

[Last updated 1/2020]

URB 3010 Contemporary U.S. Cities

SPRING 2020

Tues-Thurs 11-12:15 Room: Arts & Humanities, #319

Professor Dan Immergluck, Urban Studies Institute

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Office hours: Thursdays 1-2:30 55 Park Place #849F (8th floor)
(sign up on my door for a slot, or just try to stop by during office hours)

This purpose of this course is to enable students to:

- 1) understand key challenges and issues facing contemporary U.S. cities and neighborhoods;
- 2) analyze the extent and nature of these challenges across U.S. metropolitan areas;
- 3) examine an array of policy and community responses to these challenges; and
- 4) evaluate an urban/metropolitan program or policy employed in a particular U.S. city and present their analysis in a formal presentation and paper.

Grading for the course will be based on the following weights of student responsibilities:

Class Attendance and Participation	25%
Assignments (1 through 3)	25% (~8% each)
Presentation	15%
Final Paper	35%

For late assignments and papers, I will deduct points as follows: less than 24 hours = 20 points (of 100 for the assignment); 24-48 hours = 30 points deducted; more than 48 hours = zero credit. The assignments, the presentation, and the paper must be done *individually*. All work must be original for this course.

Attendance and participation

All students are expected to arrive **on time** and **actively participate** in class discussion. Simply showing up is not cause for a strong grade. If you are unable to make class, please email me ahead of time with a reason. I will determine if the absence will count as excused. In general, regular employment is not considered as an excused absence. More than 1-2 absences during the semester will result in some lowering of the attendance and participation portion of the course grade.

Electronics

Please silence all cell phones and remove all headsets/earphones before class begins. Laptops and tablets **are only to be used to take notes**. If you want to take notes on my Powerpoint slides during the class, they should be downloaded *before* class. The only software that is allowed to be used during class is Powerpoint, Word, or some other word processing software. No internet use is allowed unless required under a Disability Accommodation Plan that has been presented to me (see below). No use of the internet or texting of any kind is allowed once class begins. If someone

violates this policy more than once, points will be deducted from the class participation grade for the semester. I may collect devices (including phones) if they cause a disturbance, in my opinion, of any kind.

Academic Honesty

GSU guidelines on academic honesty/dishonesty will be enforced. The guidelines are posted at <http://education.gsu.edu/files/2016/05/plagiarism.pdf> and <http://codeofconduct.gsu.edu/files/2013/2014-2015-Section-II-Academic-Conduct-Student-Code-of-Conduct.pdf>. Penalties can range from receiving no credit for an assignment/exam up to expulsion from the university.

Students with Disabilities

If you need accommodation for a disability you may do so by registering with the Georgia State University Office of Disability Services either by coming in-person or online. You will be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan, and then you are responsible for emailing the copy of that plan to me and faculty of all the classes in which you need accommodations. Students should provide a copy of the Plan to the instructor within the first two weeks of classes. To register for accommodations please follow this link disability.gsu.edu/services/how-to-register. Phone: (404) 413-1560, Email: dismail@gsu.edu, Website: disability.gsu.edu.

Remote Academic Coaching. The Office of Disability Services also offers free remote academic coaching. To learn more go to disability.gsu.edu/services or watch a [Coaching Video](#)

Veterans & Serving Military

Students who are veterans, serving in the military, their dependents, and the survivors of serving military are encouraged to avail themselves of a range of college services and activities through the Military Outreach Center (MOC). For assistance or guidance while attending GSU on campus or online, contact the Atlanta Campus Military Student Advocate, David Garcia, at 404-413-2331. Be sure and let me know ASAP if or when there is any possibility of you being activated and deployed. For more information contact the GSU Military Outreach Center. Phone: (404) 413-233, Email: dgarcia9@gsu.edu Website: veterans.gsu.edu.

Basic Needs: Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable us to provide resources that we may possess. The [Embark program at GSU](#) provides resources for students facing homelessness.

Required Readings:

All readings will be available on iCollege. All readings listed in the syllabus are required to be read ***before*** the Tuesday of the week for which they are listed; discussion in class **will assume students have read all readings for the week.**

Jan 14, 16 Development of Urban Transportation; Cities as Engines of Production

WEEK 1 Kaplan, D., Holloway, S., and Wheeler, S., *Urban Geography*, 3rd Edition, NY: Wiley. Excerpt #1.

Jan 21, 23 Housing Markets and Metropolitan Form

WEEK 2 Kaplan, D., Holloway, S., and Wheeler, S., *Urban Geography*, 3rd Edition, NY: Wiley. Excerpt #2.

Jan 28, 30 Metropolitan Governance and Planning Structures

WEEK 3 Kaplan, D., Holloway, S., and Wheeler, S., *Urban Geography*, 3rd Edition, NY: Wiley. Excerpt #3.

Guest: Samyukth Shenbaga, Atlanta Regional Commission (Jan 28)

Feb 4, 6 a) Metropolitan Growth and Decline; b) What does ‘Urban’ Mean?

WEEK 4 Florida, R. 2017. Why America’s richest cities keep getting richer. *The Atlantic*. April 12. <https://www.theatlantic.com/business/archive/2017/04/richard-florida-winner-take-all-new-urban-crisis/522630/>

PAPER
PROPOSAL
DUE 2/6

Porter, E. 2017. Why big cities thrive, and smaller ones are being left behind. *New York Times*. October 10. <https://www.nytimes.com/2017/10/10/business/economy/big-cities.html>.

Kolko, J. 2015. How suburban are America’s big cities? *FiveThirtyEight*. May 21. <https://fivethirtyeight.com/features/how-suburban-are-big-american-cities/>

Lorenzo, B. 2015. The question of the urban. September. <http://thefoxandthecity.com/articles/the-question-of-the-urban>.

Feb 11, 13 Housing Discrimination and Segregation

WEEK 5 DeParle, J. 2018. When government drew the color line. *The New York Review of Books*, February 22. <http://www.nybooks.com/articles/2018/02/22/when-government-drew-the-color-line/>

Schuetz, J. 2017. Metro areas are still racially segregated. But it’s more complicated than “chocolate city, vanilla suburbs.” December 8. <https://www.brookings.edu/blog/the-avenue/2017/12/08/metro-areas-are-still-rationally-segregated/>

Metropolitan Planning Commission. 2018. Our equitable future: A roadmap for the Chicago region, pp 3-17. <http://www.metroplanning.org/costofsegregation/roadmap.aspx>

Assignment #1 due in class on February 13. (Directions for all assignments are under “Assignments” on iCollege.)

Feb 18, 20 Suburbanization of Poverty

WEEK 6 Semuels, A. 2015. Suburbs and the new American poverty. *The Atlantic*. January 7. <https://www.theatlantic.com/business/archive/2015/01/suburbs-and-the-new-american-poverty/384259/>.

Kneebone, E. 2017. The changing geography of poverty. Testimony before the U.S. House Ways and Means Committee, Subcommittee on Human Resources, February 15. <https://www.brookings.edu/testimonies/the-changing-geography-of-us-poverty/>.

Guest: Matthew Elder, Homefirst Gwinnett Initiative (February 20)

Feb 25, 27 Housing Affordability and Stability

WEEK 7 Covert, B. 2018. The deep, uniquely American roots of our affordable housing crisis. *The Nation*. May. <https://www.thenation.com/article/give-us-shelter/>

Badger, E. 2016. The basic reason why there just isn't enough decent housing for the poor. *Washington Post*. July 26. <https://www.washingtonpost.com/news/wonk/wp/2016/07/26/the-basic-reason-why-there-just-isnt-enough-decent-housing-for-the-poor/>

Desmond, M. 2015. Unaffordable America: Poverty, housing, and eviction. Institute for Research on Poverty, University of Wisconsin. March. <https://www.irp.wisc.edu/publications/fastfocus/pdfs/FF22-2015.pdf>.

Abu-Khalaf, A. 2018. Proven local strategies for expanding the supply of affordable homes and addressing cost challenges. Enterprise Community Partners. <https://www.enterprisecommunity.org/download?fid=9632&nid=6974>.

Assignment 2 due in class on February 27.

OPTIONAL: Joyner, C., Ernsthause, J. and Mariano, W. 2018. Eviction tactics squeeze renters: AJC analysis shows landlords increasingly use filings to collect late rent. *The Atlanta Journal-Constitution*. June 22. <https://www.myajc.com/news/local/stressful-way-live-how-eviction-threats-get-used-collect-rent/vDYSUw49bdNqtNPIht9K1O/>

March 3, 5 Gentrification

WEEK 8 Green, J. 2016. How gentrification really changes a neighborhood. *Atlanta Magazine*. March. <http://www.atlantamagazine.com/homeandgarden/the-gentrifier/>.

Immergluck, D. 2017. Sustainable for whom? *Shelterforce*, September 1. <https://shelterforce.org/2017/09/01/sustainable-large-scale-sustainable-urban-development-projects-environmental-gentrification/>.

(Continued on next page)

Ellen, I. 2018. Can gentrification be inclusive? Harvard Joint Center for Housing Studies. May 16.
http://jchs.harvard.edu/sites/jchs.harvard.edu/files/a_shared_future_can_gentrification_be_inclusive_0.pdf.

Guest: King Williams, Saporta Report (March 5)

March 10, 12 Urban Community Development

WEEK 9 Turner, M.A., Edelman, P., Poethig, E., and Aron, L. 2014. Tackling persistent poverty in distressed urban neighborhoods. Urban Institute. July.
https://www.urban.org/sites/default/files/publication/22761/413179-tackling-persistent-poverty-in-distressed-urban-neighborhoods_0.pdf
pp. 4-22.

Guest: Natallie Kaiser, Annie E. Casey Foundation (March 12)

March 16-22 SPRING BREAK

March 24, 26 Transportation and the City

WEEK 10 Fan, Y. 2018. The injustice and sociopolitics of transit decline, 1921-1972. March 29. <https://globaltransitblog.wordpress.com/2018/03/29/the-injustice-and-sociopolitics-of-transit-decline-1921-1972/>.

Accuardi, Z. 2018. The stark (and hopeful) facts about bus ridership. May 7. *Citylab*. <https://www.citylab.com/transportation/2018/05/the-stark-and-hopeful-facts-about-bus-ridership/559400/>.

Assignment 3 due in class on March 26.

Guest: Cary Bearn, City of Atlanta (March 26)

March 31 Urban Environmental Sustainability and Resilience

WEEK 11 World Bank. 2010. Cities and climate change: An urgent agenda, pp. 4-44.
<http://siteresources.worldbank.org/INTUWM/Resources/340232-1205330656272/CitiesandClimateChange.pdf>

[NO CLASS APRIL 2]

April 7, 9 Immigrants and the City

WEEK 12 Singer, A. 2015. Metropolitan immigrant gateways revisited, 2014. December 1. <https://www.brookings.edu/research/metropolitan-immigrant-gateways-revisited-2014/>

Kim, A. 2016. A welcoming (and sometimes not) America: Immigrant integration in the New South. *Metropolitics*. November 1. <http://www.metropolitiques.eu/A-Welcoming-andSometimes-Not.html>.

Kim, A., Levin, J. and Botchwey, N. 2017. Planning with unauthorized immigrant communities: What can cities do? *Journal of Planning Literature* 33: 3 – 16.

Guest: Marian Liou, Atlanta Regional Commission (April 9)

April 14 Urban Food Systems and Food Security

WEEK 13 Lovell, S. T. 2010. Multifunction urban agriculture for sustainable land use planning in the United States. *Sustainability* 2: 2499-2522.

SKIM: Foodwell Alliance. 2017. Local Baseline Report. Pp 4-18. https://static1.squarespace.com/static/543c2e74e4b0a10347055c4d/t/59d66bbd47bdceaa9c93ba63/1507224523326/FoodWellAlliance_LocalFoodBaselineReport2017_Final.pdf

April 16 STUDENT PRESENTATIONS

April 21, 23 STUDENT PRESENTATIONS

WEEK 14

FINAL PAPER DUE: APRIL 30, 12 PM VIA EMAIL (to dimmergluck@gsu.edu),

PAPER SHOULD BE IN *WORD*, DOUBLE-SPACED

DON'T FORGET TO DO YOUR COURSE EVALUATION!

I READ THEM! THEY MATTER!