

URBAN POLITICS & POLICY
POL SCI / UR RE ST 305/505-001 (SPRING 2007)
MAC 103, TR 12:30-1:45 P.M.

Prof. Terri Johnson

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Hours: TR 2:00 – 3:30 p.m., and by appointment

Required Texts:

- Harrigan, John J. and Ronald K. Vogel (2007). *Political Change in the Metropolis*. 8th Ed. New York: Addison-Wesley Educational Publishers Inc.
- DeParle, Jason (2004). *American Dream: Three Women, Ten Kids, and a Nation's Drive to End Welfare*. New York: Viking
- CQ Researcher (2006). *Urban Issues*. (3rd Edition). Washington, DC: CQ Press
- Additional readings at D2L

Purpose:

The politics of cities and metropolitan areas can be understood as a complex interaction among the institutions, actors, and resources, of both public and the private spheres. In this class, you will learn about the history and theory of urbanization, government understood as party machines and growth machines, fiscal and social policy choices, and the conflicts within regions, state, and national contexts. It is hoped that students will come away from the class with a broader perspective of urban politics and policy, and be able to understand the substantive uniqueness of urban issues and governance.

Course Objectives:

1. Understand the historical development of American cities. Be able to answer:
 - a. Why study urban areas?
 - b. What makes the study of urban politics and policy different from studying other political institutions or behavior?
2. Understand the significance of the institutions of city government. Be able to answer the following questions:
 - a. What are the roles of mayor? Council? Bureaucrats? How do they differ from the executive/legislative roles at the national level?
 - b. How do cities differ when comparing their institutions of governance?
3. Understand the behavioral approach (versus the institutional approach) to studying urban politics. Be able to answer the following questions:
 - a. What is economic development and how does it happen?
 - b. What is the electoral behavior of cities? Of the metropolitan area? Who votes?
 - c. Local government is closest to the people and arguably people should be most interested in what's going on in their community. But local elections often suffer the lowest voter turnout. Why?
4. Understand the similarities, differences and interrelatedness between national policy and urban policy in the following areas:
 - a. race & class
 - b. education
 - c. crime & law enforcement
 - d. land use and development
 - e. housing
 - f. welfare

Course Requirements:

Come to class! Much of your grade is based on participation and in-class activities. The class does “build” from topic to topic, so the more classes you miss the harder it is to understand material presented later in the semester. This course is very intense and requires a good deal of reading and writing. **You can expect to spend up to 10 hours each week on assignments and readings.** It is strongly recommended that you get started with readings and projects as early as possible and do NOT fall behind!

A Note on Written Assignments

It is expected that all written assignments (except reading notes) will be clear, concise, legible, and error-free (good grammar and no typos). For essay or research papers, a title page (including name and date), section headings (including introduction, body of essay broken down in to subjects, and conclusion), source citations in text and bibliography, and page numbers, will all be taken into consideration towards the overall grade. Grades will be reduced for poorly written work. It is recommended that you have someone else read your paper to proof for clarity and errors. Also consider using the Writing Center located at CL109 (phone x2338). (Please **do not** email your papers, unless previously approved by instructor.)

Reading Notes

For each class, students will prepare notes from their assigned readings. They do not have to be in essay format; rather, they should be notes legible enough for class discussion and participation. This is to ensure that all students are prepared for class. You should include in your notes: reading title and author, brief summary of what reading is about; and your reaction as well as any questions you might want to discuss. These do not have to be type-written. I will collect the reading notes on Tuesdays. Reading notes are worth 15% of your total grade.

Policy Issue & Discussions

Beginning March 13th we will have 4 weeks of discussion regarding policy topics as assigned in our *Urban Issues* from *CQ Researcher*. Students are to come prepared each week with responses to the THREE questions outlined at the beginning of each chapter of the text. As you will note, there is more information available to help inform us on these questions and topic area. Thus, students SHOULD go to other sources to find information. I will have some useful links available at D2L to guide your search. The prepared notes and answers to questions are to be well-written (see guidelines under *A Note on Written Assignments*) and **turned in each week on Thurs; however, students must be prepared to discuss on Tues**. It is expected all students will participate in class discussion. Policy Issue & Discussions are worth 15% of your total grade (5-point scale).

DeParle Reaction Papers

Students are required to prepare and write a reaction paper for each assigned reading (there are 4) of the book by Jason DeParle, *American Dream*. You should include in each of these papers: 1) a brief description of what you read; 2) what you learned from the reading; and 3) two questions or topics you wish to *discuss* in class. These papers are to be prepared before class and turned in at the end of class. Papers are to be well-written (see guidelines under *A Note on Written Assignments*) and are worth 15% of your total grade (5-point scale).

Class Trip & Reflection Paper

A class trip to Milwaukee is scheduled (tentatively) for Friday, March 2nd. The trip will include a tour and presentation by the Housing Authority of the City of Milwaukee (HACM), and lunch on historic Brady Street. The cost of the trip is TBD. In preparation for the trip, students are required to research “public housing.” That is, what is federal government’s role? Does the state of WI do anything more? What kinds of programs are offered through HUD or other federal agency? What is HOPE VI?

After the trip, students are required to write a Reflection Paper. This paper should include reflections about the tour and presentation with the Housing Authority of the City of Milwaukee and observations of the "city," including any interactions with residents, what you noted about public transportation, neighborhood and/or economic development, and anything else that you observed. You are to "reflect", meaning you should discuss what learned, how what you observed might be different than what you thought, and did the experience challenge they way you think? The Class Trip and Reflection Paper is worth 15% of your total grade paper is graded on 5-point scale).

If you cannot arrange to come on the trip (i.e., getting off from work, getting out of a scheduled class, etc.) a written research project will be assigned.

Group Project Presentations & Final Paper: Downtown Economic Plan

The class will form small groups and develop a downtown economic development or improvement plan for some large city (additional details to follow). Groups will need to: 1) outline what IS an economic development or improvement plan? 2) determine what city will be studied; 3) collect data on that city; 4) justify the reasoning behind the plan; and 5) give a presentation of the plan to the class. The group will decide each member's assignments (to be turned in by March 15th). While each member will have to do work outside of class, all groups will be able to meet in class at least once a week beginning March 1st. **Presentations will be peer graded and students are required to turn in grades, comments and questions for each presentation.** Presentations are to 15 minutes in length plus 5-10 minutes for questions. Bibliographies, data sources, presentation materials, etc., are all to be turned in with your final paper. The Group Project is 40% of your total grade (40% for final paper; 30% for presentation and materials; 30% for peer grades, comments, & questions) and the group paper and presentation will be graded on a 5-point scale for EACH student. The final group paper/report is due May 15th.

Grades:

Assignments will generally be graded on a 5-point scale (* below):

- 5 points = understands point of question/assignment; directly and thoroughly answers question/completes assignment; demonstrates understanding of terminology related to question/assignment; is able to defend position or argument, using appropriate sources and citations; writing skills outstanding (as outlined under *Notes on Written Assignments*)
- 4 points = one of the above conditions not met
- 3 points = two of the above conditions not met
- 2 points = three of above conditions not met
- 1 point = turns in something but does not understand assignment
- 0 points = turns nothing in or demonstrates no effort towards assignment

Assignments		Grade	Percent
Reading Notes	15%	A =	92% & up
DeParle Reaction Papers*	15%	AB =	89-91%
Class Trip & Reflection*	15%	B =	82-88%
Policy Issue & Discussions*	15%	BC =	78-81%
Group Project *	40%	C =	68-77%
Total	100 %	D =	60-67%
		F =	below 60%

***There is a gradebook at D2L. Please use it to check on the status of your grade as well as confirm that all grades for your assignments are posted. I make every effort to grade and return assignments within one week.

A Note on Late Homework:

Late work will be accepted *for legitimate excuses*; however, grades will be reduced. Absolutely NO late homework assignments will be accepted after May 3rd.

Disability Assistance:

Consistent with the federal law and the policies of the University of Wisconsin, it is the policy of the University of Wisconsin - Green Bay to provide appropriate and necessary accommodations to students with documented physical and learning disabilities. If you anticipate requiring any auxiliary aids or services, you should contact Lynn Niemi, Coordinator, Disability Services Office, at 465-2849 or niemi@uwgb.edu as soon as possible to discuss your needs and arrange for the provision of services.

Academic Integrity:

Cheating in any form will not be tolerated. *Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors* (UWS 14.01, Wisconsin Administrative Code). Students are subject to disciplinary action for academic misconduct, which is defined in UWS 14.03, Wisconsin Administrative Code.

Learning Goals for Course

- Understand and remember key concepts, terms, and relationships as they pertain to urban government institutions, the political behavior of urban actors, and the development of urban policy.
- Know how to use the content in order to comprehend urban policy issues, make informed vote choices, and engage in political discourse.
- Be able to connect the actions of local government actors to social, economic and racial policy at the local and national level.
- Be able to identify the varying influences (economic, social, and political) that produce different policy outcomes for different cities.
- Interact with others to demonstrate tolerance for controversial or opposing ideas and opinions.
- Be more interested in your local government and care about the decisions being made.
- Be able to construct opinions regarding local government and urban policy concerns through the accumulation of knowledge and practice of engaging in community. Become more tolerant of under-educated, low-income and racial/ethnic/cultural differences.

LECTURES, TOPICS & ASSIGNMENTS SCHEDULE

(The instructor reserves the right to change and/or adapt the syllabus at any time.)

DATE	TOPIC	ASSIGNMENT
Jan 16, 18	INTRO TO CLASS Defining Metropolitan America	H&V: CHs 1, 2
Jan 23, 25	Ethnic Politics, Machine Politics & Reform Changing Impact of Racial/Ethnic Minorities	H&V: CHs 3, 4, 5 D2L: Brookings Institute "Racial Change in the Nation's Largest Cities" report
Jan/Feb 30, 1	Changing Impact of Political Economy Community Power & Leadership	H&V: CHs 6, 7 D2L: Stone, pgs. 126-147

Feb 6, 8	Urban Sprawl Metropolitan Govt New Regionalism	H&V: CHs 8, 9, 10 <i>D2L</i> : Orfield, pgs. 1-14 & 74-103
Feb 13, 15	City Mayors, Managers & Councils	<i>D2L</i> : Krebs & Pelissero, pgs. 169-195 <i>D2L</i> : England, pgs. 196-216
Feb 20, 22	<i>American Dream</i> <ul style="list-style-type: none"> Reflection papers for Part I due Feb 20 Reflection papers for Part II due Feb 22 	DeParle, Part I DeParle, Part II
Feb/Mar 27, 1	<i>American Dream</i> <ul style="list-style-type: none"> Reflection papers for Part III, CHs 10-14 due Feb 27 Reflection papers for Part III, CHs 15-18 & epilogue due Mar 1 Begin Group Project Meetings	DeParle, Part III, CHs 10-14 DeParle, Part III, CHs 15-18 & epilogue March 2nd: Trip to Milwaukee
Mar 6, 8	Urban Policy: History Future of the Metropolis National Urban Policy Reflection paper for Milwaukee trip DUE March 8th Group Project Meetings	H&V, CHs 11 & 12
Mar 13, 15	Policy Issue & Discussion: <i>Race, Class & Ethnicity</i> (prepared responses to questions due Thurs) Group Project Meetings (assignment outline due)	<i>Urban Issues</i> : CHs 1, 2, 3, 4
Mar 20, 22	SPRING BREAK	
Mar 27, 29	Policy Issue & Discussion: <i>Education</i> (prepared responses to questions due Thurs) Group Project Meetings	<i>Urban Issues</i> : CHs 5, 6
Apr 3, 5	Policy Issue & Discussion: <i>Law Enforcement & Homeland Security</i> (prepared responses to questions due Thurs) Group Project Meetings	<i>Urban Issues</i> : CHs 7, 8
Apr 10, 12	Policy Issue & Discussion: <i>Land Use & Urban Development</i> (prepared responses to questions due Thurs) Final Group Project Meetings	<i>Urban Issues</i> : CHs 9, 10, 11, 12

Apr 17, 19	Class Presentations: Economic Development Plans	
Apr 24, 26	Class Presentations: Economic Development Plans	
May 1, 3	Class Presentations: Economic Development Plans	
May 15	Group Project Final Paper DUE 10:30-12:30 p.m. (Prof Johnson's office)	