

## Urban Government and Politics Political Science 213

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Office Hours: T 1-2pm, by appointment

Spring 2013  
M/W: 12:30-1:45  
END 110

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Office Hours: T 12-1pm

### Description

This course examines the politics and public policies of local governments in the United States. In the first part of the course we will explore the historical growth and change of cities and suburbs, focusing on issues of race and class, the structure of local government, the development urban policy in the American federal system, and the various ways in which cultural values have contributed to American exceptionalism in residential patterns and the forms and functions of local jurisdictions. In the second part of the course, we will examine the effects of these politics on urban policy, focusing on public housing, segregation, immigration, education and public health.

### Required Text

Dennis R. Judd and Todd Swanstrom 2010. *City Politics*, 7<sup>th</sup> Ed. New York: Pearson Longman

In addition to this text, we will be reading a number of articles and reports (available on D2L), and watching some videos. Last, a number of times throughout the course, we will not meet face-to-face, but rather you will have an on-line assignment that will be due via D2L.

### Course Requirements

#### Participation and Discussion (5%)

Each class meeting will involve in-class discussion of assigned readings. The discussions are an opportunity for you to clarify uncertainties and synthesize your understanding of concepts and ideas presented in the lectures and readings. The discussions also provide a forum in which to examine critically concepts and policy issues that are relevant to urban politics. Discussions thus present important learning opportunities in the class. You will of course need to be present to participate in discussion, but beyond this you will be evaluated for your ability to: (a) add content and insight into the discussion, and (b) pose relevant questions that contribute to the discussion.

**Reaction Essays(30%):**

Reaction essays are brief essays (300 words) in which you respond to one or more assigned readings. Your essays should include a succinct but detailed summary of the argument(s) to which you are responding and develop your reaction, which may be one of skepticism, all out agreement or disagreement, epiphany, or whole-hearted endorsement. Regardless, your essay should exhibit a line of reflective thought in which you explain the logic and rationale that supports your reaction to the reading(s).

Reaction essays must be typed in 12-point font and free of grammatical and spelling errors. You are required to complete eight (8) essays and will have ten (10) opportunities to write them, and post them to the D2L dropbox. Three reaction essays are required to be completed: #1, #5 and #7. Lastly, ***I will not accept any reaction essays that are submitted late.***

**Quizzes/Exams (65%):**

Quiz #1 is scheduled for **Monday, February 25** and will focus on the material covered in the first 3 modules of the course. Quiz #2 is scheduled for Monday, April 8<sup>th</sup> and will cover modules 4-7. Each quiz will be worth 20% of your final grade. The final exam will be weighted more toward the material covered in the last third of the course, but will be comprehensive. This is scheduled during finals week (**Thursday, May 16<sup>th</sup>**, 12:30-2:30pm), and constitute 25% of your grade. Each quiz/exam will consist of multiple choice, short answer and essay questions.

**Grade distribution:**

Letter grades will be assigned according to the following distribution:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-
100-94%	93-90%	89-88%	87-82%	81-80%	79-78%	77-72%	71-70%	69-68%	67-62%	61-60%

Students are encouraged to keep track of their progress in the course and consult with me in person should they have questions or concerns about their performance. Please note I will not discuss grades via email or telephone.

## **Other Notes**

Email: I prefer to meet during office hours than respond via email. If you do email me, please account for a 24-hour grace period on weekdays and 48-hour grace period on weekends for responding to emails. If it is critical that I respond sooner, please note that in the subject line.

Classroom Etiquette: Arrive at class on time! and turn off all electronic devices (laptops and electronic dictionaries, excluded). Cell phones, iPhones, iPods, BlackBerry devices and other technologies are to be stowed away and turned off before class. Laptop computers can be used in class, but only for taking notes.

Academic Dishonesty: Do not cheat or plagiarize another's work! This applies to essays and exams. If you do, you will receive a zero for that assignment with no possibility of making that up.

**Course Schedule and Topics**  
(Subject to Change – Consult D2L)

Module 1: What is Urban Politics? (Jan23 –30)

Wed: **Syllabus and Introductions**

Mon: **Introduction: What is Urban Politics?**

1. *City Politics*, Chapter 1 (pp. 1-9).
2. *American Urban Politics in a Global Age: The Reader: Editors'* Introductory Essay (pp. 1-6)

Wed: Trounstine, Jessica. 2009. All Politics is Local: The Reemergence of the Study of City Politics. *Perspectives*, 7(3): 611-618.

Module 2: **American Local Government, Politics and Policy: A Primer** (Feb 4-6)

**Reaction Essay #1(Required) (due Monday, Feb 4<sup>th</sup> by 10am):** Obtain a copy of the city charter for your hometown (<http://wilawlibrary.gov/topics/ordinances.php>) and/or city website, and answer the following questions:

- (1)What is the history of incorporation for this city?
- (2)How is the government organized (use Dye's readings to help with categories)? Has this changed over time?
- (3)What are the current priorities of the government? Would you classify them as economic or political (justify your answer)?
- (4)How would you describe the "social and political" psychology of your city?

Mon: Dye, Thomas R. 1997. *Politics in States and Communities*, 9<sup>th</sup> Edition. Upper Saddle, NJ: Prentice Hall. Chpt 9, pp. 248-81.

Wed: Yates, Douglas. 1977. *The Ungovernable City: The Politics of Urban Problems and Policy Making*. Cambridge, MA: MIT Press. Chpt 2, pp. 17-41; Chpt 4, pp. 91-119.

Module 3: **Decision Making and Urban Politics** (Feb 11-13)

**Reaction Essay #2 (due Monday, Feb 11<sup>th</sup> by 10am):** Peterson's theory of decision-making in urban governments began an important line of controversy about power in cities. Summarize the main points of his argument, and then discuss two points that you do not agree with/seem outdated/do not match with your experiences. Be specific and support your arguments! 300 words.

Mon: *American Urban Politics in a Global Age: The Reader*. Reading # 1:  
Peterson – The Interests of a Limited City.

Wed: *American Urban Politics in a Global Age: The Reader*. Reading # 2:  
Stone – Urban Regimes

**Quiz #1: Feb 25**

Module 4: **Machine and Reform Politics** (Feb 27- March 6)

Wed: ONLINE class: Video – *Chicago: City of the Century*  
Read: *City Politics*, Chapter 2

**Reaction Paper #3 (due Monday, March 4<sup>th</sup> at 10am):** Write a guide to immigrants coming to Chicago in the 1800s regarding the local political structures and their expected role in politics. 300 words.

Mon: *City Politics*, Chapter 3

Wed: Trounstine, J. (2008). *Political Monopolies in American Cities: The Rise and Fall of Bosses and Reformers* (pp. 1-14, 42-61).

Module 5: **Minority Political Incorporation** (Mar 11-13)

Mon: ONLINE class: Video – *Streetfight*.

**Reaction Paper #4 (due Wednesday, March 13<sup>th</sup> at 10am):** Briefly summarize Browning, Marshall and Tabb's theory of minority political incorporation. Apply their theory to 2 other cities of your choosing: when and where do you find black or Latino mobilization, incorporation, and responsiveness? Include your sources of information. 300 words.

Wed: Browning, Marshall and Tabb (1984). *Protest is not Enough*. Introduction and Chapter 1.

March 18-22: **Spring Break!**

Module 6:    **Suburbanization, Metropolitanization and Urban Sprawl (Mar 25-27)**

- Mon:
1. *City Politics*, Chapter 10
  2. *American Urban Politics in a Global Age: The Reader*. Reading # 24 (Siegel, pp.335-345).

Wed:            ONLINE class: Read *City Politics*, Chapter 11.

***Reaction Paper #5 (Required) (due Wednesday, March 27<sup>th</sup> at 10am):***

Research smart growth initiatives for Milwaukee and its surrounding suburbs. Write a 300-400 letter to Mayor Barrett outlining your recommendations for the city's growth plan for the next 25 years based on the readings and your research.

Module 7:    **Federalism, and the Case of Katrina (April 1-3)**

Mon:            ONLINE class: Watch Video: When the Levees Broke (selected chapters).

***Reaction Paper #6 (due Wednesday, April 3<sup>rd</sup> at 10am):*** What are the benefits of federalism? What are the problems (from the city's perspective) with federalism? How does the case of Katrina and the rebuilding of New Orleans highlight both sides of this debate? 300 words.

- Wed:
1. *City Politics*, Chapter 12
  2. *American Urban Politics in a Global Age: The Reader*, Chapter 27 (pp. 316-332): Burns, P.F. & Thomas, M. O. Politics, Federalism, and the Recovery Process in New Orleans.

April 8:            Quiz #2

**Module 8: Policy Implications: Segregation, Economic Inequality and the Metropolis (April 10- 17)**

Wed: ON-LINE Class: Milwaukee has the infamous reputation of being the most segregated city in the US. A report published in 2003 by UWM professors challenged this label, and spurred a heated debate in this city and beyond. Read the articles/editorials here: <http://mumford.albany.edu/census/milwaukee.htm>.

**Reaction Essay #7 (Required) (due Monday, April 15<sup>th</sup> at 10am):** Write an editorial on how far (or not so far) we have come in Milwaukee in the last 10 years around the issue of integration. 300 words.

Mon: Jones, Patrick D. 2009. *The Selma of the North: Civil Rights Insurgency in Milwaukee*. Cambridge, MA: Harvard University Press. Chapters 1 & 7.

Wed: Charles, Camille Z. 2000. "Neighborhood Racial-Composition Preferences: Evidence from a Multiethnic Metropolis." *Social Problems* 47(3):379-407.

**Module 9: Policy Implications: Immigration (April 22-24)**

**Reaction Essay #8 (due Monday, April 22<sup>nd</sup> at 10am):** Briefly summarize Ramakrishnan and Wong's argument, and their key finding. Find two examples of local government immigration policies for Wisconsin. What do they say, and how does your data compare to R&W's results? 300 words.

Mon: Ramakrishnan and Wong 2008. "Immigration Policies Go Local: The Varying Responses of Local Governments to Low-Skilled and Undocumented Immigration."

Wed: Jones-Correa, Michael. 2008. "Race to the Top? The Politics of immigrant education in suburbia." In D. Massey (ed) *New Faces in New Places: the Changing Geography of American Immigration*. NY, NY: Russell Sage Foundation.

Module 10: Policy Implications: Public Health (April 29-May 1)

**Reaction Essay #9 (due Monday, April 29<sup>th</sup> at 10am):** Not all health indicators are worse for lower socioeconomic (SES) groups or racial minorities. Discuss 2 of these measures, and provide an explanation of why, for these health indicators, higher ses and/or racial majority status is not a protective factor. Last, discuss the role of urban government is addressing the health of its citizens. What can be done? 300 words.

Mon: (1) Milwaukee Health Report 2011.  
(2) Evidence for Action: A Report on Violence and Health in Milwaukee (2011)

Wed: Guest Speaker: TBA

Module 11: Policy Implications: Urban Education (May 6-8)

**Reaction Essay #10 (due Monday, May 6<sup>th</sup> at 10am):** Read Fixing the Milwaukee Public Schools: The Limits of Parent-Driven Reform (available at <http://www.wpri.org/Reports/Volume%2020/Vol20no8/Vol20no8p1.html>), and compare Milwaukee's reform efforts to those discussed in Clemmit's paper. End the paper with three questions for Dr. Howard Fuller. 300 words.

Mon: Guest Speaker: Howard Fuller

Clemmit, Marcia. 2007. *Fixing Urban Schools: Has NCLB helped minority students?* CQ Researcher.

Wed: Theobald, R. (2005) School choice in Colorado Springs: the relationship between parental decisions, location and neighborhood characteristics. *International Research on Geographical and Environmental Education* 14(2): 92-111.

Final: Thursday, May 16, 12:30-2:30pm