

# Power, Justice, and the City

L32 389

Fall 2014

Mon. and Wed., 1-2:30

103 Lopata Hall

Professor Hayward

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Whispers Café, Olin Library

*This course examines questions of power and justice through the lens of the contemporary metropolis, with a focus on St. Louis specifically and American urban life more generally. It asks what power is and how we can best study and criticize power relations. It asks what justice requires and how we can realize or approximate just institutions and practices. It explores racial hierarchy and racial injustice, the relationships among contemporary cities and their suburbs, and the question of urban institutional reform. By the end of the semester, you should have a sense of some of the challenges facing the American metropolis today, as well as the conceptual tools you need to think about those and related challenges in terms of power and social justice.*



photo by Robert Cohen for the St. Louis Post-Dispatch, August 11, 2014

## Course Requirements

There are three requirements for this class.

1. First, you must read, and read carefully, the night *before* the relevant seminar. To encourage you to prepare well for class, you are required to answer a few simple questions that will be posted in the “Announcements” section of the class Blackboard page, emailing your answers to the professor and TA before you go to sleep for the evening, and in any event no later than 6 a.m. (This timing is important, not only because late answers will not receive full credit, but also because we will use your answers to help shape our discussion in seminar.) Note: You do not need to write a short answer before classes for which you write a blog post (see number 2, below.) Together with short answers, attendance at and participation in seminar count for 10 percent of your grade.\*

*\*Looking for more ways to participate? You could comment on a classmate’s blog post (see number 2, below), or make Professor Hayward (@ClarissaHayward) really happy by tweeting your relevant thoughts, using the hashtag #justicecitywashu.*

2. Second, you must write at least one blog post (about 500 words long) for each of the five main sections of the syllabus, plus the introductory section (for details on the introductory blog post, see the entry for Wednesday, August 27 under “Course Syllabus and Schedule of Class Meetings”). The evening before we discuss the material you write about in your blog post (again, no later than 6 AM), please post under the relevant heading in the “Discussions” section of the class Blackboard page.

With the exception of the very first post, we will not give you a topic. Instead, part of your assignment is to decide what aspect of the reading you want to address. You might critique part of the argument, for example, or you might compare it to an argument advanced by a thinker we studied earlier in the class. Alternatively, you might apply the argument: does it give you an insight into an important event in current urban politics or urban society, for example? This is a place for you to show what you know and what you can do, and also to be creative. Have a little fun with it! Blog posts count for 60 percent of your grade, i.e. 10 percent per post. (If you write more than the minimum number for a given section, we will count your highest scores).

For a model blog post, see the sample in the “Course Materials” section of the class Blackboard page.

3. Finally, you will work with at least one other classmate or in a group of three or four on a project comparing some aspect of urban governance in the three municipalities in which Washington University is (partly) located: St. Louis, University City, and Clayton. For example, one team might look at schooling expenditures and outcomes, another might look at land use regulations, a third might focus on local political participation and/or representation, a fourth on policing practices, and a fifth might examine car ownership and public transit. Your project should have a written component: a jointly written paper of no more than ten double-spaced pages. It must also have an oral component: an in-class presentation, which you will give on Monday, December 1 or Wednesday, December 3. Finally, your group must submit a statement, signed by all members, describing how responsibilities for completing the project were divided. The written version of your project, including the statement describing how group responsibilities were divided, is due in hard copy in Professor Hayward’s mailbox in the Political Science office (second floor, Seigle Hall), no later than 4:30 p.m. Friday, December 5.

Group projects and presentations count toward 30 percent of your grade. Individual student’s grades will be a function of (a) the group’s grade and (b) the division of labor in the group, as reported by the group’s signed statement.

## Course Materials

Most of the readings for this class are available online through Blackboard.

The following three books are on sale at Subterranean on the Delmar Loop (6275 Delmar) and also available through online book sellers such as Powell's (powells.com).

(Please note: if you like, you can order through Subterranean online using this link:  
<http://store.subbooks.com/coursebooks-fall-2014-wash-u>).

Clarissa Hayward and Todd Swanstrom, eds., *Justice and the American Metropolis* (University of Minnesota, 2011).

Kenneth Jackson, *Crabgrass Frontier: The Suburbanization of the United States* (Oxford, 1987).

Douglas Massey and Nancy Denton, *American Apartheid: Segregation and the Making of the Underclass* (Harvard, 1998).

## Course Syllabus and Schedule of Class Meetings

[B] = Book, on sale at Subterranean

[E] = Article or book excerpt, online through Blackboard

### Introduction

Monday, August 25:

Course overview and  
Introductory discussion of recent events in Ferguson, Missouri

Manuel Roig-Franzia, DeNeen L. Brown, and Wesley Lowery, "In Ferguson, Three Minutes—And Two Lives Forever Changed" [E]

Tanzina Vega and John Eligon, "Deep Tensions Rise to Surface After Ferguson Shooting" [E]

David Nicklaus, "Frustration in North County Has Deep Economic Roots" [E]

Clarissa Hayward, "Is Ferguson Anomalous?" [E]

Brian Schaffner, Wouter Van Erve, and Ray LaRaja, "How Ferguson Exposes the Racial Bias in Local Elections" [E]

Wednesday, August 27: Louis Wirth, "Urbanism as a Way of Life" [E]

No class meeting – Professor Hayward away at APSA meeting

Assignment: Louis Wirth's essay is a classic, originally published in 1938. Your assignment is to read it and then take a walk down to Subterranean to purchase your course books. (If you opt to buy your books online, take a walk to the Loop anyway; have a taco or something.) After your walk, think about which aspects of Wirth's essay seem to you to (still) be right (what aspects accurately characterize St. Louis today, e.g.?) and which seem (no longer) correct. Brainstorm a list. Then choose one or two that strike you as interesting, and develop and explain your thoughts about them in your first blog post. Be sure to engage the Wirth article thoughtfully *and* develop your own argument. For a model blog post, see the sample in the "Course Materials" section of the class Blackboard page.

You can post these any time this week, up until 5 pm on Friday, August 29<sup>th</sup>. Questions? Email Keaton and cc Prof. Hayward (who is at a conference and may be slow to read / reply.)

## 1. Foundations: Power, Justice, and the American Metropolis

Wednesday, September 3: Steven Lukes, "Power: A Radical View" [E]

Optional reading for students who are already familiar with Lukes or would like to read more: Robert Dahl, *Who Governs?* pp. 89-165 [E]

Monday, September 8: Michel Foucault, *Discipline and Punish*, Part III, ch. 3 [E]

Optional reading for students who are already familiar with Foucault or would like to read more: Pierre Bourdieu, *Distinction*, pp. 1-96 [E]

Wednesday, September 10: John Rawls, *A Theory of Justice*, pp. 3-22 (sections 1-4) and 46-65 (sections 9-11) [E]

Optional reading for students who are already familiar with *TOJ* or would like to read more: Rawls, *Justice as Fairness*, pp. 1-38

Monday, September 15: John Rawls, *A Theory of Justice*, pp. 90-108 (sections 15-17), 118-122 (section 20), 136-161 (sections 24-26), and 175-182 (section 29) [E]

Optional reading for students who are already familiar with *TOJ* or would like to read more: Rawls, *Justice as Fairness*, pp. 39-79

Wednesday, September 17: Hayward and Swanstrom, *Justice and the American Metropolis*, choose any one of the first three chapters [B]

## 2. Power, (In)justice, and Race

Monday, September 22: Nancy Denton and Douglas Massey, *American Apartheid*, chs. 1-2 [B]

Wednesday, September 24: Nancy Denton and Douglas Massey, *American Apartheid*, chs. 3-4 [B]

Monday, September 29: Scott Henderson, “‘Tarred with the Exceptional Image’: Public Housing and Popular Discourse, 1950-1990” [E]

Katharine G. Bristol, “The Pruitt-Igoe Myth” [E]

Film: *The Pruitt-Igoe Myth* (to be shown in class)

Wednesday, October 1: Class meeting postponed until Saturday

Readings due by Saturday:  
St. Louis segregation documents, 1911-1915 [E]

Saturday, October 4: North St. Louis tour, led by Professor Bob Hansman

Look for a detailed announcement in the “Announcements” section of the class Blackboard page.

Monday, October 6: Hayward and Swanstrom, *Justice and the American Metropolis*, “Introduction: Thick Injustice” [B]

Wednesday, October 8: Joseph Heathcott, “Black Archipelago: Politics and Civic Life in the Jim Crow City” [E]

### 3. Resistance to Power

- Monday, October 13: Clarence Lang, *Grassroots at the Gateway*, chs. 6 and 7 [E]
- Wednesday, October 15: Henry David Thoreau, “Resistance to Civil Government” [E]
- Monday, October 20: James C. Scott, *Two Cheers for Anarchism*, ch. 1 [E]  
David Graeber, *The Democracy Project*, ch. 1 [E]
- Wednesday, October 22: Jason Rosenbaum, “French Turns Camera’s Eye Toward Ferguson Unrest” [E]  
David Carr, “View of #Ferguson Thrust Michael Brown Shooting to National Attention” [E]  
Sarah Kendzior, “The Minimum Wage Worker Strikes Back” [E]  
Materials from Missourians Organizing for Reform and Empowerment (MORE) [E]  
Invited guests: Jeff Ordower, Missourians Organizing for Reform and Empowerment (MORE) and possible additional guest(s), TBA

### 4. What About the Suburbs?

- Monday, October 27: Kenneth Jackson, *Crabgrass Frontier*, chs. 8-10 [B]
- Wednesday, October 29: Kenneth Jackson, *Crabgrass Frontier*, chs. 11-13 [B]
- Monday, November 3: John Urry, “The ‘System’ of Automobility” [E]
- Wednesday, November 5: Hayward and Swanstrom, *Justice and the American Metropolis*, chapter 10 [B]
- Monday, November 10: Library research presentation for final projects  
Meet in Arc Lab.

## 5. Toward a Just City: Institutions of Metropolitan Governance

- Wednesday, November 12: Hayward and Swanstrom, *Justice and the American Metropolis*, chapter 8 [B]
- Monday, November 17: David Rusk, *Cities Without Suburbs*, ch. 3 [E]
- Wednesday, November 19: Terrence Jones, *Fragmented by Design*, chs. 1-2 [E]
- Monday, November 24: Kimberly Norwood, “Minnie Liddell’s Forty-Year Quest for Quality Public Education Remains a Dream Deferred [E]
- NPR’s “Tell Me More,” “Is St. Louis’ School Transfer Program ‘A Mess?’” (12 minute podcast aired 11-8-13) and “Getting to the Root of the Problems in School Districts” (9 minute podcast aired 11-8-13) Available at <http://www.npr.org/programs/tell-me-more/>
- Invited guests: Terrence Jones, Political Science, UMSL and Kimberly Norwood, Law, WUSTL

## Conclusion

- Monday, December 1: Project presentations
- Wednesday, December 3: Project presentations
- Friday, December 5: Hard copy of projects and signed statements due no later than 4:30 p.m.