

MHC 226
Shaping the Future of New York City
Spring 2024
Tuesdays 12:15-1:30

Dr. Jennifer Rutledge

Office Hours: Tuesday: 11-12 and 1:45-2:55; zoom mtgs also available any day.

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Course Description

Having examined a variety of important aspects of the past and present of New York City in the previous seminars, in this fourth and final seminar students analyze the interplay of social, economic, and political forces that shape the physical form and social dynamics of New York City. Students learn to conduct in-depth study of important urban policy and planning issues facing the city, such as homelessness, gentrification, race and racism, education, public health, approaches to criminal justice, mass transit and vehicular congestion, urban ecological preservation and sustainability, environmental justice, and economic development. By studying agents of change – federal, state, and city governments, public authorities, private sector interests, community boards, nonprofit organizations, community activists, and others – students come to appreciate the roles people take or are given in decision-making processes and the ways these roles are affected by historical and contemporary patterns of access, inequality, and the mechanisms of power. Culminating projects of this seminar are presented in a cross-campus conference setting, with small groups of students explaining their investigations of crucial issues affecting the future of New York City, and proposals for addressing them.

Learning Goals/Outcomes

Students will:

- Use primary sources, both qualitative and quantitative, as well as scholarly secondary sources, site visits, case studies, and research projects, to understand historical causes of current problems, including the roles of government, community institutions, public policy, and structural inequities.
- Develop the ability to engage in key contemporary debates that shape the future of the city through in- class discussions and presentations, drawing on in-depth investigations and embracing complex multi- faceted analysis.
- Learn to communicate complex ideas in simple and understandable terms, using multiple formats, such as written reports of varying length, professional-quality visual presentations, public speaking, and web- based formats.
- Develop, propose, and defend viable solutions to the city's challenges.

Assignments:

The ultimate goal of this class is to prepare you to present your policy solutions to the current problems of NYC at the Spring Macaulay Conference. Thus, one of your major assignments will be that conference presentation. Along the way you will do a number of small assignments to give you the background necessary to tackle the Macaulay Conference. These will include two short response papers to the week's reading, weekly newspaper summaries of current NYC issues, assignments related to your own experience with transportation, parks, farmers markets and housing, and a final reflection on the future of NYC.

You will also receive a nominal grade for participation. This will be graded as follows:

17-20:	No unexcused absences or late arrivals; regular comments and questions make a positive contribution to class
14-16:	Few unexcused absences or lateness; regular comments and questions make a positive contribution to class
9-13:	Multiple unexcused absences or late arrivals; rare comments or questions make minimal or no contribution to the class; obvious disengagement.
1-8:	Frequent unexcused absences or late arrivals; no comments OR comments and questions that make a negative contribution to the class; obvious disengagement
0:	You haven't been to class for three months but for some reason show up at the last class.

Your grade will be determined by earning points on these various activities and then dividing against the total available. The grading scheme is laid out below:

Total Points: 400

Newspaper Summaries: 100 (10 separate assignments each worth 10 points)

Macaulay Conference In-Class Presentation: 100

Response Papers 25 each (two in total)

Parks Response: 20

Housing Response: 20

Transportation Response: 20

Farmers Market Response: 20

Futures Reflection: 50

Participation: 20

Statement on Attendance: Attendance is not required for this course. However, it is highly unlikely that you will receive a passing grade if you do not attend the class regularly. In addition, arriving late and/or leaving early is highly discouraged so that you will not disrupt the learning of your peers.

Office Hours: I encourage students to come to my office hours to discuss any issues they have with the course as well as to further in-class conversations. My office hours are listed above. I am also open to meeting with students at other times, just contact me to set up a meeting.

Required Texts

There are no required texts for this course; all readings will be available on Blackboard.

There are three required films which are either at the library or can be purchased for \$3.79 or less.

COURSE SCHEDULE

Jan 30 – Intro to class/What is Policy

- Watch Youtube Video – JGR, What is Policy?

Feb 6 – What is a city and who is it for?

- Mumford “What is a City”
- Hochfelder, “The Kind of Problem a City is” *Journal of Urban History* 2020 46:5, 1174-1179

Feb 13– New York City History and Gentrification

Read:

- Gopnik, “Street Cred: What Jane Jacobs got so Right About Our Cities – and what she got wrong”
- Hackworth (2002). “Post Recession Gentrification in NYC” *Urban Affairs Review*
- Sanneh, (2016) “There Goes the Neighborhood” *New Yorker*

Watch:

Episode 6: PBS American Experience New York (available as DVD from the library or on Amazon)

Feb 20 – How does NYC work?

Read:

- Gerber, Elisabeth R., and Daniel J. Hopkins (2011) “When Mayors Matter: Estimating the Impact of Mayoral Partisanship on City Policy,” *American Journal of Political Science* 55(2): 336-339.
- de Graauw, Els, and Floris Vermeulen. 2022. “Local Context and Immigrant Bureaucratic Incorporation: Insights from Amsterdam and New York City.” *Journal of Ethnic & Migration Studies* 48 (13): 3259–79
- Weikart, Lynne A. "The Giuliani administration and the new public management in New York City." *Urban Affairs Review* 36.3 (2001): 359-381.

Watch: Episode 7: PBS American Experience New York (York (available as DVD from the library or on Amazon)

February 27 – **The Politics of Transportation**

- English, J. 2021. “Derailed: The Postwar End of New York City Subway Expansion. *Journal of Urban History*. 47(4) 832-848
- Schwartz, Sam, et al. "A Comprehensive Transportation Policy for the 21st Century: A Case Study of Congestion Pricing in New York City." *NYU Env'tl. LJ* 17 (2008): 580.
- Current News on Congestion pricing – to be updated closer to the date

Watch:

History of New York City Transportation: Harvard Online
<https://www.youtube.com/watch?v=trO5lDEfJFw>

Animation of the Subway lines over Time
<https://www.youtube.com/watch?v=vP0J6xPvPBg>

DUE: Transportation Response – BEFORE CLASS

March 6 – **The Politics of Parks and Open Spaces**

- Reichl, A. 2018. “Manufacturing Landmarks in NYC parks” *Journal of Urban History*. 44(4) 736-754
- Smith and Kurtz. 2003. “Community Gardens and the Politics of Scale of NYC” *The Geographical Review* 93(2) 193-212
- Wachs, A 2019. “The Politics of Lower Manhattan’s Privately Owned Public Spaces”. *Curbed*.
- City of New York, Department of Parks Report, 1914 – READ PAGES 9-26. SKIM THE REST

Watch:

<https://www.youtube.com/watch?v=lvGux1p2lY> – Why NYC is reinventing it's parks (12 min)

<https://www.youtube.com/watch?v=HdsWYOZ8iqM> – Seneca village (5 min)

<https://www.youtube.com/watch?v=MRmvUTptGtY> – high line (14 min)

DUE: Parks Response – BEFORE CLASS

March 12 – Food Politics: Street Vendors and Food Security

Kornfeld, D. 2014. “Bringing Good Food in: A History of New York City’s Greenmarket Program” *Journal of Urban History*. 40(9)2) 345-356.

- Allison, Noah, Krishnendu Ray, and Jaclyn Rohel. "Mobilizing the streets: the role of food vendors in urban life." *Food, Culture & Society* 24.1 (2021): 2-15.
- Cohen and Ilieva. 2020. “Expanding the Boundaries of Food Policy: The Turn to Equity in NYC”. *Food Policy*

Watch:

Street Vendors:

<https://www.youtube.com/watch?v=1r0ocJbsY-g>

DUE: Farmers Market Response – BEFORE CLASS

March 19 – The Politics of Housing

Read:

- Eisenberg, (2017) “A Shelter Can Tip the Scales Sometimes: Disinvestment, Gentrification, and the Neighborhood Politics of Homelessness in 1980s NYC” *Journal of Urban History*
- Our Radical, Practical NYCHA Makeover – curbed.com
- Kober Eric (2023) NYC’s Mayor Adams Finally Faces Housing Crisis with Major Reforms, Manhattan Institute

Watch: Decade of Fire (JJ library Link)

DUE: Housing Response – BEFORE CLASS

March 26 – Policy Design Day 1

Read:

- Stone, “Causal Stories as Problem Definition”
- Bardach and Patashnik, *A Practical Guide for Policy Analysis*, 1-14

Watch:

Ratatouille (yes, the Disney Movie)

Available on Disney Plus, or Amazon Prime (for rent) or Youtube (for rent)

JGR – Policy Design I and II (YT)

April 2 – Policy Design Day 2

Watch:

- JGR – Implementation (YT)

Listen:

- Podcast: Maintenance Phase – The Presidents Physical Fitness Test

April 9 – Group Work for Conference

April 16- Group Work for Conference

April 23, 30 – NO CLASS, SPRING BREAK

May 3-5 – Macauley Conference

May 7 – Class Presentations

May 14 – Class Presentations

Future of NYC Reflection DUE: TBA

Course Policies:

College Policy on Plagiarism

Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrasing, summarizing, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation, http://guides.lib.jjay.cuny.edu/citing_sources.

If I determine that a violation has occurred you will fail that assignment.

College Policy on Cheating

Students are prohibited from using books, notes, and other reference materials during examinations except as specifically authorized by the instructor. Students may not copy other students' examination papers, have others take examinations for them, substitute examination booklets, submit papers written by others, or engage in other forms of academic dishonesty. This includes the use of any AI sources.

If I determine that a violation has occurred you will fail that assignment.

Accessibility:

If you have special needs, please contact the Office of Accessibility Services (Room 1233 North Hall, 212.237.8031), bring me documentation, and we can take the appropriate steps and accommodations. Furthermore, if you have situations or circumstances that affect your ability as a student in this class or John Jay, please feel free to speak with me or send me an email as soon as possible. It is my goal for each of you to succeed and I will try to be as sensitive to the diversity of student needs.

Diversity and Collegiality

One of the most enriching aspects of an undergraduate education is participating in a classroom with students from a wide variety of ethnic and cultural backgrounds and from a diverse variety of perspectives. In order to facilitate optimal learning within such a diverse environment it is imperative that students listen, analyze and draw upon a diversity of views. To make this possible I expect collegial dialogue across cultural and personal boundaries.

Explanation of Grades

A, A–	Excellent
B+, B, B–	Very Good
C+, C	Satisfactory
C–, D+, D, D–	Poor -- Passing, but too many of these grades can lead to dismissal from the College because of a low grade point average.
F	Failure -- An F is not erased when the course is taken again and passed.
P	Passing -- The P grade is not computed in the grade point average and is authorized only for: 1. Remedial and developmental courses 2. Non-remedial courses for which the P grade is designated in the course description. 3. Courses taken on a Pass/Fail Option

This explanation of grades comes from the Registrar's office. If you want to dispute a grade, you must have a clear argument as to why your work falls within a different category.

(<http://www.jjay.cuny.edu/academics/761.php>)