers Cope?”](#) *New York Times*, August 24, 2016



- Ruby Russel, [Berlin becomes first German city to make rent cap a reality](#). *The Guardian*, June 1, 2015

Assignment:

- *This week, groups for [Assignment 6](#) will also be assembled and will have the opportunity to meet to discuss their final projects.*
- [\(B\)\(V\)LOGGING THE URBAN](#): Blogs due by 11:59pm, Friday 3/31/17; Commenting due by 12n, Sunday 4/2/17

## Monday 4/3/17 & Wednesday 4/5/17: Whose Public Space?

Reading:

- The Pratt Center for Community Development 2012. [Queens Triple Play: Willets West, Major League Soccer and The National Tennis Center](#). Brooklyn, NY: The Pratt Institute (September 21, 2012).
- Dawg. 2008. "[Policing public space](#)". BLOG POST.
- BB: Davis, Mike. 1992 "Fortress LA"
- "[No Safe Place: The Criminalization of Homelessness in US Cities](#)". A Report by the National Coalition for the homeless. Pgs16-29, the section on the Criminalization of Homelessness
- Whitford, E. "[Black Lives Matter Protestors are Occupying City Hall Park to Demand Bratton's Resignation, Reparations.](#)" *Gothamist*, August 1, 2016

RECOMMENDED:

- Re-visit: BB: Peter Eisinger 2000. The Politics of Bread and Circuses : Building the City for the Visitor Class. *Urban Affairs Review* 2000 35: 316-333.

Assignment:

- [\(B\)\(V\)LOGGING THE URBAN](#): Blogs due by 11:59pm, Friday 4/7/17; Commenting due by 12n, Sunday 4/9/17

## SPRING BREAK 4/10/17 – 4/18/17

### Thursday 4/20/17: 'Educating the Public'

Reading:

- TBA

Assignment:

- Today, [Assignment 6](#) groups will convene to discuss their projects.
- [ASSIGNMENT 6](#): Part 1, Proposals are due 11:59pm Friday 4/21/17

### Monday 4/24/17 & Wednesday 4/26/17: Criminal Justice

Reading:

- BB: Alexander, Michelle. 2010. *The New Jim Crow*, Chapter 1 (pp. 20-57).

- Paddock, Barry and Sarah Ryley. 2014. [Arrests for transit fare evasion surge in recent years, putting it amongst top city offenses leading to jail](#), Daily News, August 18.
- Ryley, Sarah, Laura Dareh Gregorian, 2014. [Racial disparities in summons for minor violations in 'broken windows'](#) New York Daily News. August 4.

OPTIONAL:

- BB: Wacquant, Class, race and hyper-incarceration in revanchist America
- Vera Institute. 2014. [Race and Prosecution in Manhattan](#).
- BB: Kahn, K. B. and Martin, K. D. (2016). Policing and race: Disparate Treatment, Perceptions and Policy responses. *Social Issues and Policy Review*, 10, 1 82-121.

Assignment:

- [\(B\)\(V\)LOGGING THE URBAN](#): Blogs due by 11:59pm, Friday 4/28/17; Commenting due by 12n, Sunday 4/30/17

## Monday 5/1/17 & Wednesday 5/3/17: Immigration Policy

Reading:

- BB: Kwong, Peter 2009. "What's Wrong with the US Immigration Debate?" Fields, Jeff, and Ida Susser, eds. *Rethinking America: the imperial homeland in the 21st century*. Boulder, CO: Paradigm Publishers. Pp. 300-312.
- Economic Policy Institute. 2010. [Immigration and Wages](#)

Assignment:

- [\(B\)\(V\)LOGGING THE URBAN](#): Blogs due by 11:59pm, Friday 3/24/17; Commenting due by 12n, Sunday 3/26/17

## Monday 5/8/17: 'Educating the Public'

Reading:

- TBA

Assignment:

- [ASSIGNMENT 6](#): Peer presentations and feedback will take place today in class.

## Wednesday 5/10/17: Urban Futures

Reading:

- Kolbert, Elizabeth. (2011). [Enter the Anthropocene – Age of Man](#), National Geographic.
- McPhearson, T. The [Rise of Resilience: Linking Resilience and Sustainability in City Planning](#). *The Nature of Cities*.
- Jaffe, E. "[Bike-Share is \(Still\) Struggling to Reach Poor People Across North America](#)." *CityLab*, 24, 2014.
- Ross, T. and Solomon, D. "[Flint Isn't the Only Place with Racism in the Water](#)." *The Nation*, 9, 2016.
- [Copenhagen unveils first climate-change adapted neighborhood](#), From Al Jazeera America, January 26, 2015, by Elisabeth Braw.

- Steinberg, T. [Looking Backward into the Future of New York](#), ed, January 12, 2015

OPTIONAL:

- [Sustainability vs. Resilience](#): Why bouncing back is the way of the future.

Assignment:

- [\(B\)\(V\)LOGGING THE URBAN](#): Blogs due by 11:59pm, Friday 5/12/17; Commenting due by 12n, Sunday 5/14/17
- [ASSIGNMENT 4: Urban Dictionary](#) Entries Due by 12n, Saturday 5/13/17.

Monday 5/15/17: FINAL REVIEW SESSION

Wednesday 5/17/17: Final Exam

[Final Projects](#) Monday 5/22/17 or Wednesday 5/24/17 – See CUNYFirst