

Marquette University
Political Science 118, Urban Politics
Spring, 2008, MWF 10-10:50 a.m.
WW 418

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Office Hours: MWF 11-1
(and MW after 2:15 p.m. by appt.)

REQUIRED TEXTS:

Christensen and Hogen-Esch, Local Politics 2nd ed. (M.E. Sharpe, 2006).
Volgy, Politics in the Trenches (University of Arizona Press, 2001).

ELECTRONIC RESERVES:

Boles, "Local Feminist Policy Networks in the Contemporary American Interest Group System,"
Policy Sciences 27 (1994): 164-75.
Ross and Levine, "Citizen Participation and Decentralization," in their Urban Politics 7th ed.
(Wadsworth, 2006), pp. 233-58.
Vogel and Harrigan, "The City as a Place of Opportunity: The Politics of Racial and Social
Change," in their Political Change in the Metropolis 8th ed. (Pearson, 2007), pp. 115-54.

COURSE DESCRIPTION: A trend in political science is to bring "governmental structures" back into "politics." That is the focus here: a look at the interrelationships between the structure of urban government and the activities of the major actors (e.g., mayors, city managers, council members, interest groups, political parties, and community activists) in the urban setting. Students will reflect on urban institutions, public officials, and non-governmental actors 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 impact of these structures and actors 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. Attendance and Academic Honesty policies will conform to University and College of Arts and Sciences policies as described in the current M.U. Undergraduate Bulletin. All students are bound by Arts and Sciences rules.

COURSE REQUIREMENTS AND GRADING PROCEDURES:

EXAMS: The assigned work 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 essay exams, based upon the common readings and lecture materials, will be given: a mid-term exam and a comprehensive final exam. Make-up exams will be promptly given to those missing the first exam due to a serious personal emergency. Others who miss the exam will also be given a make-up exam with a 10% penalty.

RESEARCH PAPER: This course has been designated as "writing-development." Each student must prepare a paper on an urban politics topic of his/her choosing. Students must consult with

the instructor concerning topic, research questions, and sources by the deadlines noted below. Most important, 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 sociology, history, or economics.)

The following are the ground rules:

1. You must submit your term paper topic (in one-three sentences on a note card or sheet of paper) by 1 p.m., February 1, 2008. During that week or the next, you should see the instructor during her office hours for a brief discussion of this project.
2. A three-page (typed, doubled-spaced) prospectus of your term paper, including a tentative bibliography, must be submitted by 1 p.m., February 15, 2008. The prospectus will include your statement of purpose, a thesis statement, and the proposed methodology and approach to be used (e.g., 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. A hard copy is required; email attachments will not be accepted.
3. The first draft of the paper is due by 2:15 p.m., March 12, 2008. Feedback will be provided for the preparation of the final paper. The first draft will determine 25% 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 given to drafts received after 2:15 p.m., March 26, 2008. A hard copy is required.
4. The final paper is due by 1:00 p.m., April 25, 2008. This paper is worth 65% 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 that date. A hard copy is required.
5. 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 journals (which may be found on-line). Do NOT use the required texts, other college survey textbooks, or reference books except 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.
6. Appropriate scholarly form must 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 also use embedded author-date references with a list of complete and alphabetized citations at the end of the paper.
7. The paper must be typed, doubled-spaced in a standard font (i.e. Times Roman 10 or 12 point) with standard (i.e. one inch) margins. The minimum length required is 10 pages, excluding endnotes, list of references, title page, and any tables. For a paper of this length, you should use subheadings to reflect your organizational framework.

8. Your original notes (handwritten or computer-generated) on all sources must be submitted with the final paper. Do not hand in the whole article or printout. A short handwritten outline of your paper does not fulfill this requirement. If you prefer, you may fulfill this requirement when you submit the first draft.

COMMUNITY SERVICE LEARNING: Service learning is available and highly recommended in this course. It is worth 15% of the course grade and will require approximately one-two hours per week during the 14-week semester. I hope that every student will participate in community service as a part of this course. If a student is unable to participate, the alternative assignment is a comparative analysis of two recent scholarly books on urban politics, chosen jointly by the student and the instructor. Further information detailing the procedures for receiving your service learning placement will be provided in class. Further details concerning the written and oral reports for both service learning and the book review follow the course outline.

GRADE FORMULA:

First essay exam	15%
Final essay exam	30%
Research paper	40%
Written SL/book report	10%
Oral report	5%

COURSE OUTLINE:

I. THE URBAN SETTING

- Jan. 14 A. Course Orientation.
- Jan. 16 B. The Study of Urban Politics, C & H, pp. 3-13.
- Jan. 18 C. The Demographics of Urban Areas, C & H, pp. 15-41.
- Jan. 23, 25 D. Cities in the Local Political Economy, C & H, pp. 42-77.
- Jan. 28, 30, Feb. 1 E. Metropolitan Government, C & H, pp. 349-76.
- Feb. 4, 6 F. Cities in Intergovernmental Relations, C & H, pp. 78-108.
- Feb. 8, 11 G. The Structure of Urban Government, C & H, pp. 109-14, 121-5, 133-7, 145-52.
- Feb. 13, 15 H. Political Machines, C & H, pp. 114-21.
- Feb. 18, 20 I. Urban Reform, C & H, pp. 126-33, 137-45.

II. PUBLIC OFFICIALS IN URBAN POLITICS

- Feb. 22, 25 A. Mayors, C & H, pp. 169-83; Volgy (all except C. 8).

Feb. 27, 29 B. Councils, C & H, pp. 153-62 ; Volgy (all except C. 8).

Mr. 3 MID-TERM EXAM

Mr. 5 C. City Managers, C & H, pp. 162-9.

Mr. 7 D. Bureaucrats, C & H, pp. 184-209.

III. NONGOVERNMENTAL POLITICAL ACTORS

Mr. 10, 12 A. Who Really Rules? C & H, pp. 261-79.

Mr. 26, 28 B. Political Participation, C & H, pp. 213-31.

Apr. 2, 4 C. Interest Groups, C & H, pp. 238-60.

Apr. 7, 9 D. Race and Ethnicity, Vogel and Harrigan, pp. 115-54.

Apr. 11, 14 E. Gays and Women, Boles, pp. 164-75.

Apr. 16, 18 F. Citizen Participation and Decentralization, Ross & Levine, pp. 233-58.

Apr. 21 G. Local Media. C & H, pp. 231-7; Volgy, pp. 151-67.

IV. URBAN POLICYMAKING

Apr. 23 A. Service Delivery.

Apr. 25 B. Urban Finance, C & H, pp. 281-310.

Apr. 28, 30, May 2 C. The Service Learning and Book Reports

May 5 FINAL EXAM, MONDAY 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 sign up night held by the Service Learning Program (SLP) in January, 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 (May 2). Because you receive credit for your learning, not your service, your reflection paper should respond to the following questions. 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 site and your duties? What were the group'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 group?)
2. How would you characterize the level of political consciousness of the people (staff and/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 racial and ethnic groups or community organizations resonate for you in your project?)
4. What else did you learn (related or not related to this course)?

SERVICE LEARNING PANEL OR ORAL REPORT (5%)

A very short (5 minute) in-class oral report will be presented during the final week of classes, in conjunction with those placed in the same or related organization. Each placement site should be presented in terms of 1) the group's location and mission; 2) its use of MU volunteers; 3) a critical assessment of the organization; 4) how service learning reinforced course materials. If more than one student served in the same 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 BOOK REPORT (10%)

Answer these basic questions common to all book reviews in a 5-page essay submitted no later than the final day of regular classes (May 2).

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, or simply on 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 politics?
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 BOOK REPORT (5%)

Keeping to the time limit of 5 minutes (with 5 minutes left for questions), share your 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 of each book.