

POLITICAL SCIENCE 2220-01/AAM2930-01
URBAN POLITICS
FALL 2016
Mon., Wed., Fri. 10-10:50AM
McGannon Hall 270

Instructor: Dr. Chryl Laird
Office: McGannon Hall 120
Office Hours: Mon. & Wed. 1-2:15PM
and by appt

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Course Introduction:

This course will examine politics in American cities. In an age where public attention tends to be focused on national and international levels of politics this class will highlight the importance of local and urban institutions and behavior. In this context we will discuss issues such as competition between cities and suburbs, the internal environment of suburban politics, state-city and federal-city relations, racial conflict and urban governance and the impact of private power on local decision-making. Throughout the class we will focus on the various individuals and institutions that shape the foundation of urban government including elected officials, municipal bureaucracies, political parties, political machines, interest groups, and the public. Additionally, multimedia like film, news, and television will be incorporated into the class to show how urban politics and government is depicted in our everyday lives and how it relates to the literature in the course.

Course Objectives:

This course serves as a broad overview of urban politics in the United States. This course has several goals including:

1. To understand the basic structure and mechanisms of urban political institutions and how they operate in a modern city setting.
2. To understand the increasing suburban sprawl and the economic, social and political repercussion for those in the suburbs as well as those remaining in traditional urban areas.
3. To understand race and ethnic politics within the urban political and social climate, as well as the historical context in which they were established.
4. To further develop critical thinking, writing and speaking skills as they apply to course material.

Required Textbooks

The required textbooks are available at the SLU Campus Bookstore and/or through online bookstores:

1. *City Politics: The Political Economy of Urban America 9th edition* by Dennis R. Judd and Todd Swanstrom
2. *Mapping Decline: St. Louis and The Fate of the American City* by Colin Gordon

I will also be posting required readings on the Blackboard website for the course or emailing them to the class.

Student Assistance

I want my students to do well in this course. I am open to answering questions, clarifying materials, offer suggestions for studying, assisting with paper writing and addressing any concerns you may have about the course. I have assigned office hours listed in the syllabus, but I can also make arrangements to meet

at alternate times if you are unable to attend office hours. Questions and concerns can also be raised in class and I encourage you to do so.

Classroom Behavior/Technology Policy

In class discussions will be a central part of this course. These discussions will be based on the assigned readings as well as content brought up in lecture. I believe that these discussions can benefit students in a variety of different ways. Students will not only enhance their critical thinking skills but they will also be exposed to alternative opinions related to a particular issue. Students will have to learn how to defend their view in a rational way when presented with an opposing view. Many of these issues could be considered controversial and/or sensitive. Students should feel free to express their opinions. At the same time we must remember to respect one another and maintain a constructive and civil dialogue. If you are unable to engage in conversation in this manner you will be dismissed from the discussion.

I have a no laptop/computer/cell phone policy in the classroom. Please take notes by hand. I find that class discussion vastly improves when students are not distracted by social media and web surfing. I will post power point lectures on blackboard after any lectures so that you may have access at a later point.

Academic Integrity and Honor Code

The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity. Academic integrity is violated by any dishonesty such as soliciting, receiving, or providing any unauthorized assistance in the completion of work submitted toward academic credit. While not all forms of academic dishonesty can be listed here, examples include copying from another student, copying from a book or class notes during a closed book exam, submitting materials authored by or revised by another person as the student's own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, securing or supplying in advance a copy of an examination or quiz without the knowledge or consent of the instructor, sharing or receiving the questions from an on-line quiz with another student, taking an on-line quiz with the help of another student, and colluding with another student or students to engage in academic dishonesty.

All clear violations of academic integrity will be met with appropriate sanctions. In this course, academic dishonesty on an assignment will result in an automatic grade of F for the course and a report of academic dishonesty sent to the Academic Honesty Committee of the College of Arts and Sciences. (Instructors can change the sanction specified in the italicized text.) In the case of Class B violations, the Academic Honesty Committee may impose a larger sanction including, but not limited to, assigning a failing grade in the course, disciplinary probation, suspension, and dismissal from the University. Students should refer to the following SLU website for more information about Class A and B violations and the procedures following a report of academic dishonesty: <http://www.slu.edu/x12657.xml>.

If you are caught cheating or plagiarizing, you will automatically fail the course.

Disability Services

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Student Success Center (BSC 331) or by going to www.slu.edu/success.

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at [314-977-8885](tel:314-977-8885) or visit the Student Success Center. Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.

Writing Services:

I encourage you to take advantage of University Writing Services; getting feedback benefits all writers! Trained writing consultants can help with any writing, multimedia project, or oral presentation. During one-on-one consultations, you can work on everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. *These services do fill up*, so please make an appointment! Also, bring your assignment description, and a few goals, to the consultation! For more information, or to make an appointment, visit www.slu.edu/writingservices.xml or call 977-3484.

Course Requirements and Grading

Assignments & Exams	Grade Percentage
Mid-Term	25%
Final Exam	25%
Research Paper and Presentation	25%
DQ Write-Ups (4)	10%
Attendance & Participation	15%
TOTAL	100%
<i>Extra Credit</i>	<i>1%</i>

Final Grade Scale

This is the scale that I will use to determine your final grade.

Letter Grade	Percentage	Letter Grade	Percentage	Letter Grade	Percentage
A	≥ 92.5	B-	≥ 79.5	D+	≥ 66.5
A-	≥ 89.5	C+	≥ 76.5	D	≥ 62.5
B+	≥ 86.5	C	≥ 72.5	D-	≥ 59.5
B	≥ 82.5	C-	≥ 69.5	F	< 59.5

Exams

The Midterm Exam will be held on Thursday, March 5 in our regular classroom. The Final Exam on the date assigned by the registrar’s office. Exams will be a combination of multiple choice, true/false, short answer, and essays. Make-up exams will only be available for excused circumstances. If you do not have a documented excuse then I will determine make-ups on a case by case basis.

Discussion Question & Response

You are required to do 4 Discussion Question/Response papers. Each response is worth a maximum of 5 points. You need to write ONE discussion question and a response/answer to your question. These are questions that come to mind after reading the course materials for the upcoming class sessions. The assignment is to be completed prior to class discussion of the material. These questions should not be questions that can be directly answered by the text. They are critical thinking questions. You are also required to write a response/reaction to the question that you pose. The response should be 300-350 WORDS (approximately 1/2-3/4 a page single space). Your responses should begin with a thesis statement indicating what you are going to argue as an answer to the question. UNDERLINE, ITALICIZE, or put your thesis in **BOLD** so that it stands out from the rest of the text. Please see template for further information. You also need to AT LEAST ONE EXTERNAL CITATION (material that is not provided in the course) in the response.

THERE ARE NO MAKE-UPS FOR THIS ASSIGNMENT. Once we have covered the content for that week you cannot go back and complete a DQ response. Please see handouts on DQ responses as well as instructions on writing a thesis statement.

Final Paper

The final paper will be research paper. You are to write a scholarly paper on a topic of your choice related to urban politics that is at least 10 pages in length. The paper should be well researched using primary and/or secondary sources. You should also incorporate some course content. The papers should include a research question, thesis, analyze evidence that supports the thesis, and end with a conclusion that considers the significance and limitations of the analysis. A portion of your grade for the paper will be based on your class presentation as well as peer-reviewing other student papers. Further details about the final paper will be provided later in the semester.

Attendance and In-Class Participation

I will also be grading you on in-class participation. During class discussion I will be taking note of students that participate. The assessment will be based on your participation throughout the entire semester. Your attendance record will also be as a way to assess your participation. You are expected to attend every class. I will take attendance at the beginning of every class. If you are absent a lot then you can also anticipate that this will reflect in your participation grade. You will be permitted 2 unexcused absences. For every additional absence there will be an automatic deduction from your overall participation grade. If you miss class, it is your responsibility to find out the work that was missed from your other classmates.

Tentative Schedule: (Course readings and content are subject to change at the discretion of the professor)

Week 1: (Aug 22-26)

- Introduction to the Course
- City Politics Chapter 1 & 2

Week 2: (Aug 29-Sept 2)

- City Politics Chapter 3
- Blackboard: Erie Chapter 1-"The Irish and the Big City Machines" pp.1-25
- City Politics: Chapter 4
- Blackboard: Erie "Declining Resources" pgs. 150-156 and Erie "White Ethnics pp161-165

Sept. 2: NO CLASS

Week 3: (Sept 5-9)

DQ Write-up #1 Due Tuesday, Sept 6 by 8pm

Sept 5: NO CLASS-LABOR DAY

- City Politics Chapter 5
- Blackboard: Roediger: Chapter 7-“Irish-American Workers and White Racial formation in the Antebellum United States” pp 133-156.
- City Politics Chapter 6
- Blackboard: TBA

Week 4: (Sept 12-16)

- City Politics Chapter 7
- Blackboard: Massey and Denton –Chapter 5 “The Creation of Underclass Communities” pp.115-147
- “Rosa Lee’s Story” pp.1-12

Week 5: (Sept 19-23)

In-Class Film and Discussion (Film)

Week 6 (Sept 26-30)

DQ Write-Up 2 Due Sunday, Sept 25 by 8pm

- City Politics Chapter 8 & 9
- City Politics Chapter 9 (cont’d) & 14
- Blackboard: BMT-Chapter 4-“New York: Still the Great Anomaly”

Week 7 (Oct 3-7):

Oct.3: PAPER PROPOSALS DUE TODAY

- Blackboard: BMT-Chapter 3 “Philadelphia’s Evolving Bi-Racial Coalition”
- Blackboard: BMT-Chapter 5-“Chicago Politics: Political Incorporation and Restoration”
- In-Class Film and Discussion

Week 8 (Oct 10-14):

- In-Class Film and Discussion

Oct. 14: MIDTERM

Week 9 (Oct 17-21):

Oct 17-18: NO CLASS-FALL BREAK

- City Politics Chapter 10
- Blackboard: New Immigrants in Suburbia” pp 177-184

Week 10 (Oct 24-28):

DQ Write-up Due Sunday Oct 23 by 8pm

- City Politics Chapter 11
- Blackboard: “Is Urban Sprawl a Problem” pp 281-291
- City Politics Chapter 13
- Blackboard: Florida: “The Rise of the Creative Class: Why Cities w/o Gays and Rock Bands are Losing the Economic Development Race”
- Blackboard: Gentrification Article-TBA

Week 11 (Oct 31-Nov 4):

- In-Class Film and Discussion
- City Politics Chapter 12

Week 12 (Nov 7-11):

DQ Write-up #4 Due Monday Nov 6 by 8pm

- Mapping Decline Introduction and Chapter 1
- Mapping Decline Chapter 2

Week 13 (Nov 14-18):

- Mapping Decline Chapter 3 & 4

Week 14 (Nov 21-25):

Nov 23-25: NO CLASS-THANKSGIVING

Mapping Decline Chapter 5 & Conclusion

Week 15 (Nov 28-Dec 2)

Mapping Decline Chapter 5 & Conclusion (cont'd)

Student Presentations

Week 16 (Dec 5)

- Study Day/In-Office Q&A
- **Paper Due Today by 5pm**

Final Exam Monday, December 12, 2016 12:00PM-1:50PM