

PO 230: Politics of Cities

Saint Michael's College - Fall Semester 2021
Jeanmarie Hall 373 ; Tuesdays & Thursdays 1:45pm - 3:20pm

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Office Hours: Wednesdays 12:30pm-2:30pm, Thursdays 11:30am-1:30pm, & by appointment

Course Description

"In 2009, for the first time in history, more than half the world's population lived in cities. In a time when family, friends, and co-workers are a call, text, or e-mail away, 3,300,000,000 people still choose to crowd together in skyscrapers, high-rises, subways, and buses. Not too long ago, it looked like cities were dying, but in fact they boldly threw themselves into the information age, adapting and evolving to become the gateways to a globalized and interconnected world. Now more than ever, the well-being of human society depends upon our knowledge of how the city lives and breathes." -Edward L. Glaeser, from *Triumph of the City: How Our Greatest Invention Makes Us Richer, Smarter, Greener, Healthier, and Happier*

We live in a time when cities have become the center of our lives. We eat, sleep, work, recreate, travel, date, participate in democratic governance, learn, and eventually die in cities, more often than not. As such, cities have become major players on the political stage. The actions and policies of cities can affect our lives in significant ways. Ordinances can restrict where we live, what and how we eat and drink, where we park our cars, when we can be in public areas, what type of jobs we hold, who we can publicly date, and what topics can be discussed in school, just to name a few. It has never been more important to understand how cities make policy, and what city residents can do to shape it.

Our goal over the next 15 weeks is to understand, analyze, and evaluate **1) how cities are formed, governed, and shape public policy, and 2) specific public policy topics that are primarily the purview of cities to regulate.** We will first discuss the policymaking process, the role of public opinion, and the operation of cities in the United States. The latter half of the course will be devoted to discussing specific policy topics and how cities both historically and currently have shaped policy in these areas.

Required Text

We will consult one textbook during our discussions, with additional material provided online through the course Canvas page.

Judd, Dennis R., and Annika M. Hinze. 2019. *City Politics: The Political Economy of Urban America: Tenth Edition*. New York, NY: Routledge.

Readings are detailed in the Course Outline section of the syllabus. All readings, whether from the textbook or provided through the course Canvas page, are to be completed **before** the class session they are assigned.

Course Policies & Expectations

Attendance, Participation, & Lecture Resources

I will come to our class sessions on-time and prepared to lead a lecture and discussion for the full amount of time we have scheduled together. I expect each of you to also be ready to listen, question, and discuss for

the same amount of time. I will aim to post lecture slides the morning of the class period of the lecture.

Attendance counts as a very small portion of your participation grade. If you are frequently absent, you'll hear from me to check in and see how I can help you catch up and make sure you're ok. In order to help me learn your name and to take attendance, **I'm asking you to make a name tag that you can display on your desk.** The best way to do this is to fold a normal sheet of paper in thirds, and use a marker to write your name in big, bold letters. You can stand the name tag like a pyramid on your desk.

While the pandemic is under control in Vermont, the virus continues to rage and mutate globally. There may be a reason for some or all of us to transition to an online format for a period of time - including if we're sick from a non-COVID-19 illness. To encourage you to stay home when you're ill and relax, all class sessions will be recorded and available in Echo360 on our course Canvas page. Please, take advantage of this setup and **do not come to class if you are not feeling well.**

Laptops & Other Electronics

The consensus of education scholarship¹ maintains that students who take notes by hand retain more information over time than those who take notes on laptops or other electronic devices. Aside from the learning benefits of abstaining from laptop use for notes, the benefits of removing the audio/visual distractions associated with the use of electronic devices, both to you and those around you, are significant. As such, **the use of laptops, tablets, smartphones, and other electronic devices to take notes is strongly discouraged** during our time together. Using these devices for anything other than notetaking is not permitted in class.

If you insist on disregarding this notetaking advice, or you have a learning disability that is mitigated through the use of electronic devices, please avoid sitting in the front row(s) so you can minimize the distractions caused by your use of technology. Please note: if you are found to be using electronics for other activities (e.g. social media, checking e-mail, shopping, etc.) you will not be permitted to continue using electronic devices in class. Additionally, **audio and/or visual recording of lectures is not permitted** without prior authorization from me.

Office Hours & E-mail

I have four hours set aside each week where I am available in my office to consult with students. That time is **your** time; you do not need an appointment to come by. I strongly encourage students to come in and chat about topics from the readings or lecture, to discuss study skills, or to simply talk about any questions you may have with the course. I would prefer spending that time chatting with you instead of doing something else, so please, don't be a stranger! If your schedule prevents you from being able to see me during office hours, you're welcome and encouraged to e-mail me to set-up an appointment when we can meet.

As we are still proactively trying to mitigate the COVID-19 pandemic, **my office hours will be held virtually via Zoom.** The link is on the front page of our Canvas course. When you click on the link, you'll be placed in the virtual waiting room. I'll transfer you from there to my feed as soon as I can. If you want to meet as a group, just let me know when I bring you in who else I should let in from the waiting room too.

I welcome students getting in touch with me through e-mail, but it should not be done as an alternative to direct conversation during office hours. E-mails should primarily be used to address quick questions, not for requests to go over what was discussed in lecture because of an absence. E-mails are a form of professional correspondence, not informal text messages. I will respond to e-mails within 24 hours on weekdays (and

¹Check out this [New York Times article](#) for a summary of the research.

often much sooner), but do not expect a reply after 5:00pm or on weekends.

I will communicate with the class often through Canvas messages or announcements. Please be sure your Canvas notifications are updated to ensure you are informed when these messages are sent out.

Late Submissions

College student life is busy. I have prepared a Course Outline that allows you to plan well in advance to complete our readings, assignments, and exams. I strongly encourage you to use this outline to ensure that you prepare sufficient time to complete all the tasks associated with our course. Each of you can hopefully use the outline in conjunction with your personal calendars to avoid work piling up.

Even with good planning, life happens. As such, you have a 24-hour grace period to submit assignments. **For up to 24-hours after the due date of an assignment, you can submit it late, no questions asked, no excuses needed, and no penalty assessed.** If your circumstances make it necessary for you to submit work past the grace period, that is when you should contact me so we can work out an arrangement and so I can provide you support in successfully completing the course. If you submit work after the grace period, but did not contact me in advance to discuss your unique circumstances, I will not grade the assignment and it will receive a zero. **I strongly advise that you do everything you can to submit at the deadline** and not view the “real” deadline as simply being the end of the grace period; technical difficulties will not permit an extension beyond the grace period. **Also, due to college policy, I cannot accept the final exam late - it must be submitted by the deadline.**

Grade Appeals

I am committed to making the grading process as transparent as possible. I will prepare a rubric for most assignments/exams that outlines how they will be graded. When grades are posted, you should be able to see how you did according to the rubric in addition to any individual comments I make on your assignment or exam. **Grades are based on quality of work, not on a student’s effort towards completing the work.** Think of your graded work like building a boat; you could spend a lot of time constructing that boat, but if when you take it out to the lake it immediately sinks, no one congratulates or pays you for spending a lot of time on building a defective boat. If you believe that the grade does not adequately reflect the quality of your submitted work, you may take the following steps²:

- Review any comments/feedback I have provided, including the rubric for the assignment or exam.
- If after reviewing my feedback you still have questions about how your assignment or exam was graded, come to my office hours and we can discuss it. **Please note: I do not discuss grades for 24 hours after they have been handed back to students.** This policy allows for all parties to discuss an assignment or exam without the immediate emotional reaction of seeing the grade.
- If after discussing your grade with me in person, you still believe the grade does not adequately reflect the **quality of your work**, write a one-paragraph written request for a re-grade and submit it to me by e-mail. The request should outline specific examples of your work that you believe were incorrectly graded. **Any request for a re-grade must be submitted within one week of the assignment or exam being returned to the student.** If your request is approved, I will evaluate the assignment or exam as though it is a new submission. As such, the assignment or exam may receive a lower grade, the same grade, or a higher grade. The result of this re-grade is final.

²Please note, that due to time constraints in submitting course grades, final exams are not included in this policy

Campus Resources

Any student in need of accommodations, or who is unsure if they should receive any, should contact the [Office of Accessibility Services](#), located on the top floor of the Durick Library. You should also contact me to discuss necessary accommodations well in advance of the deadline for any assignment or exam. I am committed to upholding the college's policy on ensuring that students in need of accommodations are fully supported.

I highly recommend all students take advantage of the academic resources offered by the [Academic Enrichment Commons](#), also located on the top floor of the Durick Library. These resources include tools to improve study skills, academic writing, as well as select topic-specific assistance. Almost all of these services are included in your student fees, so take advantage of them and get your money's worth.

Finally, learning how to practice good mental health and maintenance is just as important as learning the skills and knowledge associated with your college degree. I invite and encourage each of you to take the opportunity to speak with a mental health professional as often as you need or want while at Saint Michael's College. These professionals at the [Bergeron Wellness Center](#) are specifically here and trained to provide you the support and care that you need as a college student. Please use their services as an important resource during your college experience. Take a look at their services using the link above, and remember, **it's ok to not be ok; it's a sign of strength to ask for help when you need it.**

Academic Integrity

Simply put: do not cheat. Do not consider cheating, attempt cheating, or encourage others to cheat. All work done for this course must be done individually unless otherwise specified. You cannot submit work done in previous courses, or in another course during this semester, for credit in this course. You cannot plagiarize. I have posted a document on our course Canvas page that explains what constitutes plagiarism and how to avoid it. **I strongly encourage every student to review this document, even if you think you already know what constitutes plagiarism.** Accidental plagiarism is still plagiarism and will be treated as such. If you have any questions about academic integrity, please reach out to me.

Any and all instances of violating the College's [academic integrity policy](#) will be reported to the Associate Dean of the College, and the assignment(s) and/or exam(s) that are the subject of the infraction will receive a zero.

Social Justice and Allyship

At the core of Saint Michael's mission is for everyone in our community to become an advocate for social justice, including a personal effort to be "intentionally inclusive." Political science is heavily involved in scholarship and education that addresses many topics of social justice and building a more just and equitable society. I am personally committed to fulfilling this mission, and encouraging my students to do likewise. I strive to ensure my office and our classroom, whether physical or virtual, are safe spaces of inclusion for all. I invite each of you to join me in creating and ensuring such an environment during our time together.

Recent events have drawn attention to the issues and deficiencies that still exist within our society. The "Me Too" movement has highlighted how sexism, sexual harassment, and sexual abuse continue to plague our institutions and communities. Black Lives Matter calls on us to recognize systemic racism, particularly in policing and government, and pro-actively become anti-racists. Pride marches present an opportunity to celebrate recent hard-earned judicial recognition of the civil rights and liberties for LGBTQ+ people, and the ongoing need to continue to fight for rights still denied. The consequences of policies regarding the treatment of immigrants, refugees, and undocumented peoples rouse us to consider how we can be more charitable and compassionate in our treatment of vulnerable and historically marginalized populations. This list is hardly comprehensive, as there remain other issues regarding religious persecution, income inequality,

climate justice, and on and on.

While we won't touch on all of these issues, we will discuss many of them in the context of this course. I encourage all of you to intentionally consider how you advocate for social justice in your own life, and how you are striving to continually become an ally to those in need of your support. The College provides several resources and campus groups to help support what is both a personal and collective mission to promote social justice and allyship. I'll list some below and encourage you to check them out if you haven't already during your time at Saint Michael's.

- **Center for Multicultural Affairs & Services:** They represent Saint Michael's "commitment to a campus and a world that values every human being, and supports and celebrates their uniqueness, experiences, and contributions." Some of their activities/groups include the Diversity Coalition, and the Martin Luther King, Jr. Society and Convocation.
- **Center for Women and Gender:** Their mission is "to promote awareness and activism around women's and gender equity issues by educating students, faculty and staff." They also support individuals by providing them with resources and referrals.
- **Common Ground:** A GSA (Gender and Sexuality Alliance) that seeks to provide a safe space on Saint Michael's campus for all members of the LGBTQ+ community.

Boilerplate Notices

The following are some boilerplate notices I've included as we implement greater accessibility for the course. If you have any questions or concerns about them, please feel free to get in touch with me.

Recording and Posting of Online Lectures

Lectures may be recorded by the professor and posted only to a college-approved site (e.g. Canvas). The recordings may include a student's video feed, their name, and any materials they share during the lecture (e.g. screen share, chat messages, spoken comments, etc.). **By enrolling in this course, you consent to being recorded and for that recording to be posted to the course Canvas page.**

Professor's Copyright of Course Materials

The professor's lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials, are protected by U.S. copyright law and by college policy. The professor is the exclusive owner of the copyright in those materials they create. Students may take notes and make copies of course materials for their own use. Students may also share those materials with another student who is enrolled in or auditing this course. **Students may not reproduce, distribute or display (post/upload) lecture notes or recordings or course materials in any other way, whether or not a fee is charged, without the professor's express prior written consent.** Students also may not allow others to do so. If a student violates this standard, they may be subject to student conduct proceedings under the college's academic integrity policy, including receiving a grade of F for the course.

Course Requirements

Grade Breakdown

All assignments are to be submitted in Canvas.

- 15% Midterm Exam
 - Exam begins: Tuesday, 28 September, 3:30pm
 - Exam responses due: Monday, 4 October, 12:00pm
- 45% Policy Evaluation Papers - 3 papers at 15% each: one paper in each two week block due at 12:00pm on Thursday, 21 October; Thursday, 4 November; Thursday, 18 November (see outline for specific topics).
- 25% Policy Proposal Memo and Presentation: due Thursday, 16 December, 3:30pm
- 15% Seminar Participation (including weekly meme submissions due at 12:00pm on Fridays)

Midterm Exam

The midterm will be a take-home exam beginning after the review session on Tuesday, 28 September. Anything and everything from lecture, discussions, or readings is fair game for inclusion in the midterm. The exam is open-book, open-note; meaning you can use all of the resources provided on Canvas and in your textbook. Since you will have access to all of the readings and the lecture slides, no additional study guide will be provided. You are neither required nor expected to use any other resources, so please, do not do so. As always, even though the exam is being completed at home, it should be done individually (see the Academic Integrity section.)

The format of the midterm exam will consist of a number of short answer essay questions and some identification terms. I'll explain the specific expectations at least one week in advance. You will have until **12:00pm on Monday, 4 October** to submit your midterm exam responses on Canvas. The late work grace period still applies.

Policy Evaluation Papers

In the second portion of the course, we will be discussing several different policy topics: public health, policing, housing, homelessness, education funding & choice, education curriculum, modern anti-discrimination ordinances, sports & economic development, immigration, transit, and the environment. **You will need to choose 3 of these topics and write a short evaluation paper.** You can choose which topics you want to write on, but **one paper will be due in each two week block** (see the Course Outline for more information on what topics are being discussed and when).

These evaluation papers should be **no more than 3 double-spaced pages**, 12-pt font. About half of a page should summarize the problem being addressed by the policies in the readings assigned for that day's policy topic. The remaining 2.5 pages should be filled with your evaluation of one of the policies discussed that week. Is the policy effective, efficient, and feasible? What tweaks could make the policy better meet the three evaluation criteria? **All evaluation papers are submitted through Canvas and due at 12:00pm on the final day of the two week block.**

Policy Proposal Memo

In lieu of a final exam, you will have the task of picking one of the twelve policy areas we will discuss in the second portion of the course and writing a policy proposal memo. This memo should be **no more than 6 double-spaced pages**, 12-pt font. In the memo, you will identify a problem that needs to be addressed by a new policy, propose your policy solution in detail (meaning you need to explain and convince your reader that your proposal is feasible, efficient, and effective), and respond to potential critiques of your policy proposal. Think of this as if you were working for the city and tasked with writing a short memo outlining a proposal to address a problem facing the city. Your goal would be to get the city leadership to enact your proposal. **The memo will be submitted through Canvas and due at 3:30pm on Thursday, 16 December.**

In the last two weeks of class, each of you will have the opportunity to present your policy proposal to your peers. You will each have **15 minutes** in which to make your presentation and respond to questions from the class. I'll provide more details on the expectations of the presentation as we get closer to the end of the course.

Seminar Participation and Weekly Meme Submission

Our course will only be successful if we all participate and learn together. I expect everyone to participate over the 15 weeks we have together. Participation does not mean just asking questions or contributing to the discussion every week (though you are certainly encouraged to do so), nor does it mean that you should contribute so much that you forget to listen to what your peers have to share. Good civic discourse requires both sharing and listening. Please be sure to do both on a regular basis.

This is a political science course and we will be discussing political issues. Each of us has a unique opinion about many political issues, and some of these views are considered foundational to our varied belief systems. When we discuss these issues, there will likely be disagreement. That's a key part of politics; democratic governance anticipates and indeed promotes disagreement and differences of opinion. While we may have disagreements, I insist we discuss our differences with respect, civility, and empathy. Do your best to try to understand the point of view of your peers, even if you think they are completely wrong.

This standard does not mean you should avoid participating when you have an alternative point of view because you do not want to provoke an argument. Be bold! Share what you believe! You may be challenged to defend your beliefs, but that is an opportunity for you to learn and grow, not an attack on who you are or what you think. Deliberative discourse succeeds in preserving democracy when we listen with an empathetic ear, rather than speak with a threatening tongue.

Your participation grade will be based on your active participation in class, as well as your submission of a weekly meme. For these memes, your task is pretty simple; read through the week's assignments and consider the material discussed in class - then, make a meme about one aspect of that week's topic. For example, if we were studying policing policy, you could make a meme that in some way expresses a fundamental concept about a specific policing policy. Be as creative as you want, but don't be foolish or hurtful (see the above discussion about civility, respect, and empathy). You'll submit your meme in Canvas **by 12:00pm every Friday** (late period still applies). **You have 3 free passes to forget or just skip submitting a meme;** after that, you'll lose points from your participation grade for each subsequent meme not submitted. **Because of this provision, meme submissions cannot be made up.**

Course Outline

This section provides a daily outline of what we will be doing during the next 15 weeks. Readings are to be completed **before** the class they are assigned. All readings can be found on [Canvas](#) or in the [textbook](#). This schedule is subject to change, but I will give you notice if/when that occurs.

Legend: [Canvas/Online Readings](#), [City Politics textbook](#), [Class Cancellation](#), [Exam & Assignments](#)

City Structure, Governance, and Institutions

1. **Tuesday, 31 August:** Why are city politics unique?
 - [Review syllabus](#)
2. **Thursday, 2 September:** Cities and the National Government
 - [Chapter 7: National Policy and the City/Suburban Divide](#)
 - [Chapter 10: The Rise of the Fragmented Metropolis](#)
3. **Tuesday, 7 September:** What is a city? How are cities formed?
 - [Chapter 12: The Metropolitan Battleground](#)
 - [National League of Cities](#). “Delegation of Powers” summary
 - Peterson, Paul E. 1981. *City Limits*. Chicago: University of Chicago Press. **Ch.2**
4. **Thursday, 9 September:** History of Cities and Politics
 - [Chapter 3: Party Machines and the Immigrants](#)
 - [Chapter 5: Urban Voters and the Rise of a National Democratic Majority](#)
5. **Tuesday, 14 September:** How Does a City Govern?
 - [Chapter 4: The Reform Crusades](#)
 - [National League of Cities](#). “Forms of Municipal Government” summary
 - Boudreau, Cheryl, Christopher S. Elmendorf, & Scott A. MacKenzie. 2015. “Lost in Space? Information Shortcuts, Spatial Voting, and Local Government Representation.” *Political Research Quarterly*. 68:4, 843-855.
6. **Thursday, 16 September:** Cities and Race, pt.1
 - [Chapter 8: Federal Programs and the Divisive Politics of Race](#)
 - Trounstine, Jessica. 2016. “Segregation and Inequality in Public Goods.” *American Journal of Political Science*. 60:3, 709-725.
7. **Tuesday, 21 September:** Cities and Race, pt.2
 - Wacquant, Loïc J.D., & William Julius Wilson. 1989. “The Cost of Racial and Class Exclusion in the Inner City.” *Annals of the American Academy of Political and Social Science*. 501, 8-25.
 - Hirsch, Arnold R. & A. Lee Leveret. 2009. “The Katrina Conspiracies: The Problem of Trust in Rebuilding an American City.” *Journal of Urban History*. 35:2, 207-219.
 - Pilkington, Ed, & Ankita Rao. 10 April 2020. “A Tale of Two New Yorks: Pandemic Lays Bare A City’s Shocking Inequities.” *The Guardian*.
8. **Thursday, 23 September:** Cities and Suburbs
 - [Chapter 6: The City/Suburban Divide](#)

9. **Tuesday, 28 September:** Midterm Review

- [Midterm Exam begins at 3:30pm](#)
- [Midterm Exam responses due on Monday, 4 October at 12:00pm](#)

10. **Thursday, 30 September:** No Class - Professor Simmons attending the annual meeting of the American Political Science Association

City Public Policies

11. **Tuesday, 5 October:** Public Opinion & Policymaking Process

- Kollman, Ken. 2019. *The American Political System*. ed.3. New York: W.W. Norton & Company. **Ch.9**
- University of Texas Policymaking Process summary

12. **Thursday, 7 October:** Public Health Policy

- Mock, Brentin. 2020. "Dozens of City Governments Declare Racism a Public Health Crisis." *CityLab*
- Florida, Richard. 2019. "The Changing Geography of the Opioid Crisis." *CityLab*
- CityLab Staff. 2020. "How the Coronavirus Recovery Is Changing Cities." *CityLab*.
- Algara, Carlos, and Daniel J. Simmons. 2021. "As Little as \$20 In Cash Might Persuade the Reluctant to Get Vaccinated, Our Research Finds." *Washington Post: Monkey Cage* blog.

13. **Tuesday, 12 October:** Immigration Policy

- [Chapter 14: Governing the Divided City](#)
- Lind, Dara. 2018. "Sanctuary Cities, explained." *Vox.com*
- Burnett, John, and Marisa Lagos. 2018. "Now on Immigration's Front Lines, Sheriffs are Choosing to Back or Snub ICE." *NPR*

14. **Thursday, 14 October:** No Class - Fall Break

15. **Tuesday, 19 October:** Policing Policy: Police Perspective

- Braga, Anthony A., and Brenda J. Bond. 2008. "Policing Crime and Disorder Hot Spots: A Randomized Controlled Trial." *Criminology*. 46:3, 577-607.
- Shi, Lan. 2009. "The Limit of Oversight in Policing: Evidence from the 2001 Cincinnati Riot." *Journal of Public Economics*. 93.
- Kelling, George L., and James Q. Wilson. 1982. "Broken Windows: The Police and Neighborhood Safety." *Atlantic Monthly*

16. **Thursday, 21 October:** Policing Policy: Public Perspective

- [First policy evaluation paper due at 12:00pm](#)
- Desmond, Matthew, Andrew V. Papachristos, and David S. Kirk. 2016. "Police Violence and Citizen Crime Reporting in the Black Community." *American Sociological Review*. 81:5, 857-876.
- Thomson-DeVeaux, Amelia, and Maggie Koerth. 2020. "Is Police Reform A Fundamentally Flawed Idea?" *FiveThirtyEight.com*
- Boudreau, Cheryl, Scott A. MacKenzie, and Daniel J. Simmons. 2019. "Police Violence and Public Perceptions: An Experimental Study of How Information and Endorsements Affect Support for Law Enforcement." *Journal of Politics*. 81:3, 1101-1110.

17. **Tuesday, 26 October:** Housing Policy: Zoning & Access

- Rutan, Devin, and Renee Louis. 2021. "To Root Out Segregation, Biden Must Tackle Evictions." *CityLab*.
- Capps, Kriston. 2019. "The Hidden Winners in Neighborhood Gentrification." *CityLab*.
- Thomas, Jacqueline Rabe. 2019. "Separated by Design: How Some of America's Richest Towns Fight Affordable Housing." *Connecticut Mirror*

18. **Thursday, 28 October:** Housing Policy: Homelessness

- Capps, Kriston. 2021. "The High Cost of Clearing Tent Cities." *CityLab*.
- Capps, Kriston. 2021. "To Tackle Homelessness, Santa Fe Found a Better Plan." *CityLab*.
- McKellar, Katie. 2019. "'My Car is My Lifeline': Homeless have Nowhere to Park After South Salt Lake Prohibits On-site Parking Near Men's Center." *Deseret News*

19. **Tuesday, 2 November:** Transit Policy

- Remember today is **Election Day**. You can register to vote in Vermont, even on Election Day. If you are eligible to vote, no matter who you vote for, make sure you vote!
- Surico, John. 2019. "Why Public Transit Is an Equity Battleground." *CityLab*
- Shrikant, Aditi. 2018. "Why US Public Transportation is so Bad - and Why Americans Don't Care." *Vox.com*
- Listen to this [podcast/report](#) from Brave Little State on VPR. You can follow the link to listen to the podcast, or read the transcript in Canvas.

20. **Thursday, 4 November:** Environmental Policy

- [Second policy evaluation paper due at 12:00pm](#)
- Poon, Linda. 2021. "The U.S. Neighborhoods With The Greatest Tree Inequity, Mapped." *CityLab*.
- Patino, Marie, and Linda Poon. 2021. "The Inequity of American Parks." *CityLab*.
- Woodard, Colin. 2016. "America's First All-Renewable-Energy City." *Politico Magazine*.

21. **Tuesday, 9 November: Education Policy: Funding & Choice**
 - Jason, Zachary. 2017. "The Battle Over Charter Schools." *Harvard Ed. Magazine*.
 - Bellan, Rebecca. 2019. "\$23 Billion Education Funding Report Reveals Less Money for City Kids." *CityLab*.
 - Turner, Cory, et al. 2016. "Why America's Schools Have A Funding Problem." *NPR.org*
22. **Thursday, 11 November: Education Policy: Curriculum**
 - Schmidt, Samantha. 2019. "Maryland Schools Aim to Include LGBT and Disability Rights in History Curriculum." *Washington Post*
 - Ray, Rashawn, and Alexandra Gibbons. 2021. "Why Are States Banning Critical Race Theory?" *Brookings Institute*.
 - Price, Richard. 2020. "Criminalizing Libraries in Missouri." *Adventures in Censorship: Contesting the Right to Read* blog
23. **Tuesday, 16 November: Anti-discrimination Policy**
 - Kurtzleben, Danielle. 2021. "Political Dispute Over Transgender Rights Focuses on Youth Sports." *NPR.org*
 - Weiss-Tisman, Howard. 2020. "Small Town Selectboards Grapple with Racism, Free Speech." *VPR.org*
 - Gordon, Michael, Mark S. Price, and Katie Peralta. 2016. "Understanding HB2: North Carolina's Newest Law Solidifies State's Role in Defining Discrimination." *The Charlotte Observer*
24. **Thursday, 18 November: Sports & Economic Development Policies**
 - [Third policy evaluation paper due at 12:00pm](#)
 - Poon, Linda. 2021. "A Smart City Future for Virginia's Amazon HQ2 Neighborhood." *CityLab*.
 - Moran, Danielle. 2021. "Oakland's Baseball Future Hangs On A Waterfront Stadium Deal." *CityLab*.
 - Purifoy, Parker. 2021. "Minneapolis Joins Guaranteed Income Experiment Using Federal Aid." *CityLab*.
25. **Tuesday, 23 November: No Class - Thanksgiving Break**
26. **Thursday, 25 November: No Class - Thanksgiving Break**
27. **Tuesday, 30 November: [Policy Proposal Presentations](#)**
28. **Thursday, 2 December: [Policy Proposal Presentations](#)**
29. **Tuesday, 7 December: [Policy Proposal Presentations](#)**
30. **Thursday, 9 December: [Policy Proposal Presentations](#)**
 - [Policy Proposal Memo due Thursday, 16 December at 3:30pm](#)