

POL365: City and Local Politics Fall 2021

Paul Manson
pablo@reed.edu
Rees House
x 7656

Office Hours: Tuesday 3:00pm to 5:00pm
[Schedule appointments by clicking here](#)

In-person: PERF 332
Mondays and Wednesdays
13:25-14:45

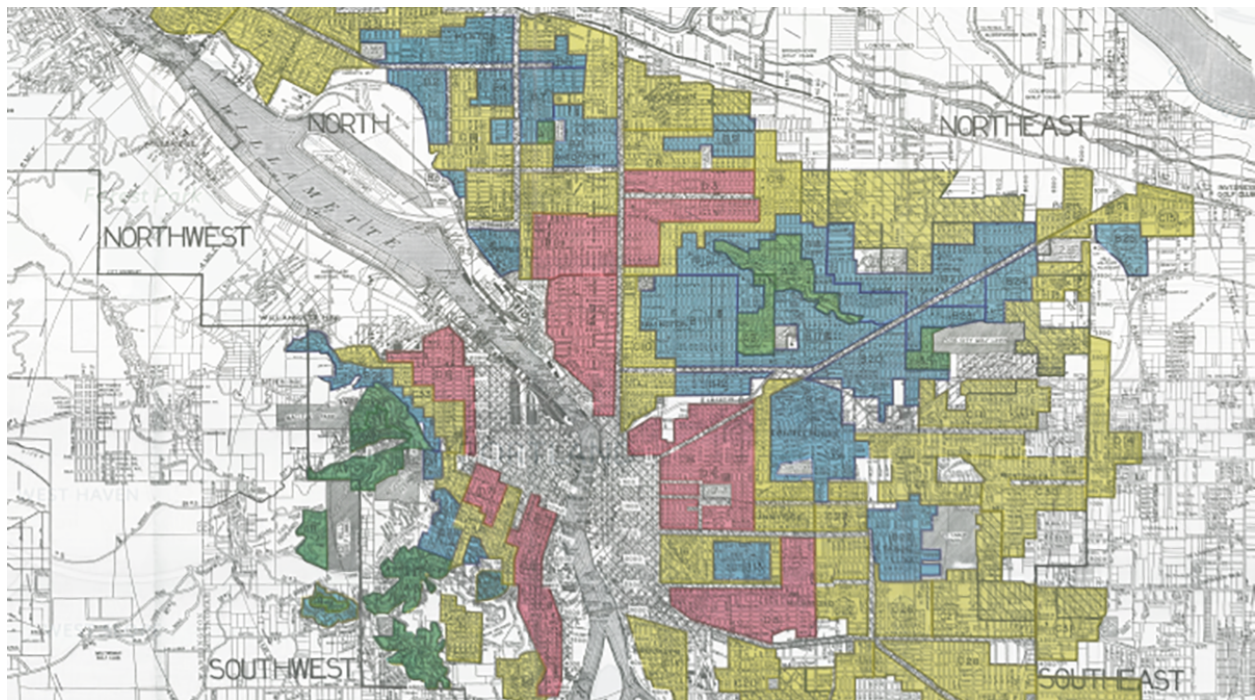


Fig 1: 1930's [Home Owners' Loan Corporation Map](#) of Portland (Redlining Map)

Course Summary:

Cities and local governments offer a rich setting to explore conflicting narratives, processes, and outcomes. How and why do cities grow? How should local services be provided, regulated, and distributed? Who has access to the riches or burdens of urban development and growth? Why are cities the site of social conflict and change? This course will explore cities and local government from perspectives of governance, bureaucracy, and planning. Readings in this course are interdisciplinary. Political science in particular still wrestles with a proper home for the city in research, even though some of the key thinkers in political science honed their craft looking at the city. The course surveys models of planning and public administration to better understand how cities have taken the form we find them in

the United States. The course will also explore applied examples of planning in Portland and Oregon.

Learning Objectives:

This is the part you need to hold me accountable for! By the end of the course students should be able to:

- Differentiate multiple theories that seek to explain how power and political control are distributed in cities.
- Assess different planning theories and concepts in a city or urban context.
- Fluently consume and critique scholarly research on cities and local governments.
- Summarize elements of Oregon's local planning and governance history and institutions.
- Construct novel arguments using the concepts from this course in a written project.

Brief Description of Assignments

Three main assignments are expected of you this term. More detailed handouts will be provided. Assignments are due at the beginning of class for the day listed on the schedule! The assignments are:

Participation

Be prepared to participate in class. This means understanding the reading and being prepared to discuss. Participation is a notoriously tricky thing to require. Our tradition here at Reed looks for a certain ideal of vigorous debate and freewheeling exploration of ideas in conference. Participation as a requirement then puts some of us in awkward positions to figure out what it looks like and how to assess it. For faculty, we end up with participation defined as Justice Stewart noted in 1964, "I know it when I see it..." (his topic was spicier than participation.) I try to remedy this ambiguity with a little structure.

I also recognize we all communicate in different ways, that styles of communication are not evenly distributed across students, and that success can be defined in multiple ways. For my courses participation is expected via three pathways. First, **discussions and questions** in conference (with its attendant issues noted above.)

Second, participation in the online reading tool Hypothesis. I will also expect you to annotate and comment on readings posted on **Hypothesis via Moodle by 9:00am** the day we discuss the reading. I will be tallying comments and annotations on Hypothesis by student. So – I expect one annotation a class meeting at a minimum. We will have a hands-on workshop with this tool in Week 1 to make sure everyone is comfortable with it.

I have also set up a Slack workspace for this course, jump in and share your thoughts, questions, or favorite political science Tik Tok videos. Use this invite

link for the workspace:

https://join.slack.com/t/pol365citiesandlocal/shared_invite/zt-uti7f29v-DfGu8ozosZeaRHyhPq3DwA

Finally, at the end of each week I will open up the room to go around and share one **research question** you might formulate based on the readings and topics that week. Nothing complex is expected, but if you were to develop a research project from our readings – what question would you engage?

Discussion Facilitation

A goal for this course is for you to understand and develop your own appreciation of the models and arguments here. There are many moving concepts and theories that we will work with. To make sense of these, through the course, you will be charged with leading two of our weekly discussions.

To do this I ask you to develop a one-page (single spaced) reflection on the week's readings that provides a synthesis of the key issues, problems, and questions that emerge from the week's readings in class as well as 2-3 discussion questions. These will be due Monday by 9:00 am of the week you are assigned and submitted via Moodle.

Paper Assignment:

I offer two options for writing in this course. Either two shorter papers, or a single longer traditional term paper. Both have the same expectations for structure, which I will share in a handout. You are free to choose a topic of your desire, so long as it is in the bounds of this course's goals and objectives.

The details and due dates for each are:

Option A: Two Shorter Papers:

Expected length of 10 pages each.

Due dates are:

Paper 1: 10/13 (Wednesday before Fall Break)

Paper 2: 12/13 (Monday of Finals Week)

Option B: Term Paper:

Expected length of 20 pages.

Due dates are:

Title and abstract for paper: 10/13 (Wednesday before Fall Break)

Paper Outline and Bibliography: 11/17

Final Paper: 12/13 (Monday of Finals Week)

Learning in the COVID-19 Environment:

The upending of our lives due to the COVID-19 Pandemic is real and hard on many levels. I am mindful of the myriad of challenges this has presented and will continue to present for all of us. So please reach out to me if challenges arise. The worst thing you can do when confronted with challenges is ignore them or not ask for help. Please reach out – if I can't help I know we can find the resources you need on campus.

COVID Classroom Protocols

2021-22 will be different from last year. You will notice we are not spacing, and we are back to the way we used to use classroom space. We are still masking, but I am very optimistic that the return to the classroom will make a big difference!

First and foremost, your candor on symptoms and your compliance with masks and hygiene matter greatly to the success of our class, and the College again this year. (And a big thank you to everyone for making last year a success!)

Please do not hesitate to play it safe if you suspect symptoms. Masks are critical – no excuses for forgetting them or having them fail. Carry a backup! Did I mention masks....?

Keeping our community safe is a duty we all have, and it can require some difficult decision making. Here are guidelines for the term when it comes to COVID-19:

- Self-isolation is necessary for anyone experiencing flu-like symptoms, whether due to possible coronavirus or to other illnesses. Please stay at home if you feel sick, and contact the Health and Counseling Center (HCC) or your healthcare provider to discuss. This is especially important if you think you may have an infectious disease.
- You must not attend class if you have tested positive for COVID-19 in the last 10 days, or if you have received notification or advice from the college or a health professional (including HCC staff) to quarantine or self-isolate.
- The CDC suggests that people with the following symptoms may have COVID: fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, diarrhea. As always, please consult a medical professional (members of the HCC or otherwise) if you have any questions about your health or health safety.
- If you suspect or know you have been exposed to a case of COVID-19, contact the HCC right away to discuss your next steps. [For more information, visit the CDC's webpage on isolation and quarantine.](#)

Backup Plans: Online Meeting

Because we are living in an era where things are always changing, there is a possibility we need to shift to an online meeting. If so, I will move us to Zoom and

post that information to Moodle. It is also possible I have to isolate and if so, I will try to move us online. If you are asked to isolate, please let me know and we can work on a solution to keep you involved!

Course Policies

Please review these policies – they guide expectations for all students so that its fair for everyone.

Attendance: We are learning through readings, discussions, and our own research. All of this requires a community to test ideas, explore theories and to discover new concepts. So attendance is critical! It helps you, it helps your fellow scholars, and it is required. If something comes up – the best thing you can do is talk to me. Email me or stop me after class.

Missed classes due to illness can be made up with a written exercise. I ask you summarize the readings for the class in a 3 page review that is not a restatement of the reading, but what you believe are the key arguments and ideas. Share with me why you think these readings matter or how they relate to themes in the course.

Late Work: Deadlines help us prioritize our work and make the value of our time clearer. All researchers and scholars struggle with meeting deadlines. But the mark of a great scholar (and professional) is not just being intelligent but also delivering their thoughts on time. Meeting deadlines is not an arbitrary requirement – it is essential to a community of scholars. Please meet these deadlines – but that said, things happen and I am open to discussing an extension if needed. I would MUCH rather hear from you **before a deadline** than afterwards on this request.

Classroom and Personal Conduct: Thorough and exciting learning settings are often a little uncomfortable. Ideas will fly, arguments will fail, and succeed. Sometimes it's a little embarrassing. We are all coming from different places in life, and with different experiences that are all valid. Don't take bumps in the road personally – it is part of the process.

At the same time, there is a limit to how far arguments or claims can go.

Engage ideas – not individuals.

Personal attacks are known as *ad hominem* – and while they are a staple of certain contemporary rhetoric but they are not acceptable here. Prejudicial, discriminatory statements, or hurtful attacks will be called out – and will become a learning moment.

As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. Please be aware that as a faculty member, I have a responsibility to report any instances of sexual

harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment, sexual violence or discrimination with a confidential employee who does not have this reporting responsibility, the medical and counseling staff at the [Health and Counseling Center](#) is normally exempted from these requirements. For more information about Title IX, which regulates the role of Colleges and reporting, please visit the [Reed College Title IX program page](#).

Technology: I have fully gone digital myself – I work, read and take notes on my devices. But there is something these artifacts do to us as people, they can create distance or provide an escape from communication. Please, make an extra effort to listen, make eye contact and stay engaged. Sometimes its ok to just listen – and listen actively. For those online this is even harder – I appreciate your efforts to use non-verbal tools to stay engaged! Emojis, reactions, chat windows, thumbs up, maybe even little signs... anything to help keep that energy going.

Plagiarism: Scholars seek to explore new ideas and communicate them effectively. This takes an enormous level of work – so taking these ideas and representing them as your own is serious. Plagiarism is not just copying text – it includes paraphrasing or rewording ideas without attributing them to the source.

For a discussion of plagiarism, see here:

https://www.reed.edu/writing/citation_and_style_guide.html#Plagiarism

Disability Resources/Support: I am committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, accessible, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. I know as we move into this new COVID-19 era we are making assumptions as faculty about “what works” and please let me know if a design impacts your ability to participate! The [Disability and Accessibility Resources](#) office provides reasonable accommodations for students who encounter barriers in the learning environment.

Life, School and Chaos: Balancing school, life, work, and the world around us can be a challenge. The class and your commitments here are very important – and others depend on them. The Reed academic life is a strenuous one, but the worst thing you can do is have challenges and not ask for help. We can only address these challenges if you ask!

Readings:

All readings will be on Moodle and digital. This course will use [Hypothesis](#) – an online reading and annotation tool – to facilitate active reading in team settings. Use of this tool will be a component in your evaluation for course participation. Annotating and organizing literature is a constant challenge. Increasingly the options for effectively managing literature and articles online have become more

mature. Hypothesis is a great tool, and includes some social media-like functionality. We will use it as a part of Moodle – but it is also a great standalone research tool. Explore the tool here: <https://web.hypothes.is/education/>

On Hypothesis I mark if annotations are expected on the before the first or second meeting in the week – using (M) for Monday and (W) for Wednesday. But for class I will share which we are focusing on each day. They are roughly in order here, but engagement will drive what we do!

A note on terms: A number of these pieces are from the mid-20th Century (or earlier). Terms for gender, racial, and ethnic communities reflect the language of the era. And that is a data point all in its own.

Week 1: Exploring the City as a Site of Research (8/30) [128 pages]

Note – do not let the page counts worry you – these older texts have formatting that makes the length more than it really is (e.g. Tocqueville with more footnotes than text.)

- Du Bois, W. E. B, and Elijah Anderson. [1899] 1996. Size, Age, and Sex; Negro Suffrage In *The Philadelphia Negro: A Social Study*. [37 pages, many figures]
- Tocqueville, Alexis de, Harvey C Mansfield, and Delba Winthrop. 2002. Chapter 5 In *Democracy in America*. Chicago: University of Chicago Press. [18 pages]
- Wirth, Louis. 1938. “Urbanism as a Way of Life.” *American Journal of Sociology*: 1–24. [24 pages]
- Zorbaugh, Harvey Warren. [1929] 1983. The City and the Community in *The Gold Coast and the Slum: A Sociological Study of Chicago’s near North Side*. Chicago: Univ. of Chicago Press. [33 pages]

Week 2: Models of Politics at the Local Level – Classic Rock Edition (9/6) [194 pages]

Note: There are (at least) three very big theoretical approaches captured here – we will spend our time contrasting them and making sense of implications.

Labor Day falls on Monday so we will spend one day on these together.

- Dahl, Robert A. [1961] 2005. *Who Governs? Democracy and Power in an American City*. 2. ed. New Haven: Yale University Press. Chapters 1, 8, 12, 24, 25, 26, 27, 28 [80 pages]
- Hunter, Floyd. 1953. *Community Power Structure: A Study of Decision Makers*. Chapel Hill: University of North Carolina Press. Chapters 1, 2, 4 pp 102-113, 9. [77 pages] *Skim Chapter 9.*
- Bachrach, Peter, and Morton S. Baratz. 1962. “Two Faces of Power.” *The American Political Science Review* 56(4): 947–52. [6 pages]
- Harvey, David. 1976. “Labor, Capital, and Class Struggle around the Built Environment in Advanced Capitalist Societies.” *Politics & Society* 6(3): 265–95. [31 pages]

Week 3: Emergence of Cities (9/13) [203 pages]

We will start with Cronon for the historical perspective and move to Burns and Peterson for a more contemporary perspective.

Cronon, William. 1992. *Nature's Metropolis: Chicago and the Great West*. 1st Edition. W. W. Norton & Company. pp 23-93 [71 pages] (M)

Burns, Nancy. 1994. *The Formation of American Local Governments: Private Values in Public Institutions*. New York: Oxford University Press. Chapters 1, 2, 5 and 6 [83 pages]

Peterson, Paul E. 1981. *City Limits*. Chicago: University of Chicago Press. Chapters 2 and 3 [49 pages]

Week 4: Governance and Public Goods (9/20) [128 pages]

First, a little debate about publicness....

Bozeman, Barry. 1988. "Exploring the Limits of Public and Private Sectors: Sector Boundaries as Maginot Line." *Public Administration Review* 48(2): 672–74. [3 pages]

Moe, Ronald C. 1987. "Exploring the Limits of Privatization." *Public Administration Review* 47: 453-460. [9 pages]

———. 1988. "Law' versus 'Performance' as Objective Standard." *Public Administration Review* 48(2): 674–75. [2 pages]

Hamilton, David K., David Y. Miller, and Jerry Paytas. 2004. "Exploring the Horizontal and Vertical Dimensions of the Governing of Metropolitan Regions." *Urban Affairs Review* 40 (2): pp. 147–182. [36 pages]

Hooghe, Lisbet and Gary Marks. 2003. "Unraveling the Central State, but How? Types of Multi-level Governance," *American Political Science Review* 96(2): 233–243. [11 pages]

Howlett, Michael. 2009. "Governance Modes, Policy Regimes and Operational Plans: A Multi-Level Nested Model of Policy Instrument Choice and Policy Design." *Policy Sciences* 42(1): 73–89. [17 pages]

Goldstein, Rebecca, and Hye Young You. 2017. "Cities as Lobbyists." *American Journal of Political Science* 61(4): 864–76. [13 pages]

May, Peter J., and Robert E. Deyle. 1998. "Governing Land Use in Hazardous Areas with a Patchwork System." In *Cooperating with Nature: Confronting Natural Hazards with Land-Use Planning for Sustainable Communities*, ed. Raymond J. Burby. Washington, DC: The National Academies Press, 57–82. [26 pages]

Ostrom, Vincent, Charles M. Tiebout, and Robert Warren. 1961. "The Organization of Government in Metropolitan Areas: A Theoretical Inquiry." *American Political Science Review* 55(4): 831–42. [11 pages]

Week 5: Local Elections and Political Dynamics (9/27) [168 pages]

Peterson, Paul E. 1981. Parties and Groups in Local Politics in *City Limits*. Chicago: University of Chicago Press. [21 pages]

- Trounstein, Jessica. 2013. "Turnout and Incumbency in Local Elections." *Urban Affairs Review* 49(2): 167–89. [23 pages]
- Moe, Terry M. 2005. "Teacher Unions and School Board Elections." In *Besieged: School Boards and the Future of Education Politics*, ed. William G. Howell. Washington DC: Brookings Institution Press, 254–87. [34 pages]
- Hajnal, Zoltan L., and Paul G. Lewis. 2003. "Municipal Institutions and Voter Turnout in Local Elections." *Urban Affairs Review* 38(5): 645–68. [24 pages]
- Lawrence, Eric, Robert Stoker, and Harold Wolman. 2010. "Crafting Urban Policy: The Conditions of Public Support for Urban Policy Initiatives." *Urban Affairs Review* 45(3): 412–30. [23 pages]
- Oliver, J. Eric. 2012. *Local Elections and the Politics of Small-Scale Democracy*. Princeton, N.J: Princeton University Press. Chapters 2 and 3. [62 pages]

Explore "[Who Votes for Mayor](#)" Project – Turnout and Representation in Mayoral Races.

Week 6: Machines, Monopolies and Reform (10/4) [167 pages]

- Trounstein, Jessica. 2008. *Political Monopolies in American Cities: The Rise and Fall of Bosses and Reformers*. Chicago: University of Chicago Press. Chapters 1, 3, and 5. [99 pages]
- Lowi, Theodore. 1967. Machine Politics - Old and New. *The Public Interest*. 83-92 [10 pages]
- Stone, Clarence N. 1996. "Urban Political Machines: Taking Stock." *PS: Political Science and Politics* 29(3): 446–50. [5 pages]
- Morgan, D., Nishishiba, M., & Vizzini, D. 2010. "Keep Portland Weird: Retaining the commission form of government." In *More than Mayor or Manager: Campaign to Change Form of Government in America's Large Cities* eds James H. Svara and Douglas J. Watson, 279 - 301. Washington, DC: Georgetown Univ. Press. [21 pages] (I include this because Portland is an odd mix of these stories, we should tease it out.)
- Tausanovitch, Chris, and Christopher Warshaw. 2014. "Representation in Municipal Government." *American Political Science Review* 108(3): 605–41. [37 pages]

Review the proposals to change Portland's form of government. Based on what we know now, what are some problems, opportunities and solutions to address in Portland? Review the Sightline Institute series here:

- [Portland City Government Doesn't Represent Portland Very Well](#)
- [Seven Key Questions about How to Change Portland City Government](#)
- [Could Portland Create a City Council that Looks Like Portland?](#)

Additionally, the Portland League of Women Voters has a great run down on issues and options in [a 2019 report](#).

If you want to really see a hot take, here is a call to bring machine politics back:
<https://newrepublic.com/article/135686/soul-new-machine>

Week 7: Urban Regime Theory (10/11) – Last Week Before Fall Break [149 pages]

****Title and Abstract DUE for Term Papers OR First Short Paper DUE****

- Molotch, Harvey. 1976. "The city as a growth machine: Toward a political economy of place." *The American Journal of Sociology* 82(2): 309–332. [24 pages]
- Stone, Clarence N. 1993. "Urban Regimes and the Capacity to Govern: A Political Economy Approach." *Journal of Urban Affairs* 15(1): 1–28. [29 pages]
- Kantor, Paul, H. V. Savitch, and Serena Vicari Haddock. 1997. "The Political Economy of Urban Regimes: A Comparative Perspective." *Urban Affairs Review* 32(3): 348–77. [30 pages]
- Mossberger, Karen, and Gerry Stoker. 2001. "The Evolution of Urban Regime Theory: The Challenge of Conceptualization." *Urban Affairs Review* 36(6): 810–35. [26 pages]
- Imbroscio, David L. 2003. "Overcoming the Neglect of Economics in Urban Regime Theory." *Journal of Urban Affairs* 25(3): 271–84. [14 pages]
- Pierre, Jon. 2014. "Can Urban Regimes Travel in Time And Space? Urban Regime Theory, Urban Governance Theory, and Comparative Urban Politics." *Urban Affairs Review* 50(6): 864–889. [26 pages]

Week 8: Planning Foundations (10/25) [183 pages]

This week we jump back in time again, but now to understand another critical element in the politics of cities and communities: planning.

- Rittel, Horst W. J, and Melvin M Webber. 1973. "Dilemmas in a General Theory of Planning." *Policy Sciences* 4(2): 155–69. [25 pages]
- Wildavsky, Aaron. 1973. "If Planning Is Everything, Maybe It's Nothing." *Policy Sciences* 4(2): 127–53. [27 pages]
- Lindblom, Charles E. 1959. "The Science of Muddling Through." *Public Administration Review* 19 (Spring):79-88. [10 pages]
- Altshuler, Alan. 1965. "The Goals of Comprehensive Planning." *Journal of the American Institute of Planning* 31:186-94. [9 pages]
- Hoch, Charles. 1994. *What Planners Do: Power, Politics, and Persuasion*. Chicago, Ill: Planners Press : American Planning Association. *Chapters 1-3 [74 pages]*
- Forester, John. 1989. *Planning in the Face of Power*. Berkeley: University of California Press. Chapters 3 and 4. [38 pages]

Week 9: Land Use, Disparities, and Development (11/1) [149 pages]

- Lens, Michael C., and Paavo Monkkonen. 2016. "Do Strict Land Use Regulations Make Metropolitan Areas More Segregated by Income?" *Journal of the American Planning Association* 82(1): 6–21. [16 pages]
- Pendall, Rolf. 2000. "Local Land Use Regulation and the Chain of Exclusion." *Journal of the American Planning Association* 66(2): 125–42. [18 pages]

- Pendall, Rolf, Lydia Lo, and Jake Wegmann. 2021. "Shifts Toward the Extremes." *Journal of the American Planning Association*: 1–12. [13 pages]
- Ueland, Jeff, and Barney Warf. 2006. "Racialized Topographies: Altitude and Race in Southern Cities*." *Geographical Review* 96(1): 50–78. [29 pages]
- Altshuler, Alan et al. 1999. "Strategies for Reducing Disparities" In *Governance and Opportunity in Metropolitan America*, Washington D.C: National Academy Press. p3-9, 79-115 [37 pages]
- Goodling, Erin, Jamaal Green, and Nathan McClintock. 2015. "Uneven Development of the Sustainable City: Shifting Capital in Portland, Oregon." *Urban Geography* 36(4): 504–27. [24 pages]
- Smith, Neil. 1982. "Gentrification and Uneven Development." *Economic Geography* 58(2): 139–55.
- Thomas, June Manning. 1994. "Planning History and the Black Urban Experience: Linkages and Contemporary Implications." *Journal of Planning Education and Research* 14(1): 1–11. [12 pages]

Week 10: Who Gets to Plan and How Planning Can Change (11/8) [135 pages]

****TERM PAPER TITLE, ABSTRACT DUE****

- Baum, Howell. 2011. "Planning and the Problem of Evil." *Planning Theory* 10(2): 103–23. [21 pages]
- Micklow, Amanda, Beth Kancilia, Mildred Warner, 2015. "[The Need to Plan for Women](#)," Planning with a Gender Lens, Issue Brief, Cornell University, Ithaca, NY [15 pages]
- Doan, Petra L., and Harrison Higgins. 2011. "The Demise of Queer Space? Resurgent Gentrification and the Assimilation of LGBT Neighborhoods." *Journal of Planning Education and Research* 31(1): 6–25. [20 pages]
- Frisch, Michael. 2002. "Planning as a Heterosexist Project." *Journal of Planning Education and Research* 21(3): 254–66. [13 pages]
- Jacobs, Fayola. 2019. "Black Feminism and Radical Planning: New Directions for Disaster Planning Research." *Planning Theory* 18(1): 24–39. [16 pages]
- Nelson, Marla, Renia Ehrenfeucht, and Shirley Laska. 2007. "Planning, Plans, and People: Professional Expertise, Local Knowledge, and Governmental Action in Post-Hurricane Katrina New Orleans." *Cityscape* 9(3): 23–52. [30 pages]
- Reardon, Kenneth M., Marcel Ionescu-Heroiu, and Andrew J. Rumbach. 2008. "Equity Planning in Post-Hurricane Katrina New Orleans: Lessons from the Ninth Ward." *Cityscape*: 57–76. [20 pages]

Week 11: Keep Oregon Weird (11/15) [151 pages]

**** Term Paper Outline and Bibliography DUE****

This week we get to dive into Oregon – we will explore the policy experiences of our region and discuss theories we have explored in the context of Oregon.

- Seltzer, Ethan. 2015. "Land Use Planning in Oregon: The Quilt and the Struggle for Scale." In *Planning for States and Nation-States in the U.S. and Europe*,

- ed. Gerrit Knaap. Cambridge, Massachusetts: Lincoln Institute of Land Policy, 53–89. [37 pages]
- Knaap, Gerrit. 1994. “Land Use Politics in Oregon.” In *Planning the Oregon Way: A Twenty-Year Evaluation*, eds. Carl Abbott, Deborah A. Howe, and Sy Adler. Corvallis, Or: Oregon State University Press, 3–23. [21 pages]
- Morgan, Douglas F., Jeanine Beatrice, and Sajjad Haider. 2018. “The Role of Bureaucracy in Oregon State and Local Government.” In *Governing Oregon: Continuity and Change*, ed. Richard A. Clucas. Corvallis: Oregon State University Press, 115–33. [14 pages]
- Husain, Abdullah, Ethan Seltzer, and Brent S. Steel. 2018. “Local Governments in Oregon.” In *Governing Oregon: Continuity and Change*, ed. Richard A. Clucas. Corvallis: Oregon State University Press, 153–71. [17 pages]
- Gibson, Karen J. 2007. “Bleeding Albina: A History of Community Disinvestment, 1940–2000.” *Journal of the Association of Black Anthropologists Transforming Anthropology* 15(1): 3–25. [23 pages]
- Abbott, Carl. 2015. “Revisiting Rajneeshpuram.” *Oregon Historical Quarterly* 116(4): 414–47. [34 pages]
- Lubitow, Amy, and Thaddeus R. Miller. 2013. “Contesting Sustainability: Bikes, Race, and Politics in Portlandia.” *Environmental Justice* 6(4): 121–26. [5 pages]

Week 12: Governance Revisited: Equity Planning and Collaboration (11/22) [93 pages] – Thanksgiving Week

- Krumholz, Norman. 1982. “A Retrospective View of Equity Planning: Cleveland, 1969–1979.” *Journal of the American Planning Association* 48 (Spring): 163–74. [12 pages]
- Charles J. Hoch, 2007. Pragmatic Communicative Action Theory. *Journal of Planning Education and Research* 26; 272–283. [12 pages]
- Ansell, Chris, and Alison Gash. 2008. “Collaborative Governance in Theory and Practice.” *Journal of Public Administration Research and Theory* 18(4): 543–71. [29 pages]
- Innes, Judith E., and David E. Booher. 1999. “Consensus Building and Complex Adaptive Systems: A Framework for Evaluating Collaborative Planning.” *Journal of the American planning association* 65(4): 412–23. [12 pages]
- Fung, Archon. 2015. “Putting the Public Back into Governance: The Challenges of Citizen Participation and Its Future.” *Public Administration Review* 75(4): 513–22. [10 pages]
- da Cruz, Nuno F., Philipp Rode, and Michael McQuarrie. 2019. “New Urban Governance: A Review of Current Themes and Future Priorities.” *Journal of Urban Affairs* 41(1): 1–19. [20 pages]

Optional:

- Davidoff, Paul. 1965. “Advocacy and Pluralism in Planning.” *Journal of the American Institute of Planners* 31(4): 331–38. [9 pages]

Glimmerveen, Ludo, Sierk Ybema, and Henk Nies. 2021. "Who Participates in Public Participation? The Exclusionary Effects of Inclusionary Efforts." *Administration & Society*. [32 pages]

Week 13: Implementation: Finance, Zoning, Contracting and Partnerships (11/29)
[161 pages]

- Flyvbjerg, Bent, Mette Skamris Holm, and Soren Buhl. 2002. "Underestimating Costs in Public Works Projects: Error or Lie?" *Journal of the American Planning Association* 68(3): 279–95. [16 pages]
- Forrer, John, James Edwin Kee, Kathryn E. Newcomer, and Eric Boyer. 2010. "Public–Private Partnerships and the Public Accountability Question." *Public Administration Review* 70(3): 475–84. [10 pages]
- Galster, George et al. 2001. "Wrestling Sprawl to the Ground: Defining and Measuring an Elusive Concept." *Housing Policy Debate* 12(4): 681–717. [37 pages]
- Hirt, Sonia. 2013. "Home, Sweet Home: American Residential Zoning in Comparative Perspective." *Journal of Planning Education and Research* 33(3): 292–309. [18 pages]
- Martin, Isaac William, and Kevin Beck. 2018. "Gentrification, Property Tax Limitation, and Displacement." *Urban Affairs Review* 54(1): 33–73. [25 pages, appendix is another 16, just skim.]
- Simonsen, Bill, and Mark D. Robbins. 2003. "Reasonableness, Satisfaction, and Willingness to Pay Property Taxes." *Urban Affairs Review* 38(6): 831–54. [24 pages]
- Teske, Paul, and Mark Schneider. 1994. "The Bureaucratic Entrepreneur: The Case of City Managers." *Public Administration Review*: 331–40. [10 pages]
- Oregon Department of Revenue. 2009. [*A Brief History of Oregon Property Taxation*](#). Salem, OR.
- Van Slyke, David M. 2007. "Agents or Stewards: Using Theory to Understand the Government-Nonprofit Social Service Contracting Relationship." *Journal of Public Administration Research and Theory* 17(2): 157–87. [31 pages]
- Begemann, Lawrence August. 1918. *Portland's Need of a Zoning System*. Reed College. (Skim this to get a historical sense of what zoning debates 100 years ago in Portland may have included – and it's a thesis from Reed.)

Please view these two videos – which include, wait for it.... The Tax Fairy!!
[Deschutes County: M50 Tax Fluctuations post-Housing Bubble Burst](#) (Seriously, those of us that get excited about public finance **love** this one.)
[Multnomah County: Property Tax Primer](#) (This is less engaging – but its good grist for the politics mill: How do counties present homeownership....?)

Week 14: Environmental Planning and Sustainability Challenges (12/6) [150 pages]

- Norton, Bryan G. 2005. "Environmental Values and Community Commitments" In *Sustainability: A Philosophy of Adaptive Ecosystem Management*. University Of Chicago Press. [72 pages]
- Campbell, Scott. 1996. "Green Cities, Growing Cities, Just Cities?: Urban Planning and the Contradictions of Sustainable Development." *Journal of the American Planning Association* 62(3): 296–312. [17 pages]
- Pierce, J. C., W. W. Budd, and N. P. Lovrich. 2011. "Resilience and Sustainability in US Urban Areas." *Environmental Politics* 20(4): 566–84. [19 pages]
- Berke, Philip. 2016. "Twenty Years After Campbell's Vision: Have We Achieved More Sustainable Cities?" *Journal of the American Planning Association* 82(4): 380–82 [3 pages]
- Berke, Philip R., and Maria Manta Conroy. 2000. "Are We Planning for Sustainable Development?" *Journal of the American Planning Association* 66(1): 21–33. [13 pages]
- Iwaniec, David, and Arnim Wiek. 2014. "Advancing Sustainability Visioning Practice in Planning—The General Plan Update in Phoenix, Arizona." *Planning Practice & Research* 29(5): 543–68. [26 pages]

Optional:

- Ernstson, Henrik, and Sverker Sörlin. 2013. "Ecosystem Services as Technology of Globalization: On Articulating Values in Urban Nature." *Ecological Economics* 86: 274–84. [11 pages]
- Lejano, Raul P., and Helen Ingram. 2009. "Collaborative Networks and New Ways of Knowing." *Environmental Science & Policy* 12(6): 653–62. [10 pages]