

**PBAF 560/URBDP 560**  
**URBAN AFFAIRS: INEQUALITY IN THE METROPOLITAN REGION**

Fall 2005  
Mondays and Wednesday, 3-4:20 pm  
Parrington 213  
courses.washington.edu/pbafgrk/560  
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Growth management planning, regional governance efforts, and attempts to insure the availability a wide variety of housing types within a metropolitan area are, in part, responses to unequal access to and provision of public services, public goods, and social and economic opportunities in metropolitan regions. In this course, we emphasize the context that motivates these efforts. Therefore, by the end of the course, you will be able to:

- Explain the major trends in metropolitan growth, decentralization, political fragmentation, spatial and social stratification, and economic transformation that are shaping urban areas and their governance into the 21<sup>st</sup> century;
- Demonstrate your ability to distill a broad urban problem into a key element that one can address through policy;
- Critically evaluate previous, present, and future policy solutions from differing political and cultural perspectives, including their impact on economic and social inequality;
- Use skills and knowledge gleaned from previous course work, professional and life experiences, and peers to analyze urban problems and proposed solutions;
- With a team of peers, use written and oral communication to clearly and succinctly analyze problems and argue for solutions.

### **Approach**

The class employs readings, local, national, and international policy examples, mini-lectures, class discussions and exercises, and guest lecturers. The goal is to facilitate the synthesis of knowledge and application of your skills in a way that mirrors the process in which you may participate during your professional career: identifying a problem, lobbying to get it on the agenda of the relevant decision-making body, developing a strategy for intervention that is based on a clear understanding of the dimensions of the problem, and dealing with the issues of implementing and evaluating the strategy. To that end, we will follow a **framework** for each topic in class, answering these questions:

- What is the problem and why should we (or others) care about it?
- What are the major economic, social, or political trends that influence the problem?
- What policy solutions or legislative actions have been taken in the past to deal with the problem? What have the intended and unintended consequences been?
- Who are the people or institutions who are concerned about this problem, and why do they care? What are their key points of contention or agreement?
- What is the key dimension of the problem upon which to focus solutions in the future?
- On what basis would we say that a policy solution has been a success? For whom is it a success? For whom does it fail?

Classes will demonstrate the process of using this framework to think through an urban problem; written and oral assignments will allow you to employ it. Two class sessions are set aside for topics that may arise during the quarter. Together we will develop a reading list for those days as the course progresses.

## **Requirements**

The course requirements reinforce the course goals of synthesis of knowledge and enhancement of skills useful to your professional life.

## **Participation**

*Class Discussion:* Throughout your professional lives, you will be called upon to discuss and analyze current issues in the process of your work as a way to understand the policy context for your work, your choices for action, and the impacts of any actions you may take. Therefore, this course focuses on class discussion of the diverse problems in urban areas. Furthermore, these problems vie for political attention, and one does not gain a depth of understanding of them by simply listening, but rather by engaging in critical discussion. *The quality of each class will depend upon your preparation.* As we progress through the quarter, you will have several opportunities to evaluate your own participation and get feedback from me as well. One key element of class discussion is the consideration of minority perspectives or perspectives that are not represented by the class membership nor in the reading.

Because of the size of the class and the importance of your speaking and listening to others in the class, we will often break up into pairs or small groups then come back to have a whole class discussion so the entire class can benefit from the small group discussions. We will use name cards during this class; please bring them to each class to ease our communications with each other.

*Message Board:* Several times in the quarter, you will be responsible for logging onto the class [message board](#). As one of a pair of students, you will be responsible once for doing the reading extra carefully and posting 3 overarching questions based in the readings to the course [message board](#) on Saturday night for one day of readings in the following week. Two times during the quarter you (with 2 to 5 other students) will be responsible for adding to that discussion, either by commenting on the questions or answering them, prior to 8 pm the day before class. I encourage the rest of the class to log on to the message board and participate in those discussions, even if you are not obligated to do so that week. At the very least, you should take a look at what the discussion has been so far prior to class. After the first class session I'll make a calendar so everyone knows when he or she is supposed to log on. The class can also use the message board to continue discussions after the class period.

## **Readings**

There are three required texts:

*Governance and Opportunity in Metropolitan America* edited by Alan Altshuler, William Morrill, Harold Wolman, and Faith Mitchell (1999) and

*Readings in Urban Theory* edited by Susan Fainstein and Scott Campbell (2003).

*Redefining Urban and Suburban America: Evidence from Census 2000 VOLUME II* edited by Alan Berube, Bruce Katz, and Robert E. Lang (2005)

The first two textbooks are available at the University Bookstore and are on 24-hour reserve at Odegaard Undergraduate Library. Berube, Katz, and Lang is not yet in the library's system.

Other readings are available either through electronic reserves accessible through the library's website or web links accessible through the course website. Any reading that is available on the web has a URL in the course syllabus.

You will also be responsible for purchasing a case on the Vancouver Livable Region Plan (KSG #1361) from the Kennedy School of Government's Case program (\$2.75 on-line at [www.ksgcase.harvard.edu](http://www.ksgcase.harvard.edu)).

### ***Field Trip and Field Trip Preparation***

As a way to bring the diverse issues in metropolitan regions into focus, we will be going on one field trip during the quarter, to White Center, on Friday October 28 from noon to 4:30 pm. Please mark it on your calendar, as attendance is mandatory. White Center is in unincorporated King County, and one of the most poor and culturally diverse neighborhoods in the Puget Sound. White Center will help to illustrate the complexities and interwoven nature of metropolitan fragmentation, governance, service delivery, residential segregation, neighborhood revitalization, affordable housing, and economic development (and nearly any other metropolitan policy issue!). White Center is the recommended focus for your final paper, which is a policy analysis of one problem and the current strategies being employed within the neighborhood.

### **Written and Oral Assignments**

Class assignments are meant to allow you both to focus on an urban issue that appeals to you and apply a policy analysis framework to urban problems and policy while sharpening your communication skills.

*Exercise I, Policy Post Mortem:* This formal 15-minute oral team presentation allows you to practice analyzing policy, teaching others what you have learned, and coordinating group presentations. These are skills you may use in your professional life. This exercise also allows the class to learn together about the landmark policies that have shaped urban areas over the last 75 years. This exercise continues through the quarter. Presentations are integrated into the topic for each day's class discussion.

*Case Memo:* This is a one-page memo to help you prepare for our case discussion. See the syllabus for October 24 for more information. Due Oct 24.

*Field Trip Preparation:* We will post to the course website background information you gather on White Center. Members of the class will be subdivided by topic to put together parts of a briefing packet on White Center, to help the entire class to be informed prior to our going there. Briefing material roles will be assigned on Oct 10 with the materials due in electronic form Oct 19 to post to the class website.

*Exercise II, White Center Problem Diagnosis:* This paper asks you to define a particular urban problem focusing on White Center, justify the public's and elected official's attention on this problem, and review the legislative and policy history of the problem. You will be grouped with others working on similar topics for discussion purposes but are expected to hand in your own work. You will use briefing materials gathered by the class as preparation for the field trip as the basis for your White Center research for this paper. Due Oct 26.

*Exercise III, Focus on White Center:* This exercise allows you to delve into an area of urban policy in depth. In this exercise, you will critically assess a strategy for dealing with an urban problem in White Center and educate your classmates about both the strategy and your appraisal using the basic framework employed in class. This is an opportunity for you use oral and written argument to make cases for and against a particular proposal, and to bring in additional resources to enhance your critique. Group work is preferred for this paper and presentation to the class. Your group's one-paragraph proposal is due Nov 7 by e-submit. Presentations will take place on Dec 5 and 7, while the paper deadline is Dec 15.

In addition to these assignments, you will write brief in-class reactions to the presentations of other students.

**Grading:**

In calculating your final grade for the class, I have given the following weights to the course components:

Exercise I, Policy Post-Mortem (throughout quarter)	10%
Field Trip Briefing Packet (due Oct 19)	5%
Case Memo (due Oct 24)	5%
Exercise II, Problem Diagnosis (due October 26)	15%
Exercise III, Focus on White Center Presentation (proposal Nov 7, presentation Dec 5 & 7)	20%
Exercise III, Focus on White Center Paper (Due Dec 15)	25%
Class Participation	<u>20%</u>
	100%

Date	Topic and Readings	Assignments
<b>I. URBAN PROBLEMS IN GLOBAL PERSPECTIVE: URBAN AREAS AND INEQUALITY</b>		
1. Wed Sept 28	<p><b>Identifying Urban Problems</b>  <i>What do we mean by urban?</i>  <i>Based on the readings and your own experience, what are the three most important problems in metropolitan regions?</i>  <i>What role has globalization played in setting the stage for local urban and regional economies?</i></p> <p>Read:            Altshuler et al. <i>Governance and Opportunity</i>, “Executive Summary” p. 3-12.            Fainstein and Campbell, <i>Readings in Urban Theory</i>, “Introduction: Theories of Urban Development and their Implications for Policy and Planning” p. 1-15.            Sassen, “Cities in a World Economy,” <i>Readings in Urban Theory</i> p. 32-56</p>	Exercise I handed out
2. Mon Oct 3	<p><b>Urban Problems and Inequality</b>  <i>What are the forces shaping urban problems?</i>  <i>What do you find unusual or unexpected about the Seattle Data?</i>  <i>What do we mean by inequality?</i></p> <p>Read:            Altshuler et al. 1999. <i>Governance and Opportunity</i>, “Central Cities, Suburbs, and Metropolitan Area Problems” p. 22-39 and “Disparities in Outcomes” p. 40-78.            Harvey, David. “Social Justice, Postmodernism, and the City,” <i>Readings in Urban Theory</i> p. 386-402.</p> <p>SOCDS State of the Cities 2000 Fast-Look: Seattle, WA at <a href="http://socds.huduser.org/scripts/odbic.exe/census/screen1.htm">http://socds.huduser.org/scripts/odbic.exe/census/screen1.htm</a> (in the scroll-down menu for metropolitan areas, select Seattle-Bellevue-Everett and click NEXT SCREEN, then select Seattle and click SELECT DATA TABLE, and then look through the tables so you can answer the third question above).</p>	Exercise I: Housing Act of 1949
Wed Oct 5	<b>NO CLASS</b>	

Date	Topic and Readings	Assignments
<b>II. METROPOLITAN GROWTH, DECENTRALIZATION, &amp; POLITICAL FRAGMENTATION</b>		
3. Mon Oct 10	<p><b>Urban Sprawl and its Consequences</b></p> <p><i>What are the social, economic and technological influences causing sprawl? Do you agree with Fischel's assessment of the causes of urban sprawl? Why or why not?</i></p> <p><i>What are the implications of Fulton et al's findings about sprawl for the economic and social well being of urban regions?</i></p> <p><i>Is suburbia a thing of the past?</i></p> <p>Read:  Fischel, "Does the American Way of Zoning Cause the Suburbs of Metropolitan areas to be too Spread Out?" in <i>Opportunity and Governance</i>, p. 151-191.  Fulton et al. <i>Who Sprawls Most: How Growth Patterns Differ Across The U.S.</i> Brookings Institution, found at <a href="http://www.brookings.edu/es/urban/publications/fulton.pdf">http://www.brookings.edu/es/urban/publications/fulton.pdf</a>  Fishman, "Bourgeois Utopias: Visions of Suburbia," <i>Readings in Urban Theory</i> p. 21-31.</p>	<p>Exercise I:  Highway Act of 1954 and the National Defense Highway Act (1956) (one presentation)</p> <p>White Center Briefing Materials Assignment Handed Out</p>

Date	Topic and Readings	Assignments
4. Wed Oct 12	<p><b>Transportation Problems and Regional Policies</b>  <i>For whom is a traffic congestion problem? Why?</i>  <i>What is the relationship between traffic congestion and urban sprawl?</i>  <i>Consider the equity issues in one local transportation effort (links listed below).</i></p> <p>Guest: Mark Hallenbeck, Director, Washington State Transportation Center (TRAC)</p> <p>Read:  Wachs and Dill in <i>Opportunity and Governance</i> p. 296-323  <i>Puget Sound Trends</i>, "Growth in Traffic and Vehicle Miles Traveled," September 2003 <a href="http://www.psrc.org/datapubs/pubs/trends/t2sep03.pdf">http://www.psrc.org/datapubs/pubs/trends/t2sep03.pdf</a>  King County Benchmark Report: Transportation 2005  <a href="http://www.metrokc.gov/budget/benchmrk/bench04/Transportation/transportation.htm">http://www.metrokc.gov/budget/benchmrk/bench04/Transportation/transportation.htm</a></p> <p>Pick ONE of these web links sites as a resource to think about the equity issues regarding the problem and efforts to solve it:</p> <p>I-405 Projects: <a href="http://www.wsdot.wa.gov/projects/i405/">http://www.wsdot.wa.gov/projects/i405/</a>  The SR 520 Bridge Replacement and HOV Project: <a href="http://www.wsdot.wa.gov/projects/SR520bridge/">http://www.wsdot.wa.gov/projects/SR520bridge/</a>  Alaska Way Viaduct and Seawall Replacement: <a href="http://www.wsdot.wa.gov/projects/Viaduct/">http://www.wsdot.wa.gov/projects/Viaduct/</a></p> <p>Keep these questions in mind as you think about these plans and proposals:</p> <ul style="list-style-type: none"> <li>• What is the problem? Are there alternate definitions?</li> <li>• Who are the people or institutions who are concerned about this problem, and why do they care? What are their key points of contention or agreement?</li> <li>• Who would benefit from the various solutions proposed?</li> </ul> <p>Other resources:  <i>Destination 2030: 2004 Review and Progress Report</i>,  <a href="http://www.psrc.org/projects/mtp/2004progress/2004progrep.pdf">http://www.psrc.org/projects/mtp/2004progress/2004progrep.pdf</a> (84 pages)</p>	<p>Exercise I:  Intermodal Surface Transportation Efficiency Act (ISTEA) of 1991 and updates</p>

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5. Mon Oct 17	<p><b>Growth Management, Smart Growth, and Sustainable Communities</b></p> <p><i>What was the goal of Washington State’s Growth Management Act of 1990? What has been the impact of the Growth Management Act on sprawl and transportation in the Puget Sound Region? Given the definitions provided in the reading, to what extent is GMA “Smart Growth”?</i></p> <p>Vision 2020+20 (Vision 20-20 update).  <a href="http://www.psrc.org/projects/vision/index.htm">http://www.psrc.org/projects/vision/index.htm</a> (short); Vision 2020+20 planning: <a href="http://www.psrc.org/projects/vision/pubs/onepager.pdf">http://www.psrc.org/projects/vision/pubs/onepager.pdf</a> (short); <a href="http://www.psrc.org/projects/growth/index.htm">http://www.psrc.org/projects/growth/index.htm</a> (short)</p> <p><i>Puget Sound Milestones: Population, employment and housing, 1995-2000.</i>  <a href="http://www.psrc.org/projects/monitoring/peh.htm">http://www.psrc.org/projects/monitoring/peh.htm</a> read Slide Show/Executive Summary, more if interested</p> <p><i>King County Benchmark Report: Land Use 2004 Highlights</i>  <a href="http://www.metrokc.gov/budget/benchmrk/bench04/landuse/LandUse04_Highlights.pdf">http://www.metrokc.gov/budget/benchmrk/bench04/landuse/LandUse04_Highlights.pdf</a> (short)</p> <p>Ye, Lin, Sumedha Mandpe, and Peter B. Meyer. 2005. What Is "Smart Growth?"--Really? <i>Journal of Planning Literature</i> ;19: 301-315 (electronic reserves)</p> <p>Lee, Sugie and Nancey Green Leigh. 2005. “The Role of Inner Ring Suburbs in Metropolitan Smart Growth Strategies” <i>Journal of Planning Literature</i>. 19: 330-346 (electronic reserves)</p>	
6. Wed Oct 19	<p><b>Metropolitan Fragmentation and Fiscal Competition</b></p> <p><i>What are the causes of governmental fragmentation in metropolitan areas? What are the consequences of such governmental fragmentation? How do financial disparities in metropolitan areas intensify other types of disparities?</i></p> <p>Read:  Pagano in <i>Governance and Opportunity</i>, “Metropolitan Limits: Intrametropolitan Disparities and Governance in U.S. Laboratories of Democracy” p. 253-295.</p> <p>Calbrese, Stephen, Glenn Cassidy, and Dennis Epple. 2002. Local government fiscal structure and metropolitan consolidation. <i>Brookings Wharton Papers on Urban Affairs</i>. 1-43. (electronic reserves)</p>	<p>Post White Center Briefing Packet Materials</p> <p>Exercise II handed out</p>

Date	Topic and Readings	Assignments
7. Mon Oct 24	<p><b>Case Study:</b>  <b>Metropolitan Governance and Planning</b>  Memo: To help you prepare for our case discussion please consider yourself to be a long-time representative of a member community of the Greater Vancouver Regional District (GVRD) who has been asked to brief a new representative from your area on the current situation and what you know about how people in your community feel about it. In writing your one-page memo, please make sure to touch on the following questions:</p> <ol style="list-style-type: none"> <li>1. <i>What community are you from?</i></li> <li>2. <i>Characterize the political history of regional planning over time in the Vancouver region. Why did the structure change over time? What is the current state of affairs in terms of regional planning?</i></li> <li>3. <i>Who are the players in the GVRD? On what points do they agree with the current plans? Where do they disagree? Why? What is the opinion of your community?</i></li> <li>4. <i>How does the transportation 2021 plan characterize the transportation problem in the region? Will BC transit's efforts deal with the problem as defined? What are the constraints on BC transit's plans? What does your community think about the transportation plans?</i></li> </ol> <p>Read and Prepare Case: Vancouver's Livable Region Plan (KSG #1361)</p>	Case Memo due
<b>III. INCOME INEQUALITY, RESIDENTIAL SEGREGATION, &amp; THE LABOR MARKET</b>		
8. Wed Oct 26	<p><b>Spatial Stratification within U.S. Metropolitan Areas</b>  <i>How would you characterize spatial stratification?</i>  <i>What is the current status of spatial stratification in the U.S.? Is it a problem? Why or why not?</i></p> <p>Ellen in <i>Opportunity and Governance</i>, p 192-212</p> <p>Jargowsky, Paul A. May 2005. "Stunning Progress, Hidden Problems: The Dramatic Decline of Concentrated Poverty in the 1990s," <i>Redefining Urban and Suburban America Vol II</i> p. 137-172</p> <p>Berube, Alan and Tiffany Thacher. 2005. "The Shape of the Curve: Household Income Distributions in U.S. Cities, 1979-1999," <i>Redefining Urban and Suburban America Vol II</i> p. 195-243.</p> <p>Berube, Alan and William H. Frey. 2005. "A Decade of Mixed Blessings: Urban and Suburban Poverty in Census 2000," <i>Redefining Urban and Suburban America Vol II</i> p. 11-136.</p>	Ex II Due  Exercise I: Mount Laurel Decision
9. Fri Oct 28	<p><b>WHITE CENTER FIELD TRIP</b>  12:00-4:30pm</p>	

Date	Topic and Readings	Assignments
10. Mon Oct 31	<p><b>Residential Segregation and Public Policy</b>  Field Trip Recap  <i>What is the extent of residential racial segregation and integration?</i>  <i>To what extent are preferences, discrimination, or the market responsible for residential settlement patterns?</i>  <i>What are the consequences of racial residential segregation?</i></p> <p>Read:  Fasenfest, David, Jason Booza, and Kurt Metzger. 2004. Living Together: A New Look at Racial and Ethnic Integration in Metropolitan Neighborhoods. <a href="http://www.brookings.edu/metro/publications/20040428_fasenfest.htm">http://www.brookings.edu/metro/publications/20040428_fasenfest.htm</a>  Fainstein, Norman, "Race, Class, and Segregation: Discourses about African Americans," <i>Readings in Urban Theory</i> p. 170-193.  Briggs, Xavier De Sousa. 2005. "More <i>Pluribus</i>, Less <i>Unum</i>? The Changing Geography of Race and Opportunity" <i>The Geography of Opportunity: Race and Housing Choice in Metropolitan America</i> p. 17-41. (electronic reserves)  Charles, Camille Zubrinsky. 2005. "Can We Live Together? Racial Preferences and Neighborhood Outcomes,:" <i>The Geography of Opportunity: Race and Housing Choice in Metropolitan America</i> p. 45-80. (electronic reserves)</p>	<p>Exercise I: Poverty Dispersal Policies</p> <p>Ex III handed out</p>
11. Wed Nov 2	<p><b>The Implications of Poverty, Race, and Immigration in Urban Regions</b>  <i>How do poverty and race intersect in the demography of urban regions?</i>  <i>How does poverty influence citizenship?</i></p> <p>Read:  Goldsmith, William W. "From the Metropolis to Globalization: The Dialectics of Race and Urban Form," <i>Readings in Urban Theory</i> p. 129-149.  Lawson and Wilson, "Poverty, Social Rights, and the Quality of Citizenship," <i>Readings in Urban Theory</i> p. 150-169.  Singer, Audrey. 2005. "The Rise of New Immigrant Gateways: Historical Flows, Recent Settlement Trends," <i>Redefining Urban and Suburban America Vol II</i> p. 13-40.</p>	<p>Exercise I: Civil Rights Act of 1964 and the Fair Housing Act of 1968 (one presentation)</p>
Mon Nov 7	No Class	Ex III Topic Due (e-submit)

Date	Topic and Readings	Assignments
12. Wed Nov 9	<p><b>Geographic and Social Access to Employment</b>  <i>How do social networks connect individuals with jobs?</i>  <i>How does access to jobs and job information vary by race, income, and gender?</i>  <i>Is there a spatial mismatch for some groups and jobs?</i></p> <p>Read:            Kleit, Rachel Garshick. 2002. Job search networks and strategies in scattered-site public housing. <i>Housing Studies</i> 17 (1): 83-100. (electronic reserves)            Ihlenfeldt, Keith R. and David L. Sjoquist. 1998. The spatial mismatch hypothesis: a review of recent studies and their implications for welfare reform. <i>Housing Policy Debate</i> 9 (4): 849-892 (especially pp. 880-886). Available at <a href="http://www.fanniemaefoundation.org/programs/hpd/pdf/hpd_0904_ihlanfeldt.pdf">http://www.fanniemaefoundation.org/programs/hpd/pdf/hpd_0904_ihlanfeldt.pdf</a>            Glaeser, Edward L. 2001. <i>Job Sprawl: Employment Location in U.S. Metropolitan Areas</i>. Washington, DC: Center on Urban and Metropolitan Policy, The Brookings Institution. Available at <a href="http://www.brookings.edu/es/urban/publications/glaeserjobsprawlsum.htm">http://www.brookings.edu/es/urban/publications/glaeserjobsprawlsum.htm</a></p>	Ex I: The Community Reinvestment Act
13. Mon Nov 14	<p><b>Housing Affordability and Spatial Stratification</b>  <i>How significant is the housing affordability problem?</i>  <i>For whom is there an affordable housing problem?</i>  <i>How should we spend scarce affordable housing dollars?</i></p> <p>Guest: Stephen Norman, Executive Director, King County Housing Authority (invited)</p> <p>Read:            Quigley. 2000. A Decent Home: Housing Policy in Perspective (and comments following). <i>Papers on Urban Affairs 2000</i>. Washington, DC: Brookings Institution Press. 53-99 (on-line reserves)            National Low-Income Housing Coalition. 2004. <i>Out of Reach 2004</i>. Available at <a href="http://www.nlihc.org/oor_current/">http://www.nlihc.org/oor_current/</a> (short)  <i>Puget Sound Trends: Housing Prices and Affordability</i> <a href="http://www.psrc.org/datapubs/pubs/trends/d9jul05.pdf">http://www.psrc.org/datapubs/pubs/trends/d9jul05.pdf</a> (short)            FY 2005 Income Limits for Seattle-Bellevue-Everett PMSA <a href="http://www.hdc-kingcounty.org/nonprofit/documents/INCLTS05HDC_000.pdf">http://www.hdc-kingcounty.org/nonprofit/documents/INCLTS05HDC_000.pdf</a> (1-page)            Pendall, Rolf, Arthur C. Nelson, Casey J. Dawkins, and Gerrit J. Knapp. 2005. "Connecting Smart Growth, Housing Affordability, and Racial Equity," <i>The Geography of Opportunity: Race and Housing Choice in Metropolitan America</i> p. 219-246.</p> <p>For more details on the housing situation locally (optional):  <i>King County Benchmarks: Affordable Housing 2004</i>  <a href="http://www.metrokc.gov/budget/benchmrk/bench04/AffHsg/aff_housing.htm">http://www.metrokc.gov/budget/benchmrk/bench04/AffHsg/aff_housing.htm</a></p>	

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14. Wed Nov 16	<p><b>NOTE CHANGE: Gentrification, Urban Revitalization and Redevelopment</b></p> <p>Logan and Molotch, "The City as a Growth Machine," <i>Readings in Urban Theory</i>. P. 199-238.</p> <p>Dealing with Neighborhood Change: A Primer on Gentrification and Policy Choices by Maureen Kennedy and Paul Leonard (Report) April 2001 <a href="http://www.brookings.edu/es/urban/gentrification/gentrification.pdf">http://www.brookings.edu/es/urban/gentrification/gentrification.pdf</a></p> <p>Smith, Neil. "Gentrification, the Frontier, and the Restructuring of Urban Space," <i>Readings in Urban Theory</i>. P. 260-275.</p>	Exercise I: Community Development Block Grant
15. Mon Nov 21	<p><b>NOTE CHANGE: Economic Restructuring, Local Development, and the Workforce</b></p> <p><i>Which is more useful for local economic efforts: an analysis that sees cities as part of a global system or one, which views city outcomes as the results of each localities particular history?</i></p> <p><i>What are the effects of global economic restructuring on the economies of U.S. urban areas and on the workforce?</i></p> <p>Read:</p> <p>Dennis A. Rondinelli, James H. Johnson, Jr., and John D. Kasarda 1998. The Changing Forces of Urban Economic Development: Globalization and City Competitiveness in the 21st Century <i>Cityscape</i> 3, 3: 71-105 at <a href="http://www.huduser.org/periodicals/cityscape/vol3num3/article4.pdf">http://www.huduser.org/periodicals/cityscape/vol3num3/article4.pdf</a></p> <p>Fainstein, Susan S. "The changing world economy and urban restructuring," <i>Readings in Urban Theory</i> p. 110-123.</p> <p>"Wages, 1995-2001," <i>Puget Sound Trends</i> August 2003, available at <a href="http://www.psrc.org/datapubs/pubs/trends/e14aug03.pdf">http://www.psrc.org/datapubs/pubs/trends/e14aug03.pdf</a></p> <p>2003 <i>Regional Economic Profile Chapter 4 summary</i>, <a href="http://www.psrc.org/projects/monitoring/rep4summary.htm">http://www.psrc.org/projects/monitoring/rep4summary.htm</a></p> <p>Holzer, Harry J. and Margy Waller. 2003. The Workforce Investment Act: Reauthorization to Address the "Skills Gap" <a href="http://www.brookings.edu/metro/publications/20031218_waller.htm">http://www.brookings.edu/metro/publications/20031218_waller.htm</a></p> <p>King County Benchmark Report: Economics 2004: <a href="http://www.metrokc.gov/budget/benchmrk/bench04/Economics/economics.htm">http://www.metrokc.gov/budget/benchmrk/bench04/Economics/economics.htm</a></p> <p>Guests: David Harrison, Senior Lecturer and Chair, Washington State's Workforce Training and Education Coordinating Board (invited) Joaquin Herranz, Assistant Professor (invited)</p>	

Date	Topic and Readings	Assignments
<b>IV. WHERE DO WE GO FROM HERE?</b>		
16. Wed Nov 23	<p><b>Policy Controversies in Addressing Urban Poverty</b>  <i>Prepare as assigned: prepare a verbal argument for one side or the other in answer to this question: Should policy focus on revitalizing poor neighborhoods or poverty dispersal? That is, should policy focus on place or people?</i></p> <p>Read:  Ferguson and Dickens. 1999. Ch1, Introduction. <i>Urban Problems and Community Development</i>. Washington, DC.: Brookings Institution, 1-31. (on-line reserves)  Roisman, Florence W. and Hilary Botein. 1993. "Housing Mobility and Life Opportunities." <i>Clearinghouse Review</i> special issue: 35-51. (on-line reserves)</p>	
17. Mon Nov 28	<p><b>Brownfields and Economic Development</b>  <i>What is a brownfield?</i>  <i>How big a problem are brownfields for urban redevelopment?</i>  <i>Whose responsibility is it to clean up brownfields?</i></p> <p>Read:  EPA about Brownfields: <a href="http://www.epa.gov/swerosps/bf/about.htm">http://www.epa.gov/swerosps/bf/about.htm</a>  EPA Economic Development Grants and Brownfields: <a href="http://www.epa.gov/swerosps/bf/pilot.htm">http://www.epa.gov/swerosps/bf/pilot.htm</a>  HUD on Brownfields: <a href="http://www.hud.gov/offices/cpd/economicdevelopment/programs/bedi/index.cfm">http://www.hud.gov/offices/cpd/economicdevelopment/programs/bedi/index.cfm</a> <a href="http://www.hud.gov/bfields/brownqa.html">http://www.hud.gov/bfields/brownqa.html</a> ; <a href="http://www.hud.gov/offices/cpd/economicdevelopment/programs/bedi/bedifacts.cfm">http://www.hud.gov/offices/cpd/economicdevelopment/programs/bedi/bedifacts.cfm</a>  Kibel, Paul Stanton. 2003. City soil. <i>Shelterforce</i> 130 (July/August): 14-17. Available at <a href="http://www.nhi.org/online/issues/130/citysoil.html">http://www.nhi.org/online/issues/130/citysoil.html</a>  King County Brownfields Program <a href="http://www.metrokc.gov/dnrp/swd/brownfields/index.asp">http://www.metrokc.gov/dnrp/swd/brownfields/index.asp</a> (Read "Background," "Success Stories")</p> <p>Guest: Lucy Auster, Project Manager, King County Brownfields Program</p>	
18. Wed Nov 30	<p><b>Urban Policy, Urban Inequality, and Hurricane Katrina</b>  Kleniewski, Nancy. 2002. "Federal Urban Policy," <i>Cities, Change, and Conflict</i> p. 312-330.  Brookings Institution Resources on New Orleans and recovery efforts. <a href="http://www.brookings.edu/metro/katrina.htm">http://www.brookings.edu/metro/katrina.htm</a></p>	
19. Mon Dec 5	<b>Exercise III: Focus on White Center</b>	
20. Wed Dec 7	<b>Exercise III: Focus on White Center</b>	
Thurs Dec 15	<b>Final Ex III Paper Deadline</b>	Hand in Ex III Paper by 2pm (e-submit or my box)