

HNRS 226

Seminar 4: Shaping the Future of New York City

PLAS Category "Analyzing Social Structures" (SS)

This course analyzes the ongoing interplay of social, economic, and political forces that shape the physical form and social dynamics of New York City. Students study important historical moments in social policy formation, such as the fiscal crisis of the 1970s, welfare reform, and the formation of the Health and Hospitals Corporation. The class will address major events in the production of space, such as the implementation of the Grid Plan, the redevelopment of Times Square, and creation of Central Park. By studying the institutional agents of change in the city – federal, state, and city government, public authorities, private sector interests, community boards, and community-based organizations – students will come to appreciate the roles people take or are given in the decision-making process of government and the ways in which these roles are affected by patterns of inequality and the operation of power. This class will also consider New York City in the larger context of the region, the nation, and the world. Throughout the semester, students will engage in a team research project on a current planning or policy issue to understand where the city is going, who will make the decisions, and how fair the outcome is likely to be.

Drawing on the perspectives of economics, political economy and political science, this course contributes to an awareness of social structures, teaches specific methods, concepts, and models used in the social sciences, provides an understanding of the relations among the social sciences. This study requires that students engage the role of ideas within human societies in its examination of political and economic structures in New York City.

HNRS 226
Professor Dillon
252 PH BB
Robin.Rogers-Dillon@qc.edu

Office Hours
Mondays 11-12
Wednesday 11-12

Course Description

In this course, we will discuss the future of New York City and contemporary policy issues. We will focus on the relationship between public policy, social problems, and political institution. The first section of the class consists of a "game" in which you will read primary philosophical and historical texts in order to understand the social, political and intellectual issues during the American Revolution in New York City. The goal of the game is to give you the background necessary to understand the development of New York City and to develop the research, writing, and presentation skill that you will need in the second and third sections of the class. In the second part of the class, a one-page response paper based on *that week's* reading will be due every Monday. These classes will have a discussion format. Each student will join a group responsible for leading the discussions on a given topic. All students, however, are responsible for contributing to the discussions in each class. It is extremely important that each student attend every class prepared to discuss the week's reading. The third part of the class will focus on contemporary policy issues in New York City. During this section, students groups will present their research projects as works in progress and receive feedback from the class. In the final week of classes, all groups will give formal presentations. Each student will also write a paper on the topic of his or her group presentation.

Course Objectives

In this course you will:

1. Use primary sources, both qualitative and quantitative, especially in your research projects, to understand community institutions, the local economy, and the role of government.
2. Develop an understanding of how power differentially affects New York City's people, its built environment, and its institutions through your research projects.
3. Develop the ability to engage in key contemporary debates that shape the future of the city through in-class discussions and presentations.
4. Develop an understanding of the formal and informal institutions underlying decision making in the city by analyzing historical and contemporary planning and policy issues.

Texts

1. Game Bulk Pack
2. Empire City
3. New York Glory
4. Contentious City

Written Assignments

Game papers and summaries of the primary texts: As a part of the game, students are required to write several short papers. These papers are described on more detail in the game pack. In addition, the class is responsible for creating a short paper summarizing

the key points in the primary texts assigned in the game. These secondary texts created by the class will be a source for use within the game. Six groups will be formed. One each group has posted their first draft, all students will read and comment on the draft. The groups will then revise their summaries based on the class feedback. These summaries will be made available to future classes who play the game.

One-page response papers (weekly after the game): Students should briefly discuss and respond to the key points in the week's reading. The papers must be typed and grammatically correct. In the latter part of the class, the response papers should also address the questions raised on the syllabus. These papers must be posted by 10 am on the day the reading is due.

Research Paper/Presentation: Each student will join a research group on a topic related to the political, economic and social future of New York City. Each group should put together a presentation of approximately 20 minutes. These presentations should contain significant research, an analytic overview of the issue, and concluding opinions. Students should be prepared to respond to a 10 to 15 minute question and answer session. One member of each group will be chosen (by the group) to present at the honors college conference in May. In addition, each student will write a 15-20 page paper individually on the presentation topic and the ways in which power dynamics, such as those evidenced in the game and described in the Mollenkopf reading, affect the debate around the issue and the decision-making around it. The paper must comprehensively cover the topic and use both scholarly sources and primary research.

Grades: Web writing portfolio 40 %, class participation (including the game) 20 %, final presentation/paper 40 %.

Introduction

Week 1, January 31- February 1

Class structure and requirements

Introduction to the game: assign roles

The American Revolution in New York City

Week 2, February 6-8

Game Starts: When you enter class, the game has begun. I will not answer questions. If students are unprepared or address each other outside of their roles, class will be suspended immediately.

All bulk pack readings: John Locke, Edmund Burke, The Stamp Act, Loyalist papers, Thomas Paine, Thomas Chalmer.

Week 3, February 15

Drafts summaries due (posted)

Week 4, February 21*, 22 *Class is held on Tuesday
Group choices must be emailed to the instructor by Feb 21, each group must send one jointly agreed upon statement of research plans that includes the names of each participant and specifically what they plan to do for their research.

Posted reviews and comments on other groups summaries due Feb 22

Week 5, February 27-March 1
Revised summaries due (posted)

Week 6, March 6-8 (Game ends)

Rise to National Prominence (1783-1860) **Group updates due March 13**

March 13 -15

Wednesday: 100-105, 116-142, 165-170, 195-205

(Response questions: Why were the streets of New York laid out as they were? What were the dominant social problems in New York in this period?)

Industrial Metropolis (1860-1898) **Paper outlines due March 15**

Week 7, March 20-22

Monday: 257-267, 278-293

(Response Question: How and why was Central Park built?)

Wednesday: 338- 355, 390-396

(Response Questions: Describe the New York that Jacob Riis writes about. Is it better or worse than you would have imagined? Is Waring's description of New York any different in it's focus or tone? What social facts might have shaped Riis and Waring's perspectives?)

World City (1898-1948)

Week 8, March 27-29

Monday: 397-429 (Response Questions: Could Brooklyn have been a contender?)

Wednesday: 464-478 (Response Questions: Is comprehensive planning desirable?)

Week 9, March 29-31

422-429 (Response Question: How does the physical design of housing stock affect a city?)

Week 10, April 3-5

Monday: 511-519 (How does tragedy affect social policymaking? Does tragedy always result in policy changes?)

Contentious City/ New York Glory

Week 11, April 10

Begin reading Contentious City and New York Glory
Group one preliminary presentation.

Week 12, April 24-26

Monday: Group two preliminary presentation.

Wednesday: Empire City, 685-690, 695-735

(Response Question: Which of these visions of New York spoke to you most forcefully? Which elements from the readings reflect your new york?)

Week 13, May 1-3

Monday: Group three preliminary presentation.

Wednesday: Group four preliminary presentation.

Week 14, May 8-10 Complete Contentious City and New York Glory by Monday's class.

Monday: (Response Question: What power dynamics are identified in Contentious City? What are the similarities and differences with the power dynamics that you experienced in the game? What about the power dynamics in New York Glory?)

Wednesday: (Response Question: Identify the key power dynamics and institutional structures shaping the debate and decisionmaking around your group topic)

Week 15, May 15-17

Final Presentations Final Papers Due

SHAPING THE FUTURE OF NEW YORK CITY

HNRS 226 9R3
Th 9:15-12:05
Spring 2007
Queens College, CUNY

Prof. Alex Reichl
Office: Powdermaker Hall, Rm 200S
Phone: (718) 997-5472
Office Hrs: T/Th/F 12:05-12:35
alexander.reichl@qc.cuny.edu

Description

The goal of this semester is to develop an understanding of the ongoing interplay of social, economic, and political forces that shape the physical form and social dynamics of New York City. This will be accomplished in four ways:

- By looking at certain historical junctures (e.g., the 1970s fiscal crisis) and major economic development initiatives (including Central Park, the subways, and the World Trade Center) that illustrate how decisions are made and power is distributed in the city;
- By considering New York City in the larger context of the region, the nation, and the world;
- By examining the institutional agents of change in the city – federal, state, and city government; public authorities; private sector interests; community boards; and community-based organizations – in order to appreciate the roles people take or are given in the decision-making processes of government; and
- By studying inequality and its relationship to race, class, and gender.

During the course of the semester students will develop their abilities to use primary research sources; to identify how power differentially affects the people of New York; to engage in contemporary debates about the city; and to recognize the roles of formal and informal participants in the decision-making process. Students will engage in team research projects on a current planning or policy issue to understand where the city is going, who will make the decisions, and how just the outcomes are likely to be.

Books

The Death and Life of Great American Cities, by J. Jacobs (Random House, 1961)

Delirious New York, by R. Koolhaas (Oxford Univ. Press, 1978)

The Global City (Second Edition), by S. Sassen (Princeton U. Press, 2001)

The Power Broker, by R. Caro (Knopf, 1974)

Note: Additional required readings are available on E-Reserve (password: "rei226").

Requirements

The requirements of the course are: a midterm essay exam (20%) and a (non-cumulative) final essay exam (20%); a group project including written work and class presentation (40%); and class participation, including weekly Blackboard postings/class discussion and discussion co-leader for one week (20%). In addition, all students must read and agree to comply with the Queens College policies regarding academic integrity.

Schedule

Wed., Jan. 31 (5:30-9:00): Sophomore Forum (Queens Museum of Art)

2/1 **Introduction/Historical Perspective**

Video: "New York: A Documentary Film" (Part One)

- 2/8 **Constructing a Modern City**
Caro, The Power Broker, Ch's Intro, 18, 20, 36-38
Current issue: rebuilding Lower Manhattan
- 2/15 **No class** (Monday Schedule)
- 2/22 **Neighborhoods**
Jacobs, The Death and Life of Great American Cities, Ch's 1-4
Current issues: gentrification; rezoning
- 3/1 **Manhattan and the "Outer Boroughs"**
Koolhaas, Delirious New York, pp. 9-91, 152-158, 297-299
Reichl, "Rethinking the 'Dual City'" (E-Res)
Current issue: Atlantic Yards
- Thurs., Mar. 8 (5:00-9:00): Majors Day (CUNY Grad Center)**
- 3/8 **Economy**
Sassen, The Global City (selected readings)
Harvey, "Cracks in the Edifice of the Empire State" (E-Res)
Current issues: poverty, immigration
- 3/15 **Political Economy**
Sites, "Remaking New York" (E-Res)
Wallace, "New York, New Deal" (E-Res)
Current issue: Mayor Bloomberg
- 3/22 MIDTERM EXAM**
- 3/29 **Transportation**
Hood, "Subways, Transit Politics, and Metro Spatial Expansion" (E-res)
Caro, The Power Broker, Ch's 39-40
Current issues: subway expansion; subway fare
- 4/12 **Environment**
Sze, "Noxious New York" (E-res)
Current issues: trash; recycling
- Tues., April 17 (5:00-9:00): Community Fair (CUNY Grad Center)**
- 4/19 **Parks and Public Space**
Rosenzweig/Blackmar, "The Park and the People" (E-res)
Reichl, "Fear and Lusting in Las Vegas and New York" (E-res)
Current issue: privatization of public space
- 4/26 **New York City Budget**
CBO, "NYC's Fiscal Problem" (E-res)
NYTimes "Urban Experts Advise, Castigate, and Console..." (E-res)
Fuchs, "The Permanent Urban Fiscal Crisis" (E-res)
IBO, "NYC's Budget: An Overview" www.ibo.nyc.ny.us
IBO, "Budget Options for NYC" (Table of Contents) www.ibo.nyc.ny.us
Current issue: budget surplus
- Thurs., May 3: Group Projects Due**
- 5/3 Group presentations
- 5/10 Group presentations
- Wed., May 16 (5:00-9:00): Seminar 4 Conference (CUNY Grad Center)**
- 5/17 **Looking Back/Looking Ahead**
- Final Exam: Date TBA**

**QUEENS COLLEGE
HONORS COLLEGE SEMINAR 4
SHAPING THE FUTURE OF NEW YORK CITY**

**HNRS 226
1T3RA 2723
Spring 2006
Elizabeth.Roistacher@qc.cuny.edu
(718)997-5453**

**Elizabeth A. Roistacher
Department of Economics
Office: Powdermaker 300-N
Office Hours: Tues 3:15-4:15,
Th 12:20-1, or by appointment**

COMMON HONORS COLLEGE DESCRIPTION

The goal of this seminar is to develop an understanding of the ongoing interplay of social, economic, and political forces that shape the physical form and social dynamics of New York City. This will be accomplished in four ways:

- By looking at certain important historical junctures and major economic development initiatives that illustrate how decisions are made and power is distributed in the city. These might include the fiscal crisis of the 1970s, welfare reform, the formation of the Health and Hospitals Corporation, the implementation of the Grid Plan, the redevelopment of Times Square, the creation of Central Park, the construction of the World Trade Center and Battery Park City, among others.
- By considering New York City in the larger context of the region, the nation, and the world.
- By examining the institutional agents of change in the city—federal, state, and city government, public authorities, private sector interests, community boards, and community-based organizations—in order to appreciate the roles people take or are given in the decision-making processes of government.
- By studying inequality and its relationship to race, class, and gender.

Throughout the semester, seminar participants will engage in a team research project on a current planning or policy issue to understand where the city is going, who will make the decisions, and how fair the outcomes are likely to be.

Learning Objectives:

In the seminar, students will

1. Use primary sources, both qualitative and quantitative, especially in their research projects, to understand community institutions, the local economy, and the role of government
2. Develop an understanding of how power differentially affects New York City's people, its built environment, and its institutions through site visits, case studies, or research projects.
3. Develop the ability to engage in key contemporary debates that will shape the future of the city through in-class discussions, presentations, and colloquia.
4. Develop an understanding of the formal and informal institutions underlying decision making in the city by analyzing historical and contemporary planning and policy issues.

OUR SEMINAR

Because each instructor of Seminar 4 has different approaches to the study of cities and different areas of expertise, each section of the seminar will have a somewhat different orientation while sharing the common description and objectives outlined above. My approach will necessarily involve more of an economic focus; my own research has been on the city's housing markets and policies, overall economic structure (what sorts of economic activities take place here) and economic development, and the city's fiscal issues. I will be relying on you to enrich our discussions on issues relating to immigration (housing, labor market, education) given your experience in Seminar 2, *The Peopling of New York*.

The beginning of the course will be designed to give you an economist's perspective on cities. Then we will examine various issues of fiscal, social, political and economic importance looking back at the city's history and at contemporary concerns. These inquiries will help us to think about the city's future. As the semester progresses, we should give ourselves a goal of setting an agenda for the future and thinking about relative priorities. Too often severe constraints on the city budget mean that the city must make painful

choices. We want to be able to advise ourselves (and the city government!) on these choices and think about how private citizens and the private sector can also contribute positively to shaping the city's future. During the course of the semester, among the things we will talk about will be past and current development issues (Central Park, Cross-Bronx Expressway, the building of the World Trade Center and Battery Park City, tax breaks for economic development), past and current situations in the housing market and rent regulation, the Campaign for Fiscal Equity's suit to increase the State's funding of New York City Schools, the problem of what to do about New York City's trash, and New York City's fiscal problems.

Team Projects

Students will do team projects (these will not be cross-campus) on a current policy issue. There will be presentations of these projects in class and some may be part of an Honors College end-of-semester event. Some of the issues you might want to address:

1. Education (such as Campaign for Fiscal Equity, alternatives such as charter schools, vouchers, private management of public schools)
2. Sanitation (What to do with all the garbage? Where should facilities be located?)
3. Public Health
4. Affordable Housing (Why is there a problem? What income groups should be served by government? Where should it be located? Should it be new or existing housing?)
5. Transportation (What are the most pressing transportation needs? Maintaining the existing system? Building new facilities? And which ones: e.g., Extending Number 7 line, Second Avenue Subway?)
6. Development of the Atlantic Rail Yards (A new home for the Nets, or what?)
7. Poverty and employment

A separate document will be distributed to provide more detail about the nature and timing of the team projects.

Books and Readings

You are asked to purchase two books from the Queens College Bookstore:

Tyler Anbinder, *Five Points*, (New York: Penguin Putnam), 2002
Adrienne Kivelson, *What Makes New York City Run?*, (New York: League of Women Voters), 2001

In addition other readings will be assigned, most of them electronically available either on hard-copy reserve at the circulation desk, on our Blackboard site, on E-Reserve, or through other sources such as Lexis-Nexis.

You should also read *The New York Times* on a daily basis, in particular the Metro Section to keep abreast of city issues. At the start of each class, one of you will be asked to highlight stories that are particularly relevant to our seminar. Other newspapers are also important because they present different views especially on their editorial pages. You should check our Blackboard site on a daily basis for assignments and other course information. Readings are specified on the accompanying list.

Course Assignments

There will be **two in-class writing assignments**. The tentative date of the first one is Tuesday, March 21. The second will be Friday, May 26, 1:15-3:15 (during final exam week). You will be given a set of review questions that will promote your understanding of the reading, class discussion, and common events. In addition, there will be two short papers, one of which will be on the New York City fiscal crisis of the 1970's and its relevance for today. Your final grade will be composed of the following:

Team Project 40% (made up of a team grade and an individual grade)
In-class writing assignments: each 20%
Three short papers (including your initial paper on *The Power Broker*): 10%
Class participation: 10%

**HONORS COLLEGE SEMINAR 4
SHAPING THE FUTURE OF NEW YORK CITY**

HNRS 226

Elizabeth A. Roistacher

I. Introduction - Economic Perspectives on the City (weeks 1-3)

- Elizabeth A. Roistacher, "A Primer on the Role of Government: The Economist's Perspective," December 13, 2004. See Blackboard course documents.
- Elizabeth Roistacher, "Basic Concepts in Urban Economics," December 13, 2004. See Blackboard course documents.
- Data on employment patterns in New York (Blackboard and hand-outs)
 - _ Changes in employment, NYC and US, 1974-2004
 - _ Changes in employment structure, NYC, 1950, 1977, 2000
 - _ Employment details
- Arthur O'Sullivan, "A History of Western Civilization," Chapter 4, *Urban Economics*, Irwin McGraw-Hill, 2000. See Blackboard course documents.
- www.gothamgazette.com, Demographics: Andrew Beveridge, "Is There Still a New York Metropolis?"

II. New York City's Budget and its Fiscal Problems (weeks 4-6)

- Patricia Giles Leeds, "City Politics and the Market: The Case of New York City's Financing Crisis," in *The Municipal Money Chase*, Alberta Sbragia, editor, Westview Press, 1983 (Blackboard)
- Elizabeth Roistacher, "A Primer on Municipal Bonds," March 17, 2005.
- Congressional Budget Office, "New York City's Fiscal Problem," 1975, reprinted in Roger E. Alcala and David Mermelstein, editors, *The Fiscal Crisis of American Cities*, (New York: Random House), 1977.
- "Urban Experts Advise, Castigate, and Console New York City," *New York Times*, 1975, reprinted in Alcala and Mermelstein, *The Fiscal Crisis of American Cities*.
- Jason Epstein, "The Last Days of New York," *New York Review of Books*, reprinted in Alcala and Mermelstein, *The Fiscal Crisis of American Cities*, 1977.
- Independent Budget Office, *Understanding New York City's Budget: A Guide*, www.ibo.nyc.ny.us
- Independent Budget Office, *Budget Options for New York*, www.ibo.nyc.us
- Citizens Budget Commission, *Five Year Pocket Summary 2004*, www.cbcny.org

III. Decision-Making in New York (week 7)

- Adrienne Kivelson, *What Makes New York City Run?*, League of Women Voters, 2001 (available at the Queens College Bookstore)
- Annmarie Hauck Walsh, "Public Authorities and the Shape of Decision Making," In Jewel Bellush and Dick Netzer, editors, *Urban Politics New York Style*, New York University, 1990.

IV. New York City's Trash: Where will it go? (week 8)

- Benjamin Miller, *Fat of the Land: Garbage of New York, The Last Two Hundred Years*, (New York: Four Walls Eight Windows Publisher), 2000, Chapters 12 and 13
- See Blackboard course documents "NYC Garbage" for news articles and editorials on closure of Freshkills and on Mayor Bloomberg's Solid Waste Management Plan.
- Stephen Hammer and Benjamin Miller, "It's Your Garbage. Pay for it," *The New York Times*, July 4, 2003. (link on Blackboard through www.gothamgazette.org)
- Department of Sanitation Fact Sheet (see Blackboard)

VI. Housing and Homelessness in New York (weeks 9 and 10)

- Tyler Anbinder, *Five Points*, Introduction, Chapters 1-3, 11, 14.
- Jacob Riis, *How the Other Half Lives*, Chapters I, VIII, XIII, XXIV, XXV. Hypertext edition. (External link on Blackboard.)

- Robert Caro, "Rumors and the Report of Rumors," Chapter 41, *The Power Broker*, Vintage, 1975.
- Check index for other references to Five Points. "Tenements," pp. 110-111; "Public Housing," pp. 164-165.
- Michael Schill, editor, *Housing and Community Development in New York City*, Introduction, Chapter 1, Housing Conditions and Problems in New York City, Chapter 8, Dennis P. Culhane, Stephen Metraux, and Susan M. Wachter, "Homelessness and Public Shelter Provision."
- William Stern, "Why Gotham's Developers Don't Develop," *City Journal*, Autumn 2000.
- See "Homelessness in NYC" under course documents on Blackboard for articles from *The New York Times* on the city's policies regarding homeless families.
- Mayor Koch's and Mayor Bloomberg's housing plans. (Will be presented in Housing Team project.)

V. Central Park: Public and Private Interests (week 11)

- Selected readings from Roy Rosenzweig and Elizabeth Blackmar, *The Park and the People*, Columbia University Press, 1992. (Introduction, Chapters 3, 11, 16, 18)
- Betsy Blackmar and Roy Rosenzweig, "The Battle of the Parks," *Seaport*, Summer 1987.
- Sara Cedar Miller, Central Park, *An American Masterpiece*, (New York: Harry N. Abrams, Inc.), 2003, Introduction (on hard-copy reserve at circulation desk of Rosenthal Library)
- "The Park and the People discussion," Elizabeth Blackmar, et. al., www.gothamgazette.org (link on Blackboard)
- **Visit to Central Park to meet with :** Sara Cedar Miller, Central Park Conservancy Historian and Photographer

VII. The Future of New York: Team Project Presentation (weeks 12 and 13)

- Topics to be determined by you!

VIII. Tax Incentives for Economic Development and Summing Up (week 14)

- Jonathan Bowles, "Payoffs for Layoffs," Center for an Urban Future, 2/10/2001 (External Link on Blackboard)

Honors College Seminar 4 – Spring 2007 HNRS 226
 Shaping the Future of New York City
 Monday & Wednesday, 10:50-12:05, Temp 2, Room 101C
 Professor Melissa Checker
 Office: PH 250P
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Common Honors College Description

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4. Develop an understanding of the formal and informal institutions underlying decision making in the city by analyzing historical and contemporary planning and policy issues.

Our Seminar

Each instructor of Seminar 4 takes a different approach to the study of cities and has different areas of expertise – thus, every section of the seminar will have a somewhat different orientation while sharing the common description and objectives outlined above. In this seminar, we will concentrate on community-based participation, inequities in the planning process, and issues of environmental justice. In large part, our course will be discussion-focused, and we expect that you will enrich our discussions on issues relating to immigration (housing, labor market, education) by applying your experiences in Seminar 2, *The Peopling of New York* to this course.

The first half of the semester will provide a historic basis for themes of inequality and community participation, which run throughout the course. In the second half of the semester, we will apply the critiques we have just developed to

some of the most pressing issues facing New York City's immediate and long-term future. Here, we will examine each topic through an historic lens and discuss how past informs present. In addition, we will explore the steps currently being taken to address the issue, integrating what we have learned from the first half of the course as we debate our own suggestions for how best to handle these concerns in the future. Finally, throughout the semester we will enliven our academic experience through fieldtrips, guest speakers and videos.

Team Projects

Students will choose a current policy issue and complete a team analysis of it, which they will present in class at the end of the semester. Class members will then vote on which team participates in an Honors College end-of-semester event. Suggestions for topics include:

1. Education (such as Campaign for Fiscal Equity, alternatives such as charter schools, vouchers, private management of public schools)
2. Sanitation (What to do with all the garbage? Where should facilities be located?)
3. Public Health (such as the new ban on trans fats)
4. Affordable Housing (Why is there a problem? What income groups should be served by government? Where should it be located? Should it be new or existing housing?)
5. Transportation (What are the most pressing transportation needs? Maintaining the existing system? Building new facilities? And which ones: e.g., Extending Number 7 line, Second Avenue Subway?)
6. Environment (such as new policies regarding e-waste recycling)

A separate document will be distributed to provide more detail about the nature and timing of the team projects.

Books and Readings

You are asked to purchase two books from the Queens College Bookstore:

Page, Max. 2001. *The Creative Destruction of Manhattan, 1900-1940* (University of Chicago Press)
ISBN: 0-226-64469-3

David Maurrasse. 2006. *Listening to Harlem: Gentrification, Community, and Business* (Routledge)
ISBN: 0415933064

Further assigned readings will be available on e-reserve, on our Blackboard site, in hard copy at the library circulation desk, or through other online sources.

Course Assignments

Of course, you are expected to keep up with course readings and participate in class discussions. Frequently, we will begin class by writing on a particular question or set of questions (most of the time we will do this individually but occasionally, questions will be answered in teams). Your answers to these questions and your preparation for class will comprise your participation grade.

In addition, you will complete four short assignments and a semester-long team project. Two of the short assignments will consist of in class role-playing activities, one will consist of a short research paper, and one will consist of an in-class essay. Detailed assignment instructions will be distributed in class at a future date.

The grade distribution is as follows:

Team Project: 35% (made up of a team grade and an individual grade)

Class participation: 10%

In Class Role-Playing Exercises:

Mock Trial: 10%; Mock City Council Hearing: 10%

Built Environment Project: 15% (here you will apply course materials as you research the players, issues, pros and cons of an upcoming development project— i.e., Red Hook; Central Park North; the Columbia University Expansion Project; the new Stadium; Home Depot/Target in East Harlem)

Culminating In Class Essay: 20%

Please note also the following:

- Incompletes will not be granted, except in extraordinary circumstances and with proper documentation. After-the-fact requests for extensions and incompletes will not be considered.

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. So don't cheat. 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 taking phrases, sentences, paragraphs, or statistical findings from a variety of sources and piecing them together, without citing them, into a homework assignment. Taking phrases, paragraphs or papers from the internet and representing them as your own falls under this category. 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. 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.

Tentative Schedule of Readings/Activities:

(Please note! This schedule may be subject to some alteration)

I. Introduction/Course Overview

January 29

- Review Syllabus
- View "New York: A Documentary", episode 4 (part 1)

II. Who's Future? Contrasting Visions of the Future of New York City**A. Progressivism and Its Legacy**

January 31

- Discussion of e-research resources with our Technology Fellow, Helen Davis
- Caro, Robert *The Power Broker* (Introduction, Chapter 18)
- View "New York: A Documentary", episode 4 (part 2)

February 5 & 7

- Page, Max. *The Creative Destruction of Manhattan, 1900-1940*. (Chapters 1-3)
- View "New York: A Documentary", episode 6 (part 1)

February 11

*****FIELDTRIP TO THE MUSEUM OF THE CITY OF NEW YORK to hear Robert Caro @ 3:00 pm**

February 14 & 15

- Caro, Robert *The Power Broker*, continued (Chapters 20, 25, 36)
- Berman, Marshall. *All That is Solid Melts in Air* (290-329)

B. The Legacy and its Discontents

February 21

- ▯ Jacobs, Jane. *The Death and Life of Great American Cities* (Introduction)
- ▯ **Mock Trial – Robert Moses v. Future New Yorkers

C. City Politics and Civic Participation

February 26 & 28

- ▯ Gregory, Steven. *Black Corona*. (Chapters 5 & 7)
- ▯ GUEST SPEAKER – Laura Sinagra, Speechwriter for Marty Markowitz (to be confirmed)
- ▯ **Mock City Council Hearing on Atlantic Yards

III. Contemporary Issues

March 5

***GARDEN IN TRANSIT PROJECT!! (Details to follow)

March 7

- ▯ Maurrasse, David. *Listening to Harlem* (Chapters 1-2)

A. Housing & Gentrification

March 12, 14

- ▯ Maurrasse, David. *Listening to Harlem* (Chapters 3-4)
- ▯ William Stern, "Why Gotham's Developers Don't Develop," *City Journal*, Autumn 2000.
- ▯ GUEST SPEAKER – Natasha Winegar, Tenants and Neighbors Rent Regulation Organizer (to be confirmed)

B. Economic Development

March 19, 21

- ▯ Maurrasse, David. *Listening to Harlem* (Chapters 5-7)
- ▯ GUEST SPEAKER – David Quart, Director of Planning, New York City Economic Development Corporation (to be confirmed)

C. Inter-ethnic Relations/Tensions/Policing

March 26

- ▯ Goldshmidt, Henry. "Food Fights" in *Local Actions: Cultural Activism, Power and Public Life*
- ▯ Bornstein, Avram. "Anti-Terrorist Policing in New York City after 9-11", *Human Organization* 64(1): 2005.
<http://proquest.umi.com/pqdweb?did=817992751&Fmt=3&clientId=37634&RQT=309&VName=PQD>
- ▯ Checker, Melissa "Like Nixon Coming to China", *Anthropological Quarterly* 74(3): 2001.

D. Environmental Issues

March 28 -- Green Space

- ▯ Page, Max. *The Creative Destruction of Manhattan, 1900-1940*. (Chapter 6)

April 11 -- Pollution

- ▯ Sze, Julie, *Noxious New York* (Chapter TBA)
- ▯ GUEST SPEAKER -- TBA

April 16 -- Trash

- ▯ Nagle, Robin. "Why we love to hate san men" <http://bad.eserver.org/issues/2001/55/nagle.html>
- ▯ Nagle, Robin. "A Weeklong Journal of a Sanitation Worker in Training"
<http://www.slate.com/id/2106849/entry/2107445/>
- ▯ Royle, Elizabeth *Garbageland* (Introduction and Chapter 4)

******Possible Fieldtrip to Fresh Kills Landfill (information to follow)****E. Public Health**April 18

- Agnotti, Tom and Eva Hanhardt. "Problems and Prospects for Healthy Mixed-use Communities in New York City" *Planning Practice & Research* 16(2): 2001.
- View "9-11: Forgotten Heroes"

F. The Built EnvironmentApril 23 & 25

- Presentation on Powerpoint Do's and Don't's by Helen Davis
- Reading on WTC -- TBA
- Built Environment Project Presentations

G. Education – From the 1970s Fiscal Crisis to Charter SchoolsApril 30 & May 2

- Built Environment Presentations, Cont.
- Fishman, Maggie, "Creating Art, Creating Citizens" in *Local Actions*
- Hemphill, Clara, "Public Schools that Work" in *City Schools*
- Kane, Pearl Rock, "The Difference between Charter Schools and Charter-Like Schools" in *City Schools*
- GUEST SPEAKER – Sharon Freedman, Achievement Manager, Empowerment Schools Network

IV. Wrap-Up/Prescriptions/PresentationsMay 7

- Culminating Exercise

May 9 & 14

- Project Presentations

May 16

- Course Wrap-Up

Honors College Seminar 4 – Spring 2008 **HNRS 226**

Shaping the Future of New York City

Monday & Wednesday, 10:50-12:05

Professor Melissa Checker

Office: PH 250P

Email address: mchecker@qc.cuny.edu

Phone: X75130

Office Hours: M: 12:15-1:30; W: 10:00-10:45; 5:30-6:30

Common Honors College Description

The goal of this seminar is to develop an understanding of the ongoing interplay of social, economic, and political forces that shape the physical form and social dynamics of New York City. This will be accomplished in four ways:

- By looking at certain important historical junctures and major economic development initiatives that illustrate how decisions are made and power is distributed in the city. These might include the fiscal crisis of the 1970s, welfare reform, the formation of the Health and Hospitals Corporation, the implementation of the Grid Plan, the redevelopment of Times Square, the creation of Central Park, the construction of the World Trade Center and Battery Park City, among others.
- By considering New York City in the larger context of the region, the nation, and the world.
- By examining the institutional agents of change in the city—federal, state, and city government, public authorities, private sector interests, community boards, and community-based organizations—in order to appreciate the roles people take or are given in the decision-making processes of government.
- By studying inequality and its relationship to race, class, and gender.

Throughout the semester, seminar participants will engage in a team research project on a current planning or policy issue to understand where the city is going, who will make the decisions, and how fair the outcomes are likely to be.

Learning Objectives:

In the seminar, students will:

1. Use primary sources, both qualitative and quantitative, especially in their research projects, to understand community institutions, the local economy, and the role of government
2. Develop an understanding of how power differentially affects New York City's people, its built environment, and its institutions through site visits, case studies, or research projects.
3. Develop the ability to engage in key contemporary debates that will shape the future of the city through in-class discussions, presentations, and colloquia.
4. Develop an understanding of the formal and informal institutions underlying decision making in the city by analyzing historical and contemporary planning and policy issues.

Our Seminar

Each instructor of Seminar 4 takes a different approach to the study of cities and has different areas of expertise – thus, every section of the seminar will have a somewhat different orientation while sharing the common description and objectives outlined above. In this seminar, we will concentrate on civic participation in the political process, structural inequality, and issues of environmental justice. In large part, our course will be discussion-focused, and I expect that you will enrich our discussions by applying your experiences in Seminars 1, 2, and 3 to this course.

The first half of the semester will provide a historic basis for the themes of inequality and civic participation that run throughout the course. In the second half of the semester, we will apply the critiques we develop in the first half of the class to some of the most pressing issues facing New York City's immediate and long-term future. Here, we will examine each issue through an historic lens and again discuss how the past informs present. In addition, we will

explore the steps currently being taken to address the issue, integrating what we have learned from the first half of the course as we debate our own suggestions for how best to handle these issues in the future. Throughout the semester we will enliven our academic experience through fieldtrips, guest speakers and videos.

Writing

The job of writing in college is to incorporate, integrate, replicate and respond to other people's writing.

A secondary focus of this class is to develop your academic writing. To that end, many of your homework assignments will be geared towards using course readings to identify and assess the various elements that comprise an academic paper – i.e., thesis statements, sources, direct and indirect quotations, evidence, and etc. Later on in the semester, you will apply what you have learned through these assignments towards the writing of your own research papers.

Team Projects

All HC Seminar 4 students will complete team projects on a current policy issue, which they will present in class at the end of the semester. Students will choose which issues they wish to address. Suggestions include:

1. Education (such as Campaign for Fiscal Equity, alternatives such as charter schools, vouchers, private management of public schools)
2. Sanitation (What to do with all the garbage? Where should facilities be located?)
3. Public Health (such as the ban on trans fats)
4. Affordable Housing (Why is there a problem? What income groups should be served by government? Where should it be located? Should it be new or existing housing?)
5. Transportation (What are the most pressing transportation needs? Maintaining the existing system? What are the pro's and con's of fare increases, or the congestion pricing plan, or new lines such as the second Avenue line?)
6. Environment (such as new policies regarding e-waste recycling)

A separate document will be distributed to provide more detail about the nature and timing of the team projects. Each team member will be responsible for a unique portion of the overall project. Thus, while the project is a team effort, each team member will receive an individualized grade.

Books and Readings

You are asked to purchase two books from the Queens College Bookstore:

- ▯ Page, Max. 2001. *The Creative Destruction of Manhattan, 1900-1940* (University of Chicago Press)
- ▯ Sharman, Russell, Leigh. 2006. *The Tenants of East Harlem* (University of California Press)

Further readings will be assigned, most of them can be found on E-Reserve (password che226), and in some cases on our Blackboard site.

Course Assignments

Participation

Of course, you are expected to keep up with course readings and participate in class discussions. Frequently, we will begin class by writing on a particular question or set of questions (most of the time we will do this individually but occasionally, questions will be answered in teams). Your answers to these questions, your preparedness for class, and your homework will comprise your participation grade.

Homework

You will complete five out of eight short homework assignments (thus, you may skip three over the course of the semester). As mentioned, homework assignments have a three-fold purpose: (1) they reflect and enhance your engagement with reading materials, (2) they prepare you for your ultimate team project, and (3) they can serve as a useful reading guide. Assignments are due on MONDAYS, and will be posted to the blackboard site on the Wednesday before they are due. The grading scale for homework is as follows: √= acceptable; √- = submitted but

reflects minimal effort; 0 = un-submitted. (Note: you will start receiving zeros once you have skipped three assignments).

You will also participate in two class role-playing activities, and two (1-2 page) mandatory short, written assignments. Further details on these assignments will be distributed in class. Their due dates are noted on the Schedule below.

The grade distribution is as follows:

Team Project: **35%** (10% of this grade includes four incremental assignments leading up to your final project)

In Class Role-Playing Exercises: **10% each**

Class Participation/Homework: **25%**

Short Written Assignments: **10% each**

Please note also the following:

- *Incompletes will not be granted, except in extraordinary circumstances and with proper documentation. After-the-fact requests for extensions and incompletes will not be considered.*

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Tentative Schedule of Readings/Activities:

(Please note! This schedule may be subject to some alteration)

I. Introduction/Course Overview

January 28 & 30

☐ Introductions

☐ Review Syllabus; Course Objectives/Goals

Read for Wednesday, Jan. 30:

☐ New York's Gap Between Rich and Poor Is Nation's Widest, Census Says

<http://www.nytimes.com/2007/08/29/nyregion/29poverty.html?ex=1189051200&en=368f6b173f5d33dc&ei=5070&emc=eta1>

☐ GOTHAMITIS

http://www.newyorker.com/talk/comment/2007/01/08/070108taco_talk_gopnik

☐ The State of Working New York

http://www.fiscalpolicy.org/publications2007/SOWNY/SWNY07_ExecutiveSummary.pdf

II. The Past

"Study the past if you would divine the future." – Confucius

A. Progressivism and Its Legacy

February 4

☐ Caro, Robert *The Power Broker* (Introduction, Chapter 18)

☐ Page, Max. *The Creative Destruction of Manhattan, 1900-1940*. (Chapters 1-2)

Writing Focus: The Thesis Statement

FIELDTRIP TO MUSEUM OF THE CITY OF NEW YORK ON 2/7 – NO CLASS MEETING ON 2/6!!!

February 11 & 13

- 0 Caro, Robert *The Power Broker*, continued (Chapters 20, 25, 36)
- 0 Page, Max. *The Creative Destruction of Manhattan, 1900-1940*. (Chapter 3)
- 0 Prepare for Mock Trial

Writing Focus: Evidence

No Class on Feb. 18th!!

B. The Legacy and its DiscontentsFebruary 20

- 0 Jacobs, Jane. *The Death and Life of Great American Cities* (Introduction)
- 0 RECOMMENDED: Marshall Berman *All That is Solid Melts in Air* (290-329)
- 0 **Mock Trial – Robert Moses v. Future New Yorkers**

III. The Present

"We are shaping the world faster than we can change ourselves, and we are applying to the present, the habits of the past." Winston Churchill

A. Inequality in NYCFebruary 26 & 28

- 0 Race at Work www.princeton.edu/~pager/race_at_work.pdf
- 0 "Frisk Management" http://www.villagevoice.com/news/0750_gardiner.78606.2.html
- 0 Speaker: NYC Legal Aid
- 0 Discuss Instructions for Written Assignment #1

Writing Focus: Structure

B. Liberal & Post-Liberal Urban SpaceMarch 3 & 5

- 0 Davis, Mike, "Fortress LA"
- 0 Page, Max. *The Creative Destruction of Manhattan, 1900-1940*. (Chapter 6)

C. Urban DevelopmentMarch 10 & 12

- 0 Peter Eisinger, "The Politics of Bread and Circuses"
- 0 William Stern, "Why Gotham's Developers Don't Develop," *City Journal*, Autumn 2000.
http://www.city-journal.org/html/10_4_why_gothams.html
- 0 *Listening to Harlem* Chapter 3, "Equitable Urban Development"
- 0 Speaker: CUNY Writing Fellow (March 10)
- 0 WRITTEN ASSIGNMENT #1 DUE!!!!!!!!!!!!

Writing Focus: Quotation Sandwich

March 17

- 0 MEET IN ROSENTHALL LIBRARY!! (Bring Library Assignment)

March 19

- 0 *Tenants of East Harlem*, Chapter 2
- 0 Prepare for City Council Hearing
- 0 View: "The House We Live In," Part I
- 0 PROSPECTUS FOR FINAL PROJECT DUE!!!

D. Living in the City, Pt. 1March 24 & 263 *Tenants of East Harlem*, Chapters 6-8

0 View: "The House We Live In," Part II

*Writing Focus: Sources*March 31

0 Helen Davis, Powerpoint Do's and Dont's

0 RECOMMENDED: Henry Goldschmidt, "Food Fights: Contesting 'Cultural Diversity' in Crown Heights"

April 2

0 Mock City Council Hearing!!!!

Living in the City, Part 2April 7 & 90 *Tenants of East Harlem*, Chapters 3, 5

0 Work on Team Projects

0 Discuss Instructions for Written Assignment #2

*Writing Focus: Stitching/Transitions***IV. The Future***"We must respect the past and mistrust the present if we wish to provide for the safety of the future." - Joseph Joubert***A. Public Health**April 14 & 160 Agnotti, Tom and Eva Hanhardt. "Problems and Prospects for Healthy Mixed-use Communities in New York City" *Planning Practice & Research* 16(2): 2001

0 "Ghetto Miasma: Enough To Make You Sick?"

3 Gap in Illness Rates Between Rich and Poor New Yorkers Is Widening, Study Shows

http://www.nytimes.com/2007/09/28/nyregion/28gap.html?_r=1&oref=slogin

0 RECOMMENDED: "Childhood Asthma in NYC"

0 ANNOTATED BIBLIOGRAPHY DUE!!!!

0 SPEAKER: HEALTH CARE FOR ALL CAMPAIGN

B. The EnvironmentApril 28 & 30 -- Pollution0 Sze, Julie, *Noxious New York*, Chapter 40 Checker, Melissa *Like Nixon Coming To China*

0 SPEAKER: THE FUTURE OF TRANSPORTATION IN NYC

May 5 & 7 -- Trash

0 Nagle, Robin. "A Weeklong Journal of a Sanitation Worker in Training"

<http://www.slate.com/id/2106849/entry/2107445/>0 Royte, Elizabeth *Garbageland* (Introduction and Chapter 4)

0 RECOMMENDED: Nagle, "Why We Love to Hate San Men" AND Royte "Chapter 1"

0 WRITTEN ASSIGNMENT #2 DUE!!!

May 12 & 14

0 Team Project Presentations

0 Paper Draft Due!!!!