OVERVIEW: American cities offer a number of contrasting narratives: of inner-city decline and urban renaissance; of local challenges and global prospects; of socioeconomic isolation and social entrepreneurship; of policy failure and policy innovation. They offer us a rich set of cases with which to examine the political world and the functioning of American democracy. Through the lens of urban American, we will examine the structure of political institutions and their evolution, the exercise of political power, and the meanings and practice of citizenship.

This course is structured into three parts. We begin by tracing the historical development of local government institutions. We then turn to the economic constraints facing cities and the policies that have been proposed to reposition cities on the global stage. We conclude by examining the racial and ethnic politics of cities, and the opportunities for urban empowerment.

COURSE FORMAT: Each class meeting consists of structured discussion of the readings and topics for the given week.

COURSE OBJECTIVES: My guess is that many of you will choose to live in a city after graduation; I hope this class inspires you to become engaged urban citizens. This course is organized around several learning objectives. In terms of course content, students will be able to:

- Understand how rules and institutions structure the actions and choices of citizens and politicians;
- Evaluate the economic changes and challenges facing cities as they adapt to a global economy;
- Critically examine the democratic nature of local government, the distribution of power within cities, and the political and economic incorporation of urban dwellers.

In terms of skills, students will:

- Practice their analytical skills by critically engaging arguments;
- Increase their speaking skills through planning and participating in class debates; and
- Improve their writing and argumentation skills through written assignments and in-class exercises.

COURSE REQUIREMENTS: Be creative. Question what you read. Make trouble.¹ The success of this course depends upon your regular contributions to classroom discussion. Course

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¹ This call comes from one of my former professors, Joe Soss.
**attendance is not optional.** I expect you to attend every meeting and to read all of the assigned readings before class. If you are unable to attend any given meeting, you must notify me in advance by e-mail. Please note that I will deduct your participation grade for each and every unexcused absence.

The reading load averages about 60-80 pages a week. It is essential that you do not fall behind; if you put off reading until before the exams you will find yourself starting at 300+ pages for each of the exams.

**COURSE TEXTS:** There are three required books for the course (available at BookMarq):


Additional readings are available on D2L.

**ASSIGNMENTS:** Grades will be determined according to the following formulation:
- Participation and attendance: 10%
- Short reflection essays: 10%
- Paper Proposal: 10%
- Final Paper: 25%
- Midterm Exam (Unit 1): 20%
- Final Exam (Units 2 & 3): 25%

**GRADING SCALE:**
- 94-100 A
- 88-93 AB
- 82-87 B
- 77-81 BC
- 72-76 C
- 66-71 CD
- 62-65 D
- 62 and below F

**COURSE POLICIES:**
*Academic dishonesty* will not be tolerated. Papers should be your own and you must cite sources appropriately. I expect familiarity with Marquette’s policies on academic honesty. Resources on citing sources can be found at: [http://www.marquette.edu/wac/plagiarism/AvoidingPlagiarism2.shtml](http://www.marquette.edu/wac/plagiarism/AvoidingPlagiarism2.shtml).
Late work is not accepted (with the exception of a catastrophic event). I will deduct a half letter grade for each day that an assignment is late. Please see me to arrange accommodations for reasons of illness or family emergency.

Proper email etiquette is expected. A professional email to a professor should read “Hi Dr/Professor _____” and state one’s business clearly and without text-speak. I will do my best to send you a prompt response.

Disability Accommodations are provided in compliance with the ADA and Marquette University policy.

UNIT 1: Local Political Institutions

8/28: Course Introduction & Syllabus Handout

8/30: Machine vs. Reform
Trounstine, Intro

What is a political machine? What role did political machines play in mobilizing voters? Is the political machine a thing of the past? What were reformers trying to accomplish? What were the consequences of reform? Trounstine argues that urban scholars have overlooked the similarities between political bosses and reformers. Explain her argument.

Film Clips: New York: A Documentary Film: Episode 3: Sunshine & Shadow 1865-1898; Chapter 4: Boss Tweed; Chapter 8: The Reform Movement.

9/4: Logic of Political Monopolies
Trounstine, Ch 1

What is a political monopoly? What are the two components to the maintenance of a political monopoly? How does Trounstine categorize political systems? How might we characterize Milwaukee using her framework?

9/6: Electoral Bias
Trounstine, Ch 2

What are the three forms of bias monopolies use to consolidate power? How do the biasing strategies of machine bosses and reformers differ? Why does turnout matter? What factors affect the level of turnout and the composition of the electorate in local elections? How competitive are local elections? What factors make elections more or less competitive?

9/11: Monopoly Coalitions
Trounstine, Ch 3

Why is coordination necessary for monopolies to succeed? What spurred the consolidation of power for machine and reform
coalitions? What about the machine and reform governing coalitions? What coalitional strategies did machine bosses and reformers use to consolidate power?

9/13: Effects of Political Monopolies
Trounstine, Ch 5

How did voter participation change during periods of monopoly control? How did the provision of public goods and services change during periods of monopoly control? Which groups tended to be peripheral to monopoly coalitions?

9/18: Causes of Monopoly Decline
Trounstine, Chs 6-7

What factors contributed to the decline of monopolies in reform and machine cities. Why weren’t the monopolies more responsive to the opposition? In what ways were the monopolies the “architects of their own decline”? What changes might help ensure that viable opposition arises when it is needed?

9/20: In-class movie: Street Fight

9/25: Civic Engagement in the City
Macedo et al. (D2L)

Why does “place matter for civic engagement?” How can we design local institutions to invite broader participation?

UNIT 2: Political Economy Perspectives

9/27: Economic Logic of Cities
Glaeser, Intro and Ch 1


According to Glaeser, what are the hallmarks of a declining city? What factors shape the success of today’s cities? What does Peterson mean by “city politics is limited politics”? What types of policies can cities pursue? What policies does Peterson recommend? How are cities affected by state and federal policies?

10/2: NO CLASS

10/4: Deindustrialization
Glaeser, Ch 2

What effects did deindustrialization have on U.S. cities and their populations? How important is manufacturing to cities? How can cities find their competitive advantage?

10/9-11: Segregation
Glăser, Ch3 (read from section “Rise and Fall of the American Ghetto"


How did cities become segregated? What are the civic implications of residential segregation? Why has racial segregation declined in the last decade? Why has segregation by income increased?

10/16: MIDTERM EXAM

10/18-10/23: Theories of Growth
Glăser, Ch 5

Should cities spend public resources to construct large entertainment projects? Should cities try to attract the “creative class”?

10/25: Suburbanization
Glăser, Ch 7


What effects has suburbanization had on cities? What about gentrification? Is “urban inversion” a problem?

10/30: The Environmental City
Glăser, Ch 8

Are cities really greener? What are the transportation and environmental challenges facing cities? Is water the future for Milwaukee?

11/1: Successful Cities in a Global World
Glăser, Chs 9-10

How has globalization affected urban America? What challenges does it pose? What about opportunities?

UNIT 3: Race, Ethnicity and Urban Politics

11/6: Racial Politics (in MKE)
Jones, Ch 1

Why was Milwaukee known as the “city of nations”? How did ethnicity, religion, class and race shape social relations in Milwaukee?

11/8: Early Protest Politics
Jones, Ch 2

Why did it take so long to recognize the “civil rights crisis” in the city? What changed in the early 1960s?

11/13: School Segregation
Jones, Ch 3

Why was education the “critical civil rights battleground in Milwaukee”? How did it unify the African American community? According to Jones, why was direct action alone not enough to desegregate Milwaukee’s public schools? What about education in Milwaukee today?

11/15: Field Trip to Menomonee Valley Partners

11/20: Father Groppi
Jones, Ch 4

What did Martin Luther King, Jr. mean by “creative tension”? How did the civil rights movement in Milwaukee change between 1965 and 1967? Who was Father Groppi? What role did he play as a civil rights leader?

Film Clips: Bill Moyers Journal: Race and Politics in America’s Cities (Chapter 1)

11/27: Police-Community Tensions
Jones, Ch 6

What were police-community relations like in the mid-1960s? According to the Kerner Commission, what factors contributed to the urban violence between 1965-1967? How have police-community relations changed since then?

Interviews with after-school providers due

11/29: The Struggle for Housing
Jones, Ch 7

Why was the American Dream of homeownership (in a neighborhood of one’s choice) not a reality for many African Americans? How did federal law finally change in response to the open housing movement of the 1960s? According to Katz, “why don’t American cities burn very often”?

12/4: Black Power Politics
Jones, Ch 8

According to Jones, how was the Commandos’ adoption of “masculinist uplift…simultaneously elevating and limiting”? Do you agree?

Film Clips: Bill Moyers Journal: Race and Politics in America’s Cities (Chapter 2)

12/6: Decline of Direct Action
Jones, Chs 9-10

How had the civil rights movement changed by the 1970s? How should we think about the successes and failures of the civil rights movement in Milwaukee?

12/13: FINAL EXAM
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<tr>
<th>Date</th>
<th>Topic</th>
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<tr>
<td>8/28</td>
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<td>Economic logic, cont.</td>
<td>Glaeser, Intro, Ch 1; Peterson (D2L)</td>
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<td>Deindustrialization</td>
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<td>Segregation (<em>Proposals due</em>)</td>
<td>Glaeser, Ch 3; Massey &amp; Denton (D2L)</td>
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<td>12/13</td>
<td><strong>Final Paper due by 5 pm</strong></td>
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Final Research Paper

You are required to write a final paper (8-10 pages, 12-pt. font, double-spaced) examining urban politics and/or policy in Milwaukee. Your paper must address a problem to be solved and it must draw upon at least one of the major units of the course: (1) local political institutions, (2) political economy perspectives and (3) race, ethnicity and urban politics. You are required to cite at least six academic sources.

Paper Proposal

You must submit a paper proposal detailing your topic and identifying at least three academic sources you will use in your research.

One suggestion for identifying your topic is to begin by sketching out your interests. For example, try finishing this sentence: I am interested in _________. Next, try to turn that sentence into a question: How can _________? Or, you might already have a point of view that you want to defend: The city of Milwaukee should _________.

I also encourage you to read The Milwaukee Journal Sentinel. Becoming aware of local affairs can help you develop interesting research topics. The editorial and letters-to-the-editor pages can also be great sources for inspiration.

Paper proposals are due no later than October 11th.

Paper Drafts

I will give you feedback on one draft of your paper. Paper drafts are due no later than November 20th.

The final paper is due December 13th.

Grading Rubric

Substance (50%)
“A” paper (92.5-95)  Strong thesis statement. Paper has a logical flow and the evidence supports the thesis statement.
“B” paper (82.5-87.5) Has all three markers of an “A” paper, but falls short on one of the three: thesis, organization, or evidence.
“C” paper (72.5-77.5) Same as above, but falls short on two of the three: thesis, organization, or evidence.
“D” paper (62.5-67.5) Does not have a strong thesis statements, is poorly organized, and provides limited evidence to support the claims in the paper.
“F” paper (50-60)  I find plagiarism. CITE YOUR SOURCES. Plagiarism on any of the written assignments will result in an “F” in the course.
Paper Mechanics (50%)

“A” paper (92.5-95)  Less than three minor stylistic or formatting errors. No grammatical or proofreading errors.

“B” paper (82.5-87.5) One or two grammatical or proofreading errors or two to four minor stylistic or formatting errors.

“C” paper (72.5-77.5) One or two major and two to four minor errors or three to four major errors or many minor errors (e.g. one per paragraph) if all the errors are the same time of error.

“D” paper (62.5-67.5) Five or six major errors or many minor errors of multiple types.

“F” paper (50-60) No evidence of proofreading. Multiple sentences in each paragraph with minor or major errors.

Minus and plus grades are located between each standard.

Please note the following due dates:
October 11: Proposal due
November 20: Last day to submit draft for feedback
December 13: Final paper due