

MARQUETTE UNIVERSITY
Political Science 117
Urban Public Policy

Fall 2008
Section 1001
MWF 9:00-9:50
WW 138

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Office Hours: MWF: 10-11, 12-1

REQUIRED TEXTS:

Euchner & McGovern, Urban Policy Reconsidered. (Routledge, 2003).
The CQ Researcher, Urban Issues. 4th ed. (CQ Press, 2008).

REQUIRED RESERVE READINGS: Students are expected to purchase the two required textbooks. All other required readings (see below) are on electronic reserve.

Baker, Emily. 2000. "The Inner City 100: The Company They Keep." *Inc.* 22 (6, May 2000): 84-91.
Cooper, Mary H. 1998. "Environmental Justice," in *The CQ Researcher* 8 (June 19, 1998).
Florida, Richard. 2008. "The Rise of the Creative Class," in *Annual Editions: Urban Society*. 13th ed., pp. 46-53.
Norquist, John O. 1998. "The New Urbanism," in his *The Wealth of Cities*, pp. 181-199.
Ross, Bernard H. and Myron A. Levine. 2006. "National and State Policy Toward Cities," in their *Urban Politics*, 7th ed., pp. 441-72.

COURSE DESCRIPTION AND LEARNING OBJECTIVES: Cities are "where the action is" in American society. Whether the problem is housing, poverty, crime, education, or pollution, the city is the setting. Students will reflect on urban problems and policies from a political point of view, informed by the theoretical understandings of these topics as expressed by urban scholars currently and over time. Students will demonstrate an understanding of the effect of urban governmental structures and federal policies upon urban problems and policies in light of major competing theories of politics. Students will demonstrate the ability to employ analytical, research, and writing skills in exams and papers.

FORMAT OF CLASS: Classes will include lectures by the instructor; however, emphasis is also placed on student participation in class discussions. Class attendance is not optional; regular class attendance is expected. Students are expected to be on time and to remain awake and in the classroom until the class is over. The latter is particularly important during exams; students will not be allowed to leave the room and return during exams. Absence and Academic Dishonesty policies will conform to University and College of Arts and Sciences Policies as described in the current Undergraduate Bulletin. All students are bound by Arts and Sciences rules.

COURSE REQUIREMENTS AND GRADING PROCEDURES:

EXAMS: The assigned work in this course is as follows. There are the specific reading assignments drawn from the required texts. Each student is expected to read and digest this assigned material prior to the time when it is dealt with in class. Two non-comprehensive essay exams will be given during a regular class period during the semester; the short answer

comprehensive exam will be given during the final exam period. Make-up exams are given if needed due to serious personal emergencies. Others who miss an exam will also be given a make-up exam with a 10% reduction in grade.

POLICY PAPER: Each student must also prepare a paper on an urban policy topic of her/his choosing. Most importantly, you should choose a topic that interests you and can be closely linked in your analysis to politics and/or governmental attempts to address this issue. (Remember that this is a political science course, not one in history, sociology, or economics.)

The following are the ground rules:

1. A three-page (typed, double-spaced) prospectus of your term paper, including a tentative bibliography must be submitted by October 10, 2008. The prospectus will include your statement of purpose, a thesis statement, and the proposed methodology and approach to be used (i.e. literature review, case study, and/or interviews). Feedback will be provided and a personal conference and/or further revisions may be requested. The prospectus will determine 10% of the paper grade. Unless an extension has been given, a late penalty of 10% of the grade for that portion of the paper grade will be assessed after October 10. A hard copy is required; email attachments will not be accepted.
2. The term paper is due by 2 p.m., November 24, 2008. The paper is worth 90% of the paper grade. Unusual research or personal problems may justify an extension. Otherwise a late penalty of 10% of the grade for that portion of the paper grade will be assessed after a grace period ending at 2 p.m., December 1, 2008. (Note that you may write your term paper over the Thanksgiving break, but this is your choice.)
3. Papers must rely primarily upon scholarly sources (journals, books) rather than popular periodicals, newspapers, or Web pages. Use the Social Science Index, Public Affairs Information Service Bulletin or an appropriate database to locate relevant scholarly articles (which may be found on-line). Use the required textbooks, other college survey textbooks, and reference books only for very limited citations. Web pages and other materials posted on the inter-net may NOT be used as sources. This prohibition does not include academic journals available on-line.
4. Appropriate scholarly form should be used in writing. Use a standard form of citation and be consistent throughout. Numbered notes may be either at the end of the paper or at the bottom of the appropriate page. You may instead use embedded author-date references with a list of complete and alphabetized citations at the end of the paper.
5. The paper must be typed, double-spaced in a standard font (e.g., Times Roman 10 or 12) with standard (i.e. one inch) margins. Minimum length required: 10 pages (exclusive of title page, list of references, any tables, and endnotes). For a paper of this length, you should use subheadings to reflect your organizational framework.
6. Your original notes (handwritten or computer-generated) on all published/electronic sources must be submitted with the final paper. Do not hand in the whole article or printout. You may instead submit earlier drafts of the paper with your handwritten revisions. A handwritten outline of your paper does not fulfill this requirement. The paper and notes must be submitted

as a hard copy; submissions by email attachment will not be accepted.

COMMUNITY SERVICE LEARNING: A community service learning component is available and highly recommended in this course. It is worth 15% of the course grade and will require 1-2 hours per week during the 14-week semester. Further information detailing the procedures for receiving your placement and academic credit will be provided. A comparative review of two recent scholarly books (not on your paper topic and jointly chosen by you and me) is available to those unable to participate in service learning. Descriptions of the written and oral reports required for both service learning and the alternative assignment follow the course outline.

GRADE FORMULA:

First essay exam	15 %
Second essay exam	15 %
Short answer final	25 %
Policy paper	30 %
Service/alternative	15 %

COURSE OUTLINE

Note: The dates listed below should be considered only as approximate goals. Some topics may require more or less time than was anticipated.

Aug. 25 Class Orientation

I. A Basic Framework for Studying Urban Policy

Aug. 27, 29 A. The Study of Urban Areas. UI, Chapter 4, "America in Flux."

Sept. 3, 5 B. The Sociology of Urban Areas: How a City Grows. E & M, 1-20.

Sept. 8, 10 C. Urban Government and Politics. E & M, 20-33, 293-309.

Sept.12, 15 D. Intergovernmental Relations. Ross and Levine, pp. 441-72.

II. Issues of Urban Public Policy

A. The Urban Population

Sept. 17 1. The Immigrant Challenge. UI, Chapter 2, "Immigration Debate."

Sept. 19, 22, 24 2. The Welfare System. E & M, 35-91; UI Chapt. 1, "Domestic Poverty."

Sept. 26 3. Manpower Policies and Unemployment. Baker, "The Inner City 100: The Company They Keep."

Sept. 29 FIRST ESSAY EXAM

B. Managing Urban Decay

- Oct. 1, 3, 6 1. Economic Development. E & M, 93-108, 115-34; UI Chapters 9 and 11, "Aging Infrastructure" and "Downtown Renaissance."
- Oct. 8, 10, 13 2. Housing. E & M, 135-84; UI Chapter 3, "Mortgage Crisis."
- Oct. 15 3. The Creative Class and Tourism. E & M, 108-15; Florida, "The Rise of the Creative Class."
- Oct. 20, 22, 24, 27 4. Education. E & M, 185-238; UI Chapters 5 and 6, "Fixing Urban Schools" and "Racial Diversity in Public Schools."
- Oct. 29, 31, Nov. 3 5. Crime. E & M, 239-91; UI Chapter 7, "Fighting Crime."

C. Managing Urban Growth.

- Nov. 5, 7 1. Planning. UI Chapter 12, "Property Rights."
- Nov. 10, 12 2. Transportation. UI Chapter 10, "Mass Transit Boom."
- Nov. 14 SECOND ESSAY EXAM
- Nov. 17, 19 3. Health and the Environment. Cooper, "Environmental Justice."

III. Solutions for Today's Urban Political Economy

- Nov. 21 A. The New Urbanism. Norquist, pp. 181-99.
- Nov. 24 B. Cities and 9/11. UI Chapter 8, "Disaster Preparedness."
- Dec. 1, 3, 5 B. URBAN SERVICE LEARNING PANELS AND BOOK REVIEWS
- Dec. 11 (Thurs.) COMPREHENSIVE FINAL EXAM (short-answer) 1-3 p.m.

SERVICE LEARNING GUIDELINES

GENERAL REQUIREMENTS

You must report on your timesheet a minimum of 14 hours spent at your site. In addition, you must attend the signup night held by the Service Learning Program (SLP) in September, any SLP orientation for service learners, and any on-site training session held at your agency. You must also attend at least one of the reflection sessions held by the SLP Office through the semester.

THE REFLECTION PAPER (10%)

A 5-page reflection paper will be submitted no later than the final day of regular classes (Dec. 5). Because you receive credit for your learning, not your service, your reflection paper should respond to the questions below. Sometimes the nature of your duties will prevent your having direct contact with the persons at the site who can best help you to answer these questions. If so, you should set up an appointment for an interview with a staff member. (The questions concerning political coalitions and political consciousness may be difficult to answer without such an interview.)

1. Briefly, what were your placement agency and your duties? What were the agency's goals and mission? Using your knowledge of the urban environment (the demographics of urban growth, the local political economy, intergovernmental relations), consider why this organization is needed. (That is, what are the urban roots of the policy issues addressed by your agency?)
2. How would you characterize the level of political consciousness of the people (staff or clientele) with whom you worked? What did you learn about their political attitudes? Did you observe or otherwise learn of cooperative relationships with other local groups or with local elected and appointed officials?
3. Was the course content on the political or policy area on which you worked confirmed or refuted? (For example, did the course readings and lectures on poverty or community development corporations resonate for you in your project?)
4. What else did you learn (related or not related to this course)?

ORAL REPORT PANEL (5%)

A very short (5 minute) in-class oral report will be presented during the final week of classes, in conjunction with those working in the same or related agencies. Each agency should be presented in terms of 1) the agency's location and mission; 2) its use of MU volunteers; 3) a critical assessment of the agency; 4) how the service learning component reinforced course materials. If more than one student served in the same agency program, please divide the responsibility for covering these elements. You will be given individual, not group-panel, grades, based in part on advance preparation of remarks (a written script is not necessary.) Please do not exceed your time limit and be prepared to answer questions from the class.

BOOK REVIEW GUIDELINES

THE WRITTEN REPORT (10%)

Give a complete citation of the two books read. Answer these basic questions common to all book reviews in a 5-page essay submitted no later than the final day of regular classes (Dec. 5).

1. What was the purpose in writing the book (i.e. the subject and thesis)?
2. What were the methods used? That is, was the study based on original field research, a survey, the writings of others, government documents, or Census figures?
3. How well did the author succeed? That is, what were the findings, conclusions, strengths, weaknesses, and, especially, the book's appropriateness for a course in urban public policy?
4. You will probably want to discuss the two books separately in terms of the above questions. Conclude by considering both books together (they were chosen because they have a common topic or theme) in these two questions. How did these books relate to the content of the course? Did they provide additional information on a topic covered in the course, or did they address a new (but related) topic?

THE ORAL REPORT (5%)

Keeping to the time limit of 5 minutes, share your (above) evaluation in terms of content, methods, and your personal opinion and reaction to both books. Be sure to give the author, title, publisher, and publication date for each book. Be prepared to answer any questions from the class.