

**QUEENS COLLEGE
CITY UNIVERSITY OF NEW YORK**

Urban Studies

The Just City in Theory and Practice - 705 (Section 1)

Fall 2016

Wednesday, 6:30-8:30 PM

Classroom: Powdermaker Hall, Room 115

Office: Powdermaker Hall, Room 250Q

Professor Brian Rosa

Email: brian.rosa@qc.cuny.edu

Office Hours: M 1-3, or by appointment

COURSE DESCRIPTION

This course offers a historical and theoretical background into processes of social, cultural, economic, and physical change in urban society and serves as an introduction to the core themes covered in the Master of Arts program in Urban Affairs. Themes covered include urban planning and policy, social movements, and inequality based on socio-economic status, race and ethnicity, sexuality, and gender. We will explore various debates and proposals around the imperative to create more socially just and sustainable cities, with an emphasis on both theory and practice. Students will be equipped with the tools and vocabulary to refine their interests and explore these themes in further detail through the course of their degree.

The Just City in Theory and Practice is a required course for all MA students in Urban Affairs at Queens College. It should be understood and expected that this is an advanced course requiring a significant amount of reading, writing, and participation.

The syllabus is subject to some change, as we may decide to focus more closely on certain issues. The most up-to-date version of the syllabus may always be found on Blackboard.

COURSE OBJECTIVES

- To establish a theoretical framework and vocabulary to discuss urban society
- To explore how social justice is conceptualized as a concept and how it is incorporated in contemporary urban social movements
- To understand the various actors involved in the decision-making processes that shape cities and the power structures that shape urban change
- To develop skills in group discussion and individual reading, reflection, and writing

REQUIRED READING

Readings will be made available digitally through Blackboard

GUEST SPEAKERS

Throughout the course of the semester, we will be having guest speakers from the faculty of the Department of Urban Studies. During these sessions, we will be combining with another section led by Prof. Nadja Eisenberg-Guyot. Speakers will present for one hour, which will be followed by a one-hour discussion.

COURSE REQUIREMENTS AND GRADING CRITERIA

A. Attendance and Class Participation

Please come to class prepared to discuss the assigned readings, to ask questions, and to listen and respond to others' questions and comments. Regular attendance is the best way for you to ensure your success in this course. I will take attendance. Lecture slides and any other materials (when possible) will be posted to Blackboard.

B. Response Essays (x2)

In these two 2500-word essays (5-6 pages, single-spaced), you will be expected to analyze contemporary urban conflicts/debates/processes through applying concepts and vocabulary we have covered in class.

C. Critical Summary Presentation

Through the course of the semester, pairs of students will present a summary of a required reading and its relation to the broader themes covered in the course. These presentations should last approximately fifteen minutes and include a discussion prompt for the rest of the group. Students will receive an instruction sheet to guide them through preparing the presentation.

D. Group Project Paper and Presentation

In groups of three, the final project will be a research project on a contemporary issue or debate relating to social justice in an urban context outside of the United States. The result will be a 4500-word paper (10 pages, single-spaced) and a 10-minute oral presentation which links this particular issue with theoretical concepts.

E. Extra Credit

Attend a lecture, film screening, or exhibition in addition to any events required for the class. Write a one-page response essay on how this event related to the subject matter of the class. I will occasionally make suggestions for events to attend, or you may propose others. I will need to verify that the event is eligible before your attend. You may receive up to two points added to your final grade for completing an extra credit assignment, and you have the opportunity to complete up to two.

Final Course Grade: No grades of Incomplete will be considered, with the exception of a documented situation involving a very serious health condition. This policy is for the benefit of students' overall academic success.

Your final course grade is comprised of the following:

Class Participation:	10%
Presentation of Critical Summary	10%
Response Papers (x2):	50%
Group Project Paper and Presentation	30%

Paper Grading: Your essay will be graded with a letter grade on an F to A scale. More information can be found in the paper section below. Late assignments will be reduced by a portion of a letter grade for each day they are late. For example, An A would be an A- if it is one day late, B+ if it is two days late, etc..

Course Grading Criteria

A	<i>Excellent work.</i> Shows near perfect understanding and excellent analysis of the course materials, as well as originality and creativity in research, writing, and oral presentations.
B	<i>Good, competent work.</i> Shows a strong grasp of the course materials, as well as some analytical rigor, but there are some errors. Not the most original or creative work.
C	<i>Average work.</i> Serious errors or misunderstanding of the course materials, and limited analysis of the research conducted. Hard to discern what the student is arguing or trying to say. Oral presentations are not very clear, not well organized.
D	<i>Poor work.</i> The student appears to have made little effort and produces below average work. Very serious errors or misunderstanding of the course materials. Unclear what the student is arguing or trying to say. Little effort in research and oral presentations.
F	<i>Unacceptable or no work.</i> The student either did not turn in work or what was turned in showed no effort to keep up with the course materials and assignments.

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. It also means that debate is encouraged, but only when civil and open-minded in tone.

Electronic equipment: You are permitted to use laptops, tablets, and smartphones in class, but only for purposes that are directly relevant to what is going on in class. This means texting your friends is not permitted, but Googling the name of an author is. Get it? Please do not violate this policy. You may think that no one will notice if you text your friends from your computer in the back of class but people will notice and this causes distraction. I will notice. And if I notice, I will call you out on it. As well, if you do use electronic equipment, please do so in a way that is not distracting to your fellow classmates or to your instructor: turn the sound and vibrations off. If devices become an issue, I may update this policy.

Recordings: Only official recording of lectures or class discussions is permitted. You are not allowed to record on your own.

Grade Change Policy (for all assignments and exams): Students wanting clarification on a particular grade must submit a request in writing explaining their question and, if they are disputing an answer marked wrong, documentation of the grading error with evidence from the text. These requests should be submitted directly to Professor Rosa.

Email Policy:

Email, whether directly or through Blackboard, will be our primary mode of communication outside of class. **It is your responsibility to check your QC email on a regular basis OR set your QC email to be forwarded to your primary email address. You may also change your email address that is linked with Blackboard for notifications.**

BLACKBOARD

The most up-to-date syllabus, reading materials, lecture outlines, homework assignments, and grades will be posted to our course web page on the Blackboard. On that site you will also find useful materials designed to

enhance your understanding of the course and its related topics. **It is YOUR responsibility to check Blackboard for all course materials.** Information on how to log on to Blackboard is available through the Office of Information Technologies. Please direct your technical questions about Blackboard access to the OIT Help Desk (x7444). If you expect to see something on our Blackboard course pages, but it is not there, please contact Prof. Rosa.

OFFICE HOURS/CONTACT INFO

All students may visit Professor Rosa during his office hours, which appear on the first page of this syllabus. Under some circumstances, he may be able to meet you at other times. Please feel free to send an email message if you have any questions about course content or course policies, but **please read through the syllabus first** to see if your question is answered there.

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, sentences, paragraphs, or statistical findings from a variety of sources and piecing them together without citing them. Taking phrases, paragraphs or papers from course readings, the internet or other students and representing them as your own falls under this category. 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>

COURSE SCHEDULE (Readings should be completed BEFORE the date under which they are listed)

Aug. 31 Introduction

Sept. 7 Defining Social Justice

Assigned Readings:

Rawls, J. (2005) *A Theory of Justice*. Cambridge, MA: Belknap Press, pp. 3-46.

Barry, B. (2005). *Why Social Justice Matters*. Cambridge, UK: Polity Press, pp. 3-34.

Smith, D.M. (2000). Social Justice Revisited. *Environment and Planning A*, 32(7), pp. 1149–1162.

Sept. 14 Urban Poverty, Inequality and Social Justice

Guest Speaker: Prof. Jeff Maskovsky

Assigned Readings:

Lewis, O. (1966). The Culture of Poverty. *Scientific American*

Morgen, S. & Maskovsky, J. (2003). The anthropology of welfare "reform": New perspectives on U.S. urban poverty in the post-welfare era. *Annual Review of Anthropology*, 32, 315- 338.

Massey, D. S. (2009). "Globalization and Inequality: Explaining American Exceptionalism". *European Sociological Review*. 25 (1): 9-23.

Sept. 21 Social Justice and the Right to the City

Assigned Readings:

Zukin, S. (2006). David Harvey on Cities. In N. Castree & D. Gregory, eds. *David Harvey: A Critical Reader*. Malden, MA and Oxford: Blackwell, pp. 102–120.

Harvey, D. (1973). *Social Justice and the City*. Atlanta: University of Georgia Press. pp. 22-49; 96-118.

Harvey, D (2008). *The Right to the City*. *New Left Review*, 53, 2008.

Sept. 28 Planning, Gentrification, and Housing Justice

Guest Speaker: Prof. Scott Larson

Assigned Readings:

Cruz, T. and F. Forman. 2016. "Public Imagination, Citizenship and an Urgent Call," *The Just City Essays*, vol. 1: 39-42

Loughran, K. 2014. "Parks for Profit: The High Line, Growth Machines and the Uneven Development of Urban Public Spaces." *City & Community*, 13 (1): 49-67.

Angotti, T. 2007. "Community Land Trusts and Low-Income Multifamily Rental Housing: The Case of Cooper Square, New York City". Lincoln Land Policy working paper.

Oct. 5 Urban Planning: Cause or Solution to Urban Social Injustice?

Assigned Readings:

Fainstein, S. (2009). Planning and the Just City. In P. Marcuse et al., eds. *Searching for the Just City: Debates in urban theory and practice*. London and New York: Routledge, pp. 19–39.

Marcuse, P. (2009). From Justice Planning to Commons Planning. In P. Marcuse et al., eds. *Searching for the Just City: Debates in urban theory and practice*. London and New York: Routledge, pp. 91–102.

Angotti, T. (2008). *New York for Sale: Community Planning Confronts Global Real Estate*. Cambridge, MA: MIT Press, pp.1-35.

Oct. 12 NO CLASS

Oct. 14 Response Essay 1 is due

Oct. 19 Rethinking Justice Movements: Gender and the Movement for Black Lives

GUEST SPEAKER: PROF. DANA AIN-DAVIS

Assigned Readings:

Hooker, J. (2016). Black Lives Matter and the Paradoxes of U.S. Black Politics: From Democratic Sacrifice to Democratic Repair. *Political Theory*, forthcoming, pp.1–22.

Davis, Dana-Ain. "The Bone Collectors": Comments for Sorrow as Artifact: Black Radical Mothering in Times of Terror. *Journal of the Association of Black Anthropologists*, Vol. 24, Issue 1, pp. 8-16.

Spend some time reviewing the materials on blacklivesmatter.com

Oct. 26 Public Health as a Social Justice Issue

Required Readings:

TBA

Nov. 2 The Right to the City as a Slogan for Social Movements

Required Readings:

Fisher, R. et al. (2013). 'We Are Radical': The Right to the City Alliance and the Future of Community Organizing. *Journal of Sociology & Social Welfare*, XL(1).

Mayer, M. (2009). The 'Right to the City' in the context of shifting mottos of urban social movements. *City*, 13(2-3), pp.362–374.

Soja, E.W. (2010). *Seeking Spatial Justice*. Minneapolis and London: University of Minnesota Press, pp.111-155.

Nov. 9 Justice, Difference and Intersectionality

Assigned Readings:

Young, I.M. (1991). *Justice and the Politics of Difference*. Princeton, NJ: Princeton University Press, pp. 1-30.

Yuvan-Davis, N. (2006). "Intersectionality and Feminist Politics." *European Journal of Women's Studies*, 13 (3), pp.193-209.

Deutsche, R. (1998). *Evictions*. Cambridge, MA: MIT Press, pp.1-26.

Nov. 16 The Social Construction of Race, Ethnicity, and (In)Justice

GUEST SPEAKER: DR. STEVEN STEINBERG

Assigned Readings:

Steinberg, S. (2004). "The Melting Pot and the Color Line," in Tamar Jacoby, *Reinventing the Melting Pot*.

Grosfoguel, R. (2003). "The Political Economy of Puerto Rico in the Twentieth Century," Chapter 1.

Bacon, D. "The Political Economy of International Migration," *New Labor Forum* (Fall 2007).

Nov. 18 Response Essay 2 is due

Nov. 23 Gender and the City

Hayden, D. (1980). "What Would a Non-Sexist City be Like? Speculations on Housing, Urban Design, and Human Work." *Signs*, 5 (3), pp. 170-187.

McDowell, L. (2011) *Capital Culture: Gender at Work in the City*. London: Blackwell, pp. 23-50.

Massey, D. (1994). *Space, Place, and Gender*. Cambridge: Polity Press, pp. 1-25.

Nov. 30 Just Sustainability

GUEST SPEAKER: PROF. MELISSA CHECKER

Assigned Readings:

Checker, M., 2016. Green is the New Brown: "Old School Toxics" and Environmental Gentrification on a New York City Waterfront. In C. Isenhour, G. McDonough, & M. Checker, eds. *Sustainability in the Global City: Myth and Practice*. Cambridge: Cambridge University Press, pp. 157–179.

Checker, M., McDonough, G. & Isenhour, C., 2016. Introduction. In C. Isenhour, G. McDonough, & M. Checker, eds. *Sustainability in the Global City: Myth and Practice*. Cambridge: Cambridge University Press, pp. 1–28.

Isenhour, C., 2016. Green Capitals Reconsidered. In C. Isenhour, G. McDonough, & M. Checker, eds. *Sustainability in the Global City: Myth and Practice*. Cambridge: Cambridge University Press, pp. 54–74.

Servigna, A. & Fernandez, A., 2016. I've Got a House but No Room for My Hammock: The Tragedy of the Commons, or Another Common Tragedy among the Añu of Sinamaica, Venezuela. In C. Isenhour, G. McDonough, & M. Checker, eds. *Sustainability in the Global City: Myth and Practice*. Cambridge: Cambridge University Press, pp. 139–156.

Dec. 7 GROUP PROJECT PRESENTATIONS