

Urban Politics
Politics Science 505
Tuesday and Thursday 12:30-2:18
Smith Hall Room 3094

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Office Hours: Tuesday 10:30-12 &
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Course Description

This is an advanced undergraduate course concerning the issues and development of America's cities. Throughout the course we will focus on the institutions and problems currently facing various metropolitan areas and how those issues and problems have developed. The general goals of this class are to think critically and analytically about urban politics, discuss political problems in a productive manner, and understand the interconnected nature of American cities and the various political institutions that surround and encompass them. We will satisfy these goals through readings, lectures, discussion, and debates, and the satisfaction of these goals will be evaluated through two exams, reading quizzes, a paper, and individual debates.

Required Texts

Browning, Marshall and Tabb. 2003. *Racial Politics in American Cities*, 3rd edition. Longman Publishers. (BMT listed below)

Judd and Kantor. 2006. *American Urban Politics*, 4rd Edition. Longman Publishers. (JK listed below)

Judd and Swanstrom. 2006. *City Politics: Private Powers and Policy*, 5rd Edition. Longman Publishers. (JS listed below)

Carmen and this Course

There will be various postings for this course via Carmen, so please check it on a regular basis. Outlines, debate information, the syllabus, and other information will be posted there.

Grading

Midterm: 20%

Final: 25%

Reading Discussion: 5%

Reading Quizzes: 10%

Paper Project: 15% (Proposal- 1%, Paper-18%)

Debate: 25% (Teammate Evaluation- 5%, Debate Performance-10%, Debate Paper-10%)

Extra Credit: See Below

Cards

Your grades and reading questions will all be kept track of via cards, which will be handed out the second day of class. These cards are for ease of tracking reading questions and all other grades you receive in class. Please make sure they are current and accurately reflect your work. I keep the cards at the end of class for future reference.

Exams

Your midterm will be on **Thursday, October 26**. It is worth 20% of your grade. It will be on the readings, lectures, discussions, and debates up until that point. It will be short essay. The final will be the same format, will be on **Tuesday, December 6 from 1:30 to 3:30**, and will be cumulative with a large focus on the latter part of class. The final is worth 25% of your total grade. Exam make-ups are given at my discretion.

Readings

Discussions

Readings are to be completed before the class meeting. A group of 2-3 students will lead discussion of the readings once in the quarter. These students will present the readings and lead discussion. These students should not be the only ones that we hear from that day; they are responsible for facilitating discussion. They should be prepared to present the objectives, relevance, and low and high points of the reading. You will be able to choose which day you present on the second day of class. This section of the class will be judged by how well-prepared a student is, judged by myself. The classes available for discussion leaders are starred below,

Reading Quizzes

In addition to leading discussion, in order to ensure you are doing the readings, you will have reading quizzes. They will not occur every day there are readings, but they will occur most days. There will be 10 quizzes throughout the quarter, and these will be worth 10% of your total grade. These quizzes are not designed to “trick” anyone, but instead to judge that the reading assignments are being completed. You are allowed ONE makeup of a daily quiz, and this makeup will only be given if I have pre-approved your absence or if you have a VALID written excuse for your absence. There is also a bit of extra credit available most days for the reading questions.

Term Paper and Proposal

Students are required to complete a 7-10 page paper. This paper should explore a concept/problem in urban politics and a specific place that demonstrates this issue. There are two main ways of approaching this paper:

1. Focus on a problem in urban America today. Demonstrate various places (about 2-3 cities) where this problem occurs and how different cities are approaching this issue. Discuss which city seems to be dealing with the problem in the best manner and why.

2. Focus on a specific city. Discuss the various issues (about 2-3) this city seems to be dealing with lately and why these issues exist. Discuss the future prospects for this city.

While these are the main approaches you can take with your paper, you can also come up with your own approach, but please discuss this with me so I can approve it.

A proposal for this paper will be due on **Tuesday, October 10** by class time. It should be one page (at the most) and should discuss your idea/s for your paper, as well as two sources you plan to use. The proposal is worth 1%.

The paper is due **Tuesday, November 21** by class time. It is worth 14% of your grade. Therefore, together, the proposal and paper are worth 15% of your grade.

Both the proposal and the paper should be typed and have the standard formatting. You must present a hardcopy in person in class or drop it in my mailbox on the second floor of Derby Hall. I do not accept either the proposal or paper by email. Papers are late if they are not turned in by class time. For each day papers are late, 10% will be deducted from the original grade.

I will take the following into account when assigning your grade for the paper: organization, format, consistency, use of logic, use of literature, conceptual formation, substantive value, originality, depth of understanding, language and writing. The paper should be fully cited and have a complete bibliography.

Debates:

We will have four debates in this class. The debate topics are listed below in the class schedule. There will be 4-6 students on each team, two teams per debate. The debate format will be given later. These debates are to highlight current issues in urban politics and particular American cities that demonstrate these issues. You can turn in your preferences for which debate topic the second day of class and you will be assigned to your group the third day of class. The debate itself is worth 15% of your grade. 10% of this will be judged by how well your overall team does during the debate. 5% is judged by your teammates' average of how much you contributed to the debate. The class will vote on who is the winning team of the debate, and the members of that team will earn 2% extra credit. In addition to the debate, each team must turn in a 5-page paper presenting their side of the debate. This paper will be worth 10% of your grade. This paper will be judged by the same standards as the term paper, and the grade for the paper will apply to each person in the group. Therefore, the debate altogether is worth 25% of your final grade.

Debate Schedule

Team 1 Introduction: 5 minutes

Team 2 Introduction: 5 minutes

Team 1 Rebuttal: 4 minutes

Team 2 Rebuttal: 4 minutes

Team 1 Rebuttal: 4 minutes

Team 2 Rebuttal: 4 minutes

Team 1 Conclusion: 2-3 minutes

Team 2 Conclusion: 2-3 minutes

Student Questions: 15-20 minutes

Debate Notes

As soon as I have graded the debate performance, the paper, and have received student evaluations of fellow students, your grades will appear on your cards. Remember to introduce the topic to the class well. While the burden of this falls to team 1 in particular, both teams are responsible for presenting background information. The key to getting a good grade on the debate is not only to completely research your argument, but also anticipate and refute the opposing argument. I suggest you have note cards or some kind of organization system for refuting arguments the other side makes. I encourage students who are debating to take notes on the various points and background of the subject matter, as the debates will appear on your exams.

Extra Credit

There are several opportunities for extra credit in this class. The midterm and the final will have extra credit questions. In addition, many of the reading questions will have extra credit opportunities. Also, you will be allowed to participate in an experiment in the political science department for 2%. Finally, if you will the debate, you will be awarded 2% extra credit.

Concerning Sources for Your Papers

You may use internet sources, but they must be legitimate sources. A good rule of thumb would be if the site has a companion in actual print. For example, someone's blog cannot be used, but articles from Time, Newsweek, or any newspaper are fine. There are some sources that may not have companions in print (like CNN) that I find acceptable. Please ask me if you have any questions. You are more than welcome to use visual aids in your debate, but keep in mind the type of classroom that we are in.

Class Schedule:

September 21: Introduction-Syllabus

September 26: What is Urban Politics?

Reading: JS 1-8; JK 1-14; BMT 3-16

Choose Debate Topic

Choose Discussion Day

*September 28: 19th Century and Mercantilism

Reading: JS 11-45; JK 62-81

*October 3: Machine Politics

Reading: JS 46-71; JK 86-103

October 5: Gangs of New York

*October 10: Reform Politics and the New Deal Coalition

Reading: JS 72-136; JK 106-126

*October 12: Nationalization of the City

Reading: JS 131-170

Paper Proposal Due

Debate 1: Transportation Issues in Urban America- The Case of Atlanta, GA. Who Should Pay for Infrastructure? What Types of Transportation are Best?

- *October 17: The Fall of the City
Reading: JS171-209; JK 127-141
- *October 19: Behind the Fall of the City? The Racial Divide
Reading: JS 233-262; JK 142-164
- October 24: Debate and Review
Debate 2: Classifying Cities- The Case of Washington DC- Why is Washington DC doing so poorly? Should it be a City or State?
- October 26: **Midterm Exam**
- *October 31: The Rise of the Suburbs
Reading: JS 233-262; JK 165-186
- *November 2: The Sprawling Metropolis and Upcoming Elections
Reading: JS 302-329; JK 187-216; 234-244
- November 7: Wal-mart and America and Debate
Debate 3: Urban Expansion or Urban Sprawl? The Case of Louisville, KY Is Bigger Better?
- *November 9: Reviving the City
Reading: JS 363-391; JK 216-234; 264-283
- *November 14: Urban Governance
Reading: JS 392-425; JK 15-61
- *November 16: Defended Space and Debate
Reading: JK 284-323
Debate 4: Corporate Welfare- The Case of Columbus, OH. Is Corporate Welfare a Good Idea?
- *November 21: Coalitions and Good Times
Reading: BMT 17-48; 51-76
- Term Papers Due**
- November 23: Thanksgiving Break
- *November 28: Barriers to Coalitions and Jeffersons
Reading: BMT 115-166; 201-226
- *November 30: Strategies and Prospects for our Cities
Reading: BMT 331-365; JK 350-375; 398-417

Final Exam: December 5 1:30-3:30

Recommendations for Success in this Class:

1. Do the readings- Please make sure the you do the readings and understand what you are reading. It helps many students to make an outline. DO NOT JUST SCAN THE READINGS.
2. Come to class-There will be some material that will JUST be available IN CLASS, especially the debate material. You will not be able to get this material if you do not come to class.
3. I will post the outlines for the class on Carmen and put them up in class during lecture. Making sure your notes follow the outline and understanding how the topics fit together as the outline describes may help you when studying for the exams.
4. Prepare for the debates well in advance.

5. Try for the extra credit when you can- there are several opportunities for extra credit: Each exam will have two points, if you win the debate you will earn two extra points, if you do the extra credit experiment you will get two extra points, and sometimes I will offer extra 1/2 points on the reading questions. This can equal over 10 points of extra credit- a whole letter grade.
6. Come to my office hours if you are having problems.
7. Study thoroughly for the exams.

Disability Info:

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

Information from the Counseling and Consultation Office that some students may find helpful:

The social, emotional, and academic concerns that occur occasionally in everyone's life can generate conflicts and questions. Such concerns can make it difficult for a person to function in a satisfying manner, in class and otherwise. If you need help, there are places and people that can help.

Contact Information:
Younkin Success Center
1640 Neil Avenue, 4th Floor
Columbus, Ohio 43201
Phone: 614-292-5766, FAX: 614-688-3440

Academic Honesty:

Do not cheat-it is bad for you. The University Rule for this is 3335-31-02. Please understand that if any of these rules are violated, I will take appropriate action. I want YOUR ideas, not something from someone else, a test file of some sort, or an Internet posting! I WILL TAKE ACTION IF I DISCOVER CHEATING IN ANY FORM.