

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

Winter 2008  
Tuesday and Thursday, 10:30-11:50am  
Parrington 108  
Web: <http://courses.washington.edu/pbafrgk/560>  
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Growth management planning, regional governance efforts, and attempts to insure the availability of 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.

### **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 its policy context, 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 or 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.

*Discussion Questions:* Once or twice during the quarter (depending on the size of the class) you and one or two classmates will be responsible for doing the reading extra carefully and posting *as a group* 3 well thought out and considered overarching questions based in the readings to the class listserv on Sunday night for one day of readings in the following week. We will use these questions to guide class discussion.

### **Readings**

There are three required texts:

Briggs, Xavier de Sousa, editor. 2005. *The Geography of Opportunity: Race and Housing Choice in Metropolitan America* (Washington, DC: Brookings).

Conant, Ralph W. and Daniel J. Meyers. 2002. *Toward a More Perfect Union: The Governance of Metropolitan America, 2<sup>nd</sup> Edition* (Novato, CA: Chandler & Sharp Publishers, Inc) (Conant and Meyers in the syllabus).

Fainstein, Susan and Scott Campbell, editors. 2003. *Readings in Urban Theory, 2<sup>nd</sup> Edition* (Oxford: Blackwell).

The textbooks are available at the University Bookstore and are on 24-hour reserve at Odegaard Undergraduate Library.

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 Burien, on **Friday February 8 from 1 to 5:30 pm**. Please mark it on your calendar, as attendance is mandatory. Burien is a small city of 32,000 residents south of Seattle and west of SeaTac airport. Incorporated in 1993 it is rapidly becoming ethnically and racially diverse so that today over 25% of its residents and 50% of its public school students are non-white. Its home ownership rate and its poverty rate are higher than surrounding communities; at the same time a revitalized main street of small shops and a new town center are emerging. Burien 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!). Burien 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 Jan 29 for more information. Due Jan 29.

*Field Trip Preparation:* We will post to the course website background information you gather on Burien. Members of the class will be subdivided by topic to put together parts of a briefing packet on Burien, to help the entire class to be informed prior to our going there. Briefing material roles will be assigned on Jan 15 with the materials due in electronic form Jan 24 to post to the class website.

*Exercise II, Burien Problem Diagnosis:* This paper asks you to define a particular urban problem focusing on Burien, 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 Burien research for this paper. Due Feb 5.

*Exercise III, Focus on Burien:* 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 Burien and educate your classmates about both the strategy and your appraisal using the basic framework employed in class. This is an opportunity for you to use oral and written arguments 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 Feb 12 by e-submit. Presentations will take place on Mar 11 and 12, and the paper deadline is Mar 17.

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 Jan 24)	10%
Case Memo (due Jan 29)	10%
Exercise II, Problem Diagnosis (due Feb 1)	15%
Exercise III, Focus on Burien Presentation (proposal Feb 12, presentation Mar 11 & 13)	15%
Exercise III, Focus on Burien Paper (Due Mar 17)	20%
Class Participation	<u>20%</u>
	100%

Date	Topic and Readings	Assignments
<b>I. URBAN PROBLEMS IN GLOBAL PERSPECTIVE: URBAN AREAS AND INEQUALITY</b>		
1. Tues Jan 8	<p><b>Identifying Urban Problems</b></p> <p><i>What do we mean by urban?</i></p> <p><i>Based on the readings and your own experience, what are the three most important problems in metropolitan regions?</i></p> <p><i>What role has globalization played in setting the stage for local urban and regional economies?</i></p> <p><i>Read:</i></p> <p>Conant and Myers:  “Foreword,” p. xi-xiv  “Chapter 1 Introduction: The State of Metropolitan America,” p. 1-15  “Chapter 2 The Urban Society,” p. 17-44.  Sassen, “Cities in a World Economy,” <i>Readings in Urban Theory</i> p. 32-56</p> <p><i>Understand Trends:</i></p> <p><i>Puget Sound Trends</i>. September 2007. Populations of Cities and Towns at <a href="http://www.psrc.org/publications/pubs/trends/d3sep07.pdf">http://www.psrc.org/publications/pubs/trends/d3sep07.pdf</a></p> <p><i>Puget Sound Trends</i>. February 2007. Population Change and Net Migration at <a href="http://www.psrc.org/publications/pubs/trends/d7feb07.pdf">http://www.psrc.org/publications/pubs/trends/d7feb07.pdf</a></p>	Exercise I handed out

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2. Thurs Jan 10	<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><i>Read:</i>  Chapter 3 Problems, Priorities, and Planning  Harvey, David. "Social Justice, Postmodernism, and the City," <i>Readings in Urban Theory</i> p. 386-402.</p> <p><i>Understand Trends:</i>  SOCDS State of the Cities 2000 Fast-Look: Seattle, WA at <a href="http://socds.huduser.org/Census/screen1.odt?metro=msa">http://socds.huduser.org/Census/screen1.odt?metro=msa</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 take a look at some data comparing the central city to the rest of the metro area. This should help you answer the third question above in a concrete and specific manner).  Living Cities Census Series <a href="http://www.brookings.edu/projects/Living-Cities.aspx">http://www.brookings.edu/projects/Living-Cities.aspx</a>. Check out Census Plus and the Data Book on Seattle.</p> <p><i>Optional for the curious:</i>  If you want more current information about Seattle and the rest of the metropolitan area, check out the American Community Survey (ACS) at American Fact Finder (<a href="http://factfinder.census.gov">http://factfinder.census.gov</a>). Type in Seattle or other information in the box at the top to get raw data and a narrative about the specific cities or metro areas based on sample survey data from 2006.</p>	<p>Exercise I: Housing Act of 1949</p> <p>Burien Briefing Materials Assignment Handed Out</p>
<b>II. METROPOLITAN GROWTH, DECENTRALIZATION, &amp; POLITICAL FRAGMENTATION</b>		
3. Tues Jan 15	<p><b>Urban Sprawl and its Consequences</b>  <i>What are the social, economic and technological influences causing sprawl?</i>  <i>What are the implications of Fulton et al's, powell's and Conant and Meyers' findings about sprawl for the economic and social well being of urban regions?</i>  <i>Is suburbia a thing of the past?</i></p> <p><i>Read:</i>  Conant and Myers, "Chapter 4 Schism and Consensus," p. 93-108  Fishman, "Bourgeois Utopias: Visions of Suburbia," <i>Readings in Urban Theory</i> p. 21-31.  powell, "Sprawl, Fragmentation, and the Persistence of Racial Inequality: Limiting Civil Rights by Fragmenting Space," in <i>Urban Sprawl</i>, Gregory Squires editor, p. 73-117. E-reserve</p> <p><i>Understand Trends:</i>  Fulton et al. 2001. <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></p>	<p>Exercise I: Highway Act of 1954 and the National Defense Highway Act (1956) (one presentation)</p>

Date	Topic and Readings	Assignments
4. Thurs Jan 17	<p><b>Transportation Problems and Regional Policies</b>  <i>For whom is 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, Washington TRAC (invited)</p> <p><i>Read:</i>  Wachs and Dill in <i>Opportunity and Governance</i> p. 296-323 E-reserve  Downs, <i>Still Stuck in Traffic</i>, p. 1-36 E-reserve  Litman, Todd, Evaluating Transportation Equity. <a href="http://www.vtapi.org/equity.pdf">www.vtapi.org/equity.pdf</a>, p. 1-46 (skim)</p> <p><i>Understand trends:</i>  <i>Puget Sound Trends</i>, “Vehicle Miles Traveled,” August 2007  <a href="http://www.psrc.org/publications/pubs/trends/t2aug07.pdf">http://www.psrc.org/publications/pubs/trends/t2aug07.pdf</a>  Proposition 1 vote: <a href="http://vote.wa.gov/elections/WEI/Results_Prop1.aspx">http://vote.wa.gov/elections/WEI/Results_Prop1.aspx</a>  Lindblom, Mike. Nov 27 2007. “Roads and Transit, post-Prop 1: Where do we go from here” (short) <a href="http://archives.seattletimes.nwsource.com/cgi-bin/texis.cgi/web/vortex/display?slug=webprop1aftermath07m&amp;date=20071107">http://archives.seattletimes.nwsource.com/cgi-bin/texis.cgi/web/vortex/display?slug=webprop1aftermath07m&amp;date=20071107</a>  Lindblom, Mike. Nov 28 2007. “Prop 1 too big, costly to Pass” (short) <a href="http://seattletimes.nwsource.com/html/localnews/2004041565_transpopoll29m.html">http://seattletimes.nwsource.com/html/localnews/2004041565_transpopoll29m.html</a></p> <p><i>Optional for the curious:</i>  <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)  <i>King County Benchmark, Transportation 2006</i>  <a href="http://www.metrokc.gov/budget/benchmrk/bench05/Transportation/transportation.htm">http://www.metrokc.gov/budget/benchmrk/bench05/Transportation/transportation.htm</a>  Key Findings from Sound Transit Survey :  <a href="http://seattletimes.nwsource.com/ABPub/2007/11/28/2004041017.pdf">http://seattletimes.nwsource.com/ABPub/2007/11/28/2004041017.pdf</a>  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>Exercise I:  Intermodal Surface  Transportation  Efficiency Act  (ISTEA) of 1991  and updates</p>

Date	Topic and Readings	Assignments
5. Tues Jan 22	<p><b>Metropolitan Fragmentation and Fiscal Competition</b></p> <p><i>What are the causes of governmental fragmentation in metropolitan areas?</i></p> <p><i>What are the consequences of such governmental fragmentation?</i></p> <p><i>How do governmental structures and abilities enhance or obstruct equity in regions?</i></p> <p><i>How do financial disparities in metropolitan areas intensify other types of disparities?</i></p> <p><i>Read:</i></p> <p>Conant and Myers, Chapter 5 Models of Local Government Reorganization. P. 123-143.</p> <p>Ross and Levine, 2006. Chapter 5 Formal Structure and Leadership Style. <i>Urban Politics: Power in Metropolitan America</i> p. 131-171. e-reserve</p> <p><i>Understand Trends:</i></p> <p>Puentes, Robert and David Warren, 2006, <i>One Fifth of America: A Comprehensive Guide to America's First Suburbs</i>, Brookings Institution <a href="http://www.brookings.edu/metro/pubs/20060215_firstsuburbs.htm">http://www.brookings.edu/metro/pubs/20060215_firstsuburbs.htm</a> (skim data report)</p>	
6. Thurs Jan 24	<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?</i></p> <p><i>What has been the impact of the Growth Management Act on sprawl and transportation in the Puget Sound Region?</i></p> <p><i>Given the definitions provided in the reading, to what extent is GMA "Smart Growth"?</i></p> <p><i>Read:</i></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 e-reserve</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 e-reserve</p> <p><i>Draft Vision 2040.</i> <a href="http://www.psrc.org/projects/vision/index.htm">http://www.psrc.org/projects/vision/index.htm</a> : Read Summary, Draft Vision 2040 (read intro; skim the rest).</p> <p><i>Growth Management By the Numbers: Population, Household, and Employment Growth Targets in the Central Puget Sound Region</i> <a href="http://www.psrc.org/projects/monitoring/growthtargets/index.htm">http://www.psrc.org/projects/monitoring/growthtargets/index.htm</a></p>	<p>Post Burien Briefing Packet Materials</p> <p>Exercise II handed out</p>

Date	Topic and Readings	Assignments
7. Tues Jan 29	<p><b>Case Study: Metropolitan Governance and Planning</b></p> <p>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) (purchase from <a href="http://www.ksgcase.harvard.edu">http://www.ksgcase.harvard.edu</a>)</p>	Case Memo due
<b>III. INCOME INEQUALITY, RESIDENTIAL SEGREGATION, &amp; THE LABOR MARKET</b>		
8. Thurs Jan 31	<p><b>Spatial Stratification within U.S. Metropolitan Areas</b></p> <p><i>How would you characterize spatial stratification? What is the current status of spatial stratification in the U.S.? Is it a problem? Why or why not?</i></p> <p><i>Read:</i></p> <p>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.</p> <p>Roisman, Florence Wagman. 2002. Teaching about inequality, race, and property. <i>Saint Louis University Law Journal</i> 46,3: 665-690. e-reserve</p> <p>Jargowsky, Paul A. and Rebecca Yang. 2006. The underclass revisited: a social problem in decline. <i>Journal of Urban Affairs</i> 28,1: 55-70. e-reserve</p> <p><i>Understand Trends:</i></p> <p>Berube, Alan and Thacher Tiffany. 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. e-reserve.</p>	Exercise I: Mount Laurel Decision

Date	Topic and Readings	Assignments
9. Tues Feb 5	<p><b>Residential Segregation and Public Policy</b>  <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/reports/2004/04demographics_fasenfest.aspx">http://www.brookings.edu/reports/2004/04demographics_fasenfest.aspx</a>  Fainstein, Norman, "Race, Class, and Segregation: Discourses about African Americans," <i>Readings in Urban Theory</i> p. 170-193.  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.</p>	<p>Exercise I: Poverty Dispersal Policies</p> <p>Ex II Due</p> <p>Ex III handed out</p>
Thurs Feb 7	No Class	
10. Fri Feb 8	<p><b>BURIEN FIELD TRIP</b>  <b>1:00- 5:30PM</b></p>	
11. Tues Feb 12	<p><b>The Implications of Poverty, Race, and Immigration in Urban Regions</b>  Field Trip Recap  <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. May 17, 2007. The Impact of Immigration on States and Localities. Congressional Testimony.  <a href="http://www.brookings.edu/~media/Files/rc/testimonies/2007/0517demographics_singer/20070517.pdf">http://www.brookings.edu/~media/Files/rc/testimonies/2007/0517demographics_singer/20070517.pdf</a></p> <p><i>Understanding Trends:</i>  Singer, Audrey. 2007. Twenty-First Century Gateways: Immigrant Incorporation in Suburban America. Power Point Presentation.  <a href="http://www.brookings.edu/~media/Files/rc/speeches/2007/0418demographics_singer/20070418.pdf">http://www.brookings.edu/~media/Files/rc/speeches/2007/0418demographics_singer/20070418.pdf</a></p>	<p>Exercise I: Civil Rights Act of 1964</p> <p>E-submit 1 paragraph on Exercise III topic</p>

Date	Topic and Readings	Assignments
12. Thurs Feb 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</p> <p><i>Read:</i>  Schwartz, Alex. 2006. Chapters 1 Introduction and 2 Trends, Patterns, Problems p. 1-45. e-reserve  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><i>Understand trends:</i>  National Low-Income Housing Coalition. <i>Out of Reach</i>. Available at <a href="http://www.nlihc.org/oor/oor2006/?CFID=8913532&amp;CFTOKEN=81651001">http://www.nlihc.org/oor/oor2006/?CFID=8913532&amp;CFTOKEN=81651001</a> (short discussion, check out local data)  <i>Puget Sound Trends: Housing Prices and Affordability</i> <a href="http://www.psrc.org/publications/pubs/trends/e16jun07.pdf">http://www.psrc.org/publications/pubs/trends/e16jun07.pdf</a> (2 pages)  FY 2007 Income Limits for Seattle-Bellevue-Everett PMSA <a href="http://www.metrokc.gov/dchs/csd/housing/IncomeGuide07.pdf">http://www.metrokc.gov/dchs/csd/housing/IncomeGuide07.pdf</a> (1-page)  King County Fact Sheet <a href="http://www.housingconsortium.org/news/documents/KCFactSheet2007.pdf">http://www.housingconsortium.org/news/documents/KCFactSheet2007.pdf</a> (2 pages)</p> <p><i>Optional for the very curious:</i>  If you want more details about the situation in King County, see: <i>King County Benchmarks: Affordable Housing 2006</i> <a href="http://www.metrokc.gov/budget/benchmrk/bench06/AffHsg/aff_housing.htm">http://www.metrokc.gov/budget/benchmrk/bench06/AffHsg/aff_housing.htm</a></p>	Exercise I: Fair Housing Act of 1968

Date	Topic and Readings	Assignments
13. Tues Feb 19	<p data-bbox="370 233 943 264"><b>Geographic and Social Access to Employment</b></p> <p data-bbox="370 264 1016 296"><i>How do social networks connect individuals with jobs?</i></p> <p data-bbox="370 296 1211 363"><i>How does access to jobs and job information vary by race, income, and gender?</i></p> <p data-bbox="370 363 1008 394"><i>Is there a spatial mismatch for some groups and jobs?</i></p> <p data-bbox="370 432 440 464">Read:</p> <p data-bbox="370 464 1281 562">Kleit, Rachel Garshick. 2002. Job search networks and strategies in scattered-site public housing. <i>Housing Studies</i> 17 (1): 83-100. (electronic reserves)</p> <p data-bbox="370 562 1268 661">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).</p> <p data-bbox="370 661 561 693">Available at</p> <p data-bbox="370 693 1281 760"><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></p> <p data-bbox="370 760 1195 861">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</p> <p data-bbox="370 861 1289 928"><a href="http://www.brookings.edu/es/urban/publications/glaeserjobsprawlexsum.htm">http://www.brookings.edu/es/urban/publications/glaeserjobsprawlexsum.htm</a></p>	Ex I: The Community Reinvestment Act

Date	Topic and Readings	Assignments
14. Thurs Feb 21	<p><b>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>Guests: David Harrison, Senior Lecturer and Chair, Washington State’s Workforce Training and Education Coordinating Board (invited) Joaquin Herranz, Assistant Professor (invited)</p> <p><i>Read:</i> Melendez, Edwin. 2004. Communities and Workforce Development in the Era of Devolution. <i>Communities and Workforce Development</i>, p. 1-34 e-reserve Fainstein, Susan S. “The changing world economy and urban restructuring,” <i>Readings in Urban Theory</i> p. 110-123.</p> <p><i>Understand trends:</i> “Wages in Central Puget Sound 1995, 2000-2004,” <i>Puget Sound Trends</i> August 2006, available at <a href="http://www.psrc.org/publications/pubs/trends/e14aug06.pdf">http://www.psrc.org/publications/pubs/trends/e14aug06.pdf</a> <i>Recession and Rebound in Target Industry Groups, 2000-2006.</i> November 2007 <a href="http://www.psrc.org/publications/pubs/trends/e5nov07.pdf">http://www.psrc.org/publications/pubs/trends/e5nov07.pdf</a></p> <p><i>Optional for the very curious:</i> King County Benchmarks: Economics 2006 <a href="http://www.metrokc.gov/budget/benchmrk/bench05/Economics/economics.htm">http://www.metrokc.gov/budget/benchmrk/bench05/Economics/economics.htm</a></p>	

Date	Topic and Readings	Assignments
<b>IV. WHERE DO WE GO FROM HERE?</b>		
15. Tues Feb 26	<p><b>Urban and Metropolitan Revitalization after Hurricane Katrina</b>  <i>Why has the federal commitment to urban policy changed over time?</i>  <i>What has the impact been on urban areas?</i>  <i>What does the situation in New Orleans with regard to redevelopment and revitalization reflect broader trends in urban and metropolitan policy?</i></p> <p><i>Read:</i>  Giegengack, Robert and Kenneth R. Foster. 2006. Chapter 1 Physical Constraints on Reconstructing New Orleans, in <i>Rebuilding Urban Places After Disaster: Lessons from Hurricane Katrina</i> p. 13-33.  Lang, Robert E. 2006. Chapter 6 Measuring Katrina's Impact on the Gulf Megapolitan Area, in <i>Rebuilding Urban Places After Disaster: Lessons from Hurricane Katrina</i> p. 89-102  Zandi, Mark et al. 2006. Chapter 7 Restarting the Economy, in <i>Rebuilding Urban Places After Disaster: Lessons from Hurricane Katrina</i> p. 103-116.  Weinberger, Rachel. 2006. Chapter 8 Restarting Transportation, in <i>Rebuilding Urban Places After Disaster: Lessons from Hurricane Katrina</i> p. 117-131  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><i>Understand trends:</i>  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> (Use to learn how recovery is progressing)</p>	Exercise I: Community Development Block Grant
16. Thurs Feb 28	<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>  <i>Do you agree with Squires and Kurbin's position on this debate?</i></p> <p><i>Read:</i>  Ferguson and Dickens. 1999. Ch1, Introduction. <i>Urban Problems and Community Development</i>. Washington, DC: Brookings Institution, 1-31. <b>e-reserve</b>  Roisman, Florence W. and Hilary Botein. 1993. "Housing Mobility and Life Opportunities." <i>Clearinghouse Review</i> special issue: 35-51. e-reserve  Squires, Gregory D. and Kubrin, Charis R. Privileged places: race, uneven development and the geography of opportunity in urban America. <i>Urban Studies</i>. 2005; 42(1):47-68 e-reserve</p>	

Date	Topic and Readings	Assignments
17. Tues Mar 4	<p><b>Brownfields and Economic Development</b></p> <p><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>Guest: Lucy Auster, Project Manager, King County Brownfields Program</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>  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>	
18. Thurs Mar 6	<p><b>Urban and Metropolitan Policy—What is the future?</b></p> <p><i>What level of government should be responsible for leadership in setting policy metropolitan areas?</i>  <i>What should the role of the federal, state, and local governments be?</i>  <i>Wherefore regional government or cooperation?</i>  <i>How do equitable development consideration shape how you think about metropolitan policy?</i></p> <p>Read:  Kleniewski, Nancy. 2002. “Federal Urban Policy,” <i>Cities, Change, and Conflict</i> p. 312-330. e-reserve  Conant and Meyers, Chapter 9 States’ Responsibility for Urban Development, p. 231-267.  Conant and Meyers, Chapter 10 Toward a More Perfect Union, p. 269-308.  Blackwell, Angela Glover and Judith Bell. 2005. Chapter 13 Equitable Development for a Stronger Nation: Lessons from the Field, in Briggs, <i>Geography of Opportunity</i>, p. 289-309.</p> <p><i>Optional for the very curious:</i>  Briggs, Xavier de Sousa. 2005. Chapter 14 Politics and Policy: Change the Geography of Opportunity, <i>Geography of Opportunity</i>, p. 289-309.</p>	
19. Tues Mar 11	<b>Exercise III: Focus on Burien</b>	
20. Thurs Mar 13	<b>Exercise III: Focus on Burien</b>	
Mon Mar 17		Hand in Ex III Paper by noon (electronic drop box)