

## **PD 535 Urban Management and Governance Fall Semester 2010**

**Thursday 3:00 – 5:40**  
**108 B Hayes Hall**  
**Professor Henry Louis Taylor, Jr.**  
**Office Hours: Thursday -- 6:00 – 8:00**  
**Fall Semester 2010**  
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### **Course Description**

PD 535 explores the intersection where ideology, political economy, and governance merge to drive the city and metropolitan building process. The course uses a community development and urban management framework to view this building process. It situates *urban planning* in a market-based, elite-centered society that is stratified based on race and class. Within this framework, the goal is for students to learn how *progressive* urban planners can build people-centered and socially just urban regions, while simultaneously providing them with the conceptual frameworks required for constructing such places.

The world of governance is a messy one filled with intrigue and opportunities, and this course seeks to provide students with the insights required to navigate this complicated terrain and to take advantage of opportunities to rebuild distressed communities and create sustainable urban regions. Why is this insight into government so important? The reason is you cannot build the city and urban region without the involvement of local government. Every planning and community development issue requires some degree of government approval and action—be it redevelopment of an inner city or suburban neighborhood, delivery of a human service, preservation of an historic structure, clean-up of a polluted waterway, or the location of a hospital, airport, or sport stadium. Consequently, being an effective planner requires knowing the organization, structure and function of government, as well as understanding the city and regional building process.

PD 535 focuses on urban planning in the central city, but it locates the city within the broader metropolitan setting. The course objective is to discuss the interplay between central city and suburban growth within a metropolitan framework and to gain insight into ways that planners can promote and facilitate the interactive development of these two components of the urban metropolis. A fundamental goal of the course is to get students to think creatively about ways to create a sustainable urban metropolis that is based on socioeconomic and racial justice.

The course blends together lectures and discussions, and it will have a service learning component. The final project will be a semester long venture in which students will be required to use the knowledge and insights gained from the course to solve a neighborhood development problem in the Greater Martin Luther King, Jr. Better Schools Better Neighborhoods community. Thus, in this course, students are expected to demonstrate their mastery of the material in three ways: (1) *participation* in class, (2) *performance* on the mid-term and final-examination examinations, and (3) the successful implementation of a group project.

## **PD 535 Class Project:**

### **Developing a Neighborhood Profile: The Martin Luther King, Jr. Better Schools/Better Neighborhoods Community**

The *Better Schools/Better Neighborhoods Initiative* is based on the premise that solving the wicked problems facing blacks, Latinos, and low-wage workers requires transforming the neighborhoods where they reside into great places to live, work, play and raise a family. In this approach, the urban planner is responsible for developing a *physical* and *social* plan to guide the revitalization process. Such a plan must reimagine the physical and social environments because the “neighborhood” is a place where these two environments are overlaid and integrated into a singular whole.

The first step in the neighborhood plan-making process is the development of detailed neighborhood profile, which outlines the physical and social characteristics of the community. This neighborhood profile becomes the foundation upon which residents and stakeholders will construct their vision of the community and its future plans. The assessment of the physical and social environments will cover the following areas:

- **Background data and information:** The start point in developing the neighborhood profile is to obtain copies of all existing reports, documents, and previous plans relating to the development of the Greater MLK community. These plans should be studied and analyzed and ultimately integrated into the development of the neighborhood profile.
- **Analysis of the land-use Structure:** This segment of the profile focuses on analyzing the use of land in the Greater MLK community. The assessment should be concerned with issues such as the location of major employment centers, business and commercial centers, the arterial system, identifying core areas, community anchors or focal points, vacant lands, abandoned structures, and an analysis of the housing types. This assessment will also focus on an analysis of property ownership within the community.
- **The social and institutional structure:** this analysis will focus on gaining insight into the people, their institutions, and the problems confronting them. The analysis will be divided into two components. The first will examine the demographic features of the community and the issues of crime, while the second will focus on an analysis of the community's institutional structure. Using the 2000 census, there will be a detailed analysis of the population and the occupational structure of the community, including an assessment of the community's daytime. This section will also include an analysis of crime property and violent crime in the Greater MLK community. The institutional analysis will focus on the identification of neighborhood institutions and neighborhood-based services within the community. This section will identify key gathering places, such as barbershops, beauty parlors, restaurants, and the like. The idea will not be to simply produce a shopping list of institutions, but also to identify the most important ones.

## **SWOT Analysis**

A SWOT analysis will be used to draw conclusions from the assessment of the neighborhood profile. This analysis will focus on identifying the community's strengths, its weaknesses, development opportunities and the main forces that threaten its ability to grow and develop. Strengths and weaknesses are internal dynamics, while opportunities and threats relate to the community's ability to take advantage of trends or tendencies occurring throughout the city and region. Threats, on the other hand, can relate to both internal and external issues.

## **Class Deliverables**

1. A one to two hour presentation, which will be made to members of the Better Schools/Better Neighborhoods Collaboration. The session should include a PowerPoint presentation.
2. A hardcopy and electronic report that can be distributed to members of the Collaboration and other significant publics.
3. An online database that contains all the reports, documents, photographs and other data used in the development of this report.

## **Project Administration**

The class must organize itself into a group with a captain and co-captain, who are responsible for the management of the project. Any member, whom the team members feel are not producing, can be fired. A fired team member must write a 25 page report on some aspect of urban development.

The team is responsible for developing a work plan, which will be due on September the 16, 2010. The work plan should outline the tasks of team members and must include a time line, which indicates when major bench marks will be met. The final presentation and all deliverables are due on the last day of class.

## **The Deliverables**

The deliverables are due on the last day of class. You are free to organize them in any way desired. The written report should be edited and have graphics. It should be written in a professional manner, and *should contain an executive summary, table of contents, body, and appendices*. The deliverables will be judged on the basis of their (1) organization, structure, and overall quality. (2) The thoroughness of the research and (3) the creativity and solidness of the work.

## **Course Requirements**

### **Grading Policy**

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|-------------------------|---|-----|
| a. Class Participation  | - | 5%  |
| b. Group Project        | - | 10% |
| c. Mid-Term Examination |   | 30% |
| d. Final Examination    |   | 55% |

### **Required Texts**

David R. Morgan, Robert E. England, and John P. Pelissero, *Managing Urban American* (6<sup>th</sup> Edition), Washington, D.C.: CQ Press, 2007.

**Henry Louis Taylor, Jr.**, *inside El Barrio: a Bottom-Up View of Neighborhood Life in Castro's Cuba* (Kumarian Press, 2009).

Course Outline [all readings, other than the required text, have been placed on the "S" drive.]

1. **Back to the Future:, City and Metropolitan Building in the Age of Globalization--  
September 2**
2. **The Historical Origins of the Problems of Affordable Housing, Fair Housing, Urban  
Distress, and Sprawl -- September 9**

**Readings:**

Nicolaides, Becky M., "Where the Working Man is Welcome: Working-Class Suburbs in Los Angeles, 1900-1940," *Pacific Historical Review* (Nov., 1999): 517-559.

Taylor, Henry L., *Inside El Barrio*, pp. 9-38.

Taylor, Henry L., "The Historical Roots of the Crisis in Housing Affordability: The Case of Buffalo, New York 1920 – 1950."

Harris, Richard and Robert Lewis, "The Geography of North American Cities and Suburbs, 1900 – 1950: A New Synthesis," (2001):262-292.

**Symposium on Thomas J. Sugrue: The Origins of the Urban Crisis** (1998):43-69.

3. **The Segregated Metropolis and the Problem of Metropolitan Development  
September 16**

**Readings:**

Morgan, England, and Pelissero, *Managing Urban America*, pgs, 1-28.

Taylor, *Inside El Barrio*, pp. 39-70.

Peter Mieszkowski and Edwin S. Mills, "The Cause of Metropolitan Suburbanization," *The Journal of Economic Perspectives*, 7/3 (Summer 1993): 135-147.

Jo-Anne Berelowitz, "Review: Protecting High Culture in Los Angeles: MOCA and the Ideology of Urban Development," *Oxford Art Journal*, 16, 1 (1993): 149-157.

Rosa Oliveras and Ricardo Nunez, "There will be Reason to keep Balance: Urban Segregation in Havana: Policies, Instruments and Results," **Lincoln Institute of Land Policy, Conference Paper**, 2001.

Henry Louis Taylor, Jr. "The Hidden Face of Racism," ***American Quarterly***, 1995/47/3.

Dwyer, Owen J. and John Paul Jones 111, "White Socio-spatial epistemology," **Social and Cultural Geography** (2000): 209-224.

**4. The Role of Neighborhoods in the Planning and Metropolitan Building Process  
September 23**

**Readings:**

Chaskin, Robert J., "Perspectives on Neighborhood and Community: A Review of the Literature," **The Social Service Review**, (Dec., 1997): 521-547

Mumford, Lewis, "The Neighborhood and the Neighborhood Unit," **The Town Planning Review** (Jan. 1954): 256-270.

Perry, Clarence Arthur, "City Planning for Neighborhood Life," **Social Forces** (Sept. 1929): 98-100.

Taylor, Henry L., *Inside El Barrio*, 71-110.

**5. Liberal Expansionism and the Problem of Metropolitan Governance  
September 30**

**Readings:**

Calthorpe, Peter and William Fulton, *The Regional City: Planning for the End of Sprawl*, (book review), *The New York Times*.

Harmes, Adam, "Neoliberalism and Multilevel Governance," **Review of International Political Economy** (Dec. 2006):725-749

Harmer, John "Place Meaning and Neoliberalism in Sonora Copper-Mining Towns," *Geographical Review*, 86/1 (January 1996):115-116.

Imbroscio, David L. "Shaming the Inside Game: A Critique of the Liberal Expansionist Approach to Addressing Urban Problems," *Urban Affairs Review*, 42, 2 (November 2006): 224-248.

Savitch, H.V., and Ronald K. Vogel, "Metropolitan Consolidation versus Metropolitan Governance in Louisville," **State and Local Government Review** (Autumn 2000): 198-212.

**6. Mid Term Examination – October 7**

**7. Where Do We Go from Here: Competing Visions of the Urban Metropolis  
October 14**

**Readings:**

Bertuaud, Alain and Bertrand Renaud, "Socialist Cities without Land Markets," *Journal of Urban Economics* 41 (1997): 137-51.

Editorial, "The Impact of the Built Environment on Health: An Emerging Field," *American Journal of Public Health*, September 2003, 93/9.

Leaf, Michael "Inner City Redevelopment in China: Implications for the City of Beijing." *Cities* 12, no. 3 (1995): 149-62.

Talen, Emily "Sense of Community and Neighborhood Form: An Assessment of the Social Doctrine of New Urbanism," *Urban Studies*, 1999, 36.

**8. Governance and City Building Process: Urban Finance, Service Delivery, and Quality of Life October 22**

**Readings:**

Morgan, England, and Pelissero, *Managing Urban America*, pgs,186-222; 290-317.

Haley, Patsy, "Creativity and Urban Governance," **Policy Studies** (2004):87-103.

Metzger, John T., "Planned Abandonment: The Neighborhood Life-Cycle Theory and National Urban Policy," **Housing Policy Debate** (2000):7-40

Meehan, Elizabeth, "From Government to Governance, Civic Participation and New Politics: The Context of Potential Opportunities for Better Representation of Women," (2000), Occasional Papers, Centre for the Advancement of Women in Politics, School of Politics, Queen's University Belfast.

**9. The People Must Lead: Civic Participation and Urban Development October 29**

**Readings:**

Morgan, England, and Pelissero, *Managing Urban America*, pgs, 85 – 115; 152-185.

Norman Krumholz, "A Retrospective View of Equity Planning, Cleveland 1969 – 1979," *Journal of the American Planning Association*, 1982, 48/2.

Patsy Healey, "Collaborative Planning in Perspective," *Planning Theory*, 2003, 2/2.

Patsy Healy, "Building Institutional Capacity Through Collaborative Approaches to Urban Planning," *Environment and Planning*, 1998, 30.

Chaskin, Robert J., "Fostering Neighborhood Democracy: Legitimacy and Accountability With Loosely Coupled Systems," *Nonprofit and Voluntary Sector Quarterly* (2003): 161-189

**10. Neighborhoods Matter: Revisiting the Relationship between Urban Planning and Neighborhood Development November 4**

**Reading:**

Small, Mario Luis and Katherine Newman, "Urban Poverty After The Truly Disadvantaged: The Rediscovery of the Family, the Neighborhood, and Culture," *Annul. Rev. Sociol.* (2001): 23-45.

Taylor, Henry L., "The Cuban Model of Neighborhood Development: Lessons for the Regeneration of Inner City Communities in the United States," Presentation, Florida A&M University (2009)

Wolf, Peter, "Urban Redevelopment 19<sup>th</sup> Century Style: Older, Bolder Ideas for Today," **Design Quarterly** (1972):3-17.

Coyula, Mario, John F. Uggen, Thomas Angotti, "The Neighborhood as a Workshop," **Latin American Perspectives** (1996):90-103.

LISC, **The Ripple Effect: Economic Impacts of Targeted Investments, the Federal Reserve Bank** (2005)

Staples, Lee, Review of **The Organic City: Urban Definition and Neighborhood Organization, 1880-1920**. By Patricia Mooney Melvin. Lexington: University Press of Kentucky, 1987.

Steiner, J.F., **Review of Neighborhood and Community Planning by Clarence Arthur Perry**

Taylor, *Inside El Barrio*, 149-165.

**11. The Redevelopment of Distress Urban Neighborhoods and Metropolitan Development: Schools and Neighborhoods November 11**

**Readings:**

Morgan, England, and Pelissero, *Managing Urban America*, 32-56.

Steiner, J. F., "Is the Neighborhood a Safe Unit for Community Planning," **Social Forces** (1930); 492-493.

Schott Foundation, "Yes We Can: the Schott 50 State Report on Public Education), Schott Foundation for Public Education, (2010)

Taylor, Henry L. and Linda McGlynn, "Solving the Dewey Problem: Where Do we go from Here," **The Good Society** (2008): 56-62

**12. The Economic Development Strategy, November 18**

**Readings:**

Morgan, England, and Pelissero, *Managing Urban America*, 135-148.

Taylor, *Inside El Barrio*, 111-122.

Gar Alperovitz, Steve Dubb and Ted Howard, "Asset-Building Comes of Age," *Shelterforce*, Spring 2007.

Gar Alperovitz, "Who Owns Capital?," *Boston Review*, 1999.

Poole, Erickcek, Iannone, McCrea, and Salem, "Evaluating Business Development Incentives, U.S. Department of Commerce," August 1999.

### **Thanksgiving Holiday 24-27**

### **13. Neighborhood Economic Development**

**December 2**

**Readings:**

Taylor, *Inside El Barrio*, 122-147.

Kevin R. Cox and Andrew Mair, "Locality and Community in the Politics of Local Economic Development," *Annals of the Association of American Geographers*, Vol. 78, No. 2 (Jun., 1988), pp. 307-325.

Daniel Immergluck, "Neighborhood Economic Development and Local Working: The Effect of Nearby Jobs on Where Residents Work," *Economic Geography*, Vol. 74, No. 2 (Apr., 1998), pp. 170-187.

Alan Mallach, *Building a Better Urban Future: New Directions for Housing Policies in Weak Market Cities*, Community Development Partnerships' Network, 2005.

Marianne Fay and Caterina Ruggeri Laderchi, "Urban Poverty in Latin America and the Caribbean: Setting the Stage," *The World Bank*

### **14. Class Presentation – December 9**

### **15. Final Examination – December 11**