# PSCI 4020.001: Urban Politics

**3 hrs.**

<table>
<thead>
<tr>
<th>Department of History and Political Science</th>
<th>Division of Liberal Arts and Life Sciences</th>
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</thead>
<tbody>
<tr>
<td>Instructor Name: Walt Borges</td>
<td>Office Location: Founders 303</td>
</tr>
<tr>
<td>Office Phone: 972.338.1552 (I only answer and check phone messages when I am in the office. Please communicate by official university email if you want a prompt reply.)</td>
<td>Email Address: <a href="mailto:walter.borges@untdallas.edu">walter.borges@untdallas.edu</a> (do not use Blackboard for email communication)</td>
</tr>
<tr>
<td>Office Hours: Office hours will be set after I have met with all of my classes. A tentative schedule is included with this syllabus. I will try to maximize my availability to students. Office hours will be posted on the course Web page. There are no dedicated hours for each class – first come is first served. Making an appointment will guarantee you access at the times that fit your schedule.</td>
<td>Virtual Office Hours: None, but you may email at any time. I will try to answer within 24 hours.</td>
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<tr>
<td>Classroom Location: Founders, Rm. 339</td>
<td>Class Meeting Days &amp; Times: Tuesdays and Thursdays 1 – 2:20 pm</td>
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<tr>
<td>Course Catalog Description: The city in social order; political machinery of central city and suburbs; types of conflicts, policies, leadership and groups; metropolitan government.</td>
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<tr>
<td>Prerequisites: None</td>
<td>Co-requisites: None</td>
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<tr>
<td>Access to Learning Resources: UNT Dallas Library: phone: (972) 780-3625; web: <a href="http://www.unt.edu/unt-dallas/library.htm">http://www.unt.edu/unt-dallas/library.htm</a> UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: <a href="mailto:1012mgr@fheg.follett.com">1012mgr@fheg.follett.com</a></td>
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Course Goals or Overview: “The city is father to the man.” Or is it? The course examines the development of the city as a center of complex economic, social and political institutions and structures, with the objective of understanding the history and sociology as well as the foundations of urban policy. The course explores the complex role of the city as the nurturer of racial and ethnic minorities and the focal points for waves of immigration. How these groups struggled for and won political traction is a key part of the story of American cities.

Learning Objectives/Outcomes:
At the end of this course, the student will:

1. Analyze, discuss and write knowledgably on the complexity of urban governance and the overlapping layers of governance that impact how communities parcel out resources to address problems.

2. Be able to discuss and write competently about the rise of racial and ethnic minority politics in urban areas and its impact on state and national politics.

3. Define and analyze the beneficial and destructive impacts of competition and cooperation among urban areas to attract economic development.

4. Identify past, current and future policy issues of urban government, including differences and similarities of approaches taken by urban governments in contrast with state and federal approaches. Among the policy topics discussed in this course are poverty, transportation, economic development and land-use policies.

5. Identify individual and collective processes that enable democratic governance of cities, states and nations, including voting, office-holding, inter-government coordination, organized collective action and protest.

Course Evaluation Methods
This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

- **Exams** – Written tests include identification, multiple choice, short answer and essay questions, and are designed to measure knowledge of presented course material.
- **Class Participation** – weekly participation in class discussions.

<table>
<thead>
<tr>
<th>Grading Matrix:</th>
<th>SLOs</th>
<th>Value (Weighting in final grade)</th>
<th>Cumulative</th>
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<tbody>
<tr>
<td>Instrument</td>
<td></td>
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<tr>
<td>Midterm exam</td>
<td>all</td>
<td>15 percent</td>
<td>15 %</td>
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<tr>
<td>Urban policy debates memos (3)</td>
<td>all</td>
<td>40</td>
<td>55</td>
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<tr>
<td>Portfolio</td>
<td>all</td>
<td>25</td>
<td>80</td>
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<tr>
<td>Term paper</td>
<td>all</td>
<td>20</td>
<td>100</td>
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<tr>
<td>Final exam</td>
<td>all</td>
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<tr>
<td>Participation (including debates)</td>
<td>all</td>
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<tr>
<td>Total:</td>
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<td>100 percent</td>
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Grade Determination:
A = 90% or better
B = 80 – 89%
C = 70 – 79%
D = 60 – 69%
F = less than 60%
## Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by the instructor in class and by posting on Blackboard.

Orange shading indicates a day when you need to be in class or turn in an assignment. A boldface date indicates a class you should not miss because of an exam or group activity.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS</th>
<th>READING</th>
<th>ASSIGNMENTS DUE</th>
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<tbody>
<tr>
<td>T 28-Aug</td>
<td>General course info/ writing for this class/Introduction</td>
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<tr>
<td>Th 30-Aug</td>
<td>Development of urban landscapes: prosperity, governance, fragmentation</td>
<td>J&amp;S Ch. 1 Intro</td>
<td>Assign students to groups for Policy Debate #1</td>
</tr>
<tr>
<td>T 4-Sep</td>
<td>The historical legacy of the city</td>
<td>J&amp;S Ch. 2</td>
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<tr>
<td>Th 6-Sep</td>
<td>Immigration and machine politics</td>
<td>J&amp;S Ch. 3</td>
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<tr>
<td>T 11-Sep</td>
<td>First reformers: progressives, Republicans and Democrats</td>
<td>J&amp;S Ch. 4</td>
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<tr>
<td>Th 13-Sep</td>
<td>Reform as anti-immigration</td>
<td>Begin Phillips</td>
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<tr>
<td>T 18-Sep</td>
<td>Policy Debate) #1 (group presentations): Uber, Airbnb and disruptive innovation in cities</td>
<td>Uber folder on Blackboard</td>
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<tr>
<td>Th 20-Sep</td>
<td>Transformations: Urban voters and relocations</td>
<td>J&amp;S Ch. 5</td>
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<tr>
<td>T 25-Sep</td>
<td>Immigrants, voters and urban politics</td>
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<td>Policy memo 1 due</td>
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<tr>
<td>Th 27-Sep</td>
<td>Rise of the Sunbelt</td>
<td>J&amp;S Ch. 9</td>
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<tr>
<td>T 2-Oct</td>
<td>Cities, suburbs, state and nations</td>
<td>J&amp;S Ch. 6</td>
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<tr>
<td>Th 4-Oct</td>
<td>The urban divide</td>
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<tr>
<td>T 9-Oct</td>
<td>National Urban Policy</td>
<td>J&amp;S Ch. 7</td>
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<td>Th 11-Oct</td>
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<tr>
<td>T 16-Oct</td>
<td>Cities as the crucible of race and ethnicity</td>
<td>J&amp;S Ch. 8</td>
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<tr>
<td>Th 18-Oct</td>
<td>Dallas and race</td>
<td>Finish reading Phillips</td>
<td>Tentative – Guest panel on race and ethnic politics in Dallas</td>
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<tr>
<td>T 23-Oct</td>
<td>Urban sociologies of race</td>
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<tr>
<td>Th 25-Oct</td>
<td>Midterm Exam</td>
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<tr>
<td>T 30-Oct</td>
<td>The fragmented metropolis</td>
<td>J&amp;S Ch. 10</td>
<td>Portfolio due</td>
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<tr>
<td>Th 1-Nov</td>
<td>Policy Debate #2: Subsidizing stadia, corporate HQs, and big box stores</td>
<td>Borges – Public stadia</td>
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<tr>
<td>T 6-Nov</td>
<td>Governing across jurisdictions</td>
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<tr>
<td>Th 8-Nov</td>
<td>Competition and cooperation across urban areas</td>
<td>J&amp;S Ch. 11</td>
<td>Policy memo 2 due</td>
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<tr>
<td>T 13-Nov</td>
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<td></td>
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<tr>
<td>Th 15-Nov</td>
<td>The money chase</td>
<td>J&amp;S Ch. 12</td>
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<tr>
<td>T 20-Nov</td>
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<td></td>
<td>Research paper due</td>
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<tr>
<td>Th 22-Nov</td>
<td>Rebirth of the center</td>
<td>J&amp;S Ch. 13</td>
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<tr>
<td>T 27-Nov</td>
<td>Neighborhoods and governance</td>
<td>J&amp;S Ch. 14</td>
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<tr>
<td>Th 29-Nov</td>
<td>Layers of governance / globalization</td>
<td>J&amp;S Ch. 15</td>
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<tr>
<td>T 4-Dec</td>
<td>How to make a city great</td>
<td>McKinsey report</td>
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<tr>
<td>Th 6-Dec</td>
<td>Wrap-up</td>
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<tr>
<td>T 11-Dec</td>
<td>Final exam</td>
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University Policies and Procedures

Students with Disabilities (ADA Compliance):
The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. Grades assigned before an accommodation is provided will not be changed as accommodations are not retroactive. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call Laura Smith at 972-780-3632.

Student Course Evaluation (CoursEval): Student evaluation of teaching effectiveness is a requirement for all organized classes at UNT Dallas, providing information for the university, accreditation agencies, the state higher education agency and the instructor. A short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students. I consider students' evaluations to be an important part of your participation in this class. Your comments help me improve my teaching and to figure out what works for students and what doesn't. Please complete the survey when you are notified that it is available.

Assignment Policy:
1. Late assignments will be penalized 10 percent per day late.
2. I do not accept emailed assignments. If you are unable to hand in the assignment, you may send in an email file to show you had completed the work, but if you do not present a hard copy by the next class, your grade for that assignment is zero.
3. Quizzes and in-class assignments will be given without notice. You are required to keep up with your reading.
4. Format and citation requirements will be included on written assignments and posted on Blackboard. An American Political Science Association citation sheet provides details of bibliography and citation form, and it is posted on the class pages on Blackboard under the Writing folder.

Exam Policy:
Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity:
Academic integrity is a hallmark of higher education. You are expected to abide by the University’s code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University’s policies and procedures. Refer to the Student Code of Academic Integrity at http://www.unt.edu/unt-dallas/policies/Chapter%2007%20Student%20Affairs,%20Education,%20and%20Funding/7.002%20Code%20of%20Academic_Integrity.pdf for complete provisions of this code.

In addition, all academic work submitted for this class, including exams, papers, and written assignments should include the following statement:
On my honor, I have not given, nor received, nor witnessed any unauthorized assistance that violates the UNTD Academic Integrity Policy.
You will be required to sign the pledge to authenticate it.

Bad Weather Policy:
On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:
The University attendance policy is substantially in effect for this course. However, you will be treated as responsible adults for most of the semester: you miss class at your own peril. Details of attendance policy will be discussed in class during the first session.

Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation is essential to your ability to demonstrate proficiency in the subject.

If you must miss a single, isolated class, you need not notify the instructor, but it becomes your responsibility to obtain notes of the missed class from your colleagues. I do not post the notes of my lectures. Before you ask the professor what was missed, you should have reviewed noted for the missed class.

In the case of extended absences due to illness or crises, you are expected to inform the instructor as soon as possible about the extent of your absence, preferably before the absence occurs. You may be required to produce written evidence of the reasons for your absence.

In all cases, missing exams and other assignments requires a good-faith effort on your part to inform the instructor of your absence beforehand. Unless you have a rock-solid reason for missing the test, you will not be permitted to make it up.

Diversity/Tolerance Policy:
Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Office of Student Life as the instructor deems appropriate.

Optional Policies:
- Do not attempt to communicate through the Blackboard mail function. I do not check it and I will not respond. Communicate through my official university e-mail listed at the top of this syllabus. I communicate with you by responding to whatever e-mail address you use to send your message. General notices are posted as announcements on Blackboard and/or as email to your official university address. Failure to check your email is no excuse for missing changes in test dates or assignments.
- Students are expected to attend class, since much of the material is not drawn from the readings. The university wants instructors to take attendance (see above), so an attendance sheet will circulate at the end of class or at the beginning, varying on different days. Attendance does not enhance your grade, but failure to attend will lead to lower grades as much of the course material is not in the books. Missing class will also mean missing pop quizzes based on the readings.
- Entering class late is sometimes unavoidable. If you enter late, you are expected to do so unobtrusively and quietly as possible. Please take a seat on the fringes of the class and do not disrupt the lecture by taking a first row seat. Do not attempt to hand in homework while the lecture is going on. If you must leave class, do so quietly.
- Cell phones must be turned off. Texting and twittering are not permitted.
- Computers are a useful tool for taking notes in class, but these machines are often used for a number of other purposes such as emailing, web-surfing, game-playing etc. Note-taking on a computer is permitted in class, but secondary uses are not. Students who are found to be using their computers for activities other than note-taking will be banned from using the computer in class for any purpose. If we should have a guest speaker, everyone will go computer-free for that session.
- Students are expected to have read the assigned material before class.
- Students are required to participate frequently in discussions in class. Fifteen percent of the class grade is for participation.
- There are no ‘right’ answers to many of the issues we will discuss, and you will not be graded on your opinions. However, please take into account that opinions supported by facts are more persuasive than opinions supported by more opinions. Make your arguments accordingly.
Students are expected to be considerate of others. This means silencing cell phones, arriving on time, not leaving early and being respectful of others during discussion and debate. **Flaming or intimidating fellow students will not be tolerated.** Opinions and arguments are fair game; the speaker is not. Listening courteously is a real world skill, and I have a commitment to civil discourse that I will enforce.

I support my classes with PowerPoint presentations. However, you may not have access to some of these presentations outside of class. Instead, in these cases, I may give you will have access to outlines of the lectures stressing the major points. There are several reasons for this:

1) One-time use of images and charts for teaching is fair use under current legal rulings, but were I to permanently post those images, I would have to secure formal permission from the owner of every image.

2) Some students substitute post-lecture PowerPoint downloads for attending class or note-taking. Others substitute verbatim regurgitation of PwrPt material on tests and quizzes for the thoughtful analysis that earns high grades. Studies show that note-taking does enhance student performance, so please develop that skill.

3) There is potential for an ownership dispute over course content posted online. The presentations constitute my creative work product, much of it assembled outside of my contracted nine-month annual commitment. In an age where many universities are enamored with online courses, new encroachments on copyright often occur. I vigorously assert and protect my copyright to my work.
APPENDIX

Formats for the term paper and other assignments

- Use Times New Roman 12-point or 11-point type.
- Use 1-inch margins
- Name and assignment information should go on a title page. Other pages should be numbered.
- Papers should be written in complete sentences and paragraphs. Bullet points allowed only for short lists.
- Use proper reference form (author, year of publication, title, publication information). In-text citation to the references should be used, i.e. (author year).
- All papers should be stapled together. Paper clips are insufficient. Unstapled papers incur a 30 percent penalty.

Policy Debates and Memos

Public policy is a matter of priorities and choices. The complexity and scope of public policy issues relating to cities warrants its own course, but this intro course will give you the opportunity to address selected policy issues.

- The class will divide into two teams, which will vary for each of the four topics. For most topics, one team will build an argument for the proposal, the other against the proposal.
- Preparation involves team brainstorming, research and possibly, presentation with PowerPoint or another presentation application.
- For the debate, each team will make a 5- to 10-minute presentation of the perspectives and evidence supporting its assigned position. We will then hold a general discussion of the topic with the whole class contributing.
- Each individual student will write a policy memo based on the discussion that will be turned in several days later that summarizes the points made and that recommends a solution. The memo should mention the pros and cons, but focus on assembling evidence to support the policy option or choice that is being recommended.
- N.B. There is no collaboration permitted among students on this memo.

Policy memos (2)

- Each policy memo is an individual effort: no collaboration is permitted.
- 2-3 pages single spaced, 4-6 pages double-spaced
- Grading is 80 percent on content and 20 percent on writing unless otherwise stated.
- Policy memos are based on the work of the group presentations and debate. You are welcome to do additional research to supplement that material.

Policy memos should:

- Summarize the pros and cons of the question based on the presentations and debate. Use original statements or paraphrasing. Do not quote other characterizations of the issue and avoid plagiarism by restating the positions of others.
- Develop an argument for a proposed solution and use some evidence or examples to support it. Where appropriate, include multiple points to summarize, support
and counter arguments. You may counter other arguments, but primarily you want to push your own views, not disparage other solutions.

- Cite and reference only the additional evidence used to support the arguments. Use proper reference form (author, year of publication, title, publication information).

**Policy debate 1 –**
**Group presentation and debate:**
**Memo due:** The city of Dallas should permit Uber and AirBnB to operate in the city because these companies violate city regulations governing cab companies.

**Policy debate 2 –**
**Group presentation and debate:**
**Memo due:** Should small cities subsidize the construction of big box stores with taxpayer dollars and economic development grants? Is the public funding of stadia and facilities for professional sports franchises beneficial for the city or is it welfare for the wealthy?
PSCI 4020 Portfolio assignment – due Oct. 30

I. The assignment:
Early in the semester, students will diversify their readings and develop research skills by collecting eight news, or academic articles to create a portfolio. These readings have a second purpose: they will become a group resource for the term papers when they are turned in on Oct. 23. You will give all students in the class a copy of the properly formatted portfolio bibliography on that day. Why? Think of it as group research: other students will be able to adjust their term papers if they spot something interesting in other research. The free rider problem? Yes, a student who underperforms on the portfolio may get some help from his or her colleagues, but their grade on the portfolio will not be very good if they do not offer something of value.

All portfolio items must be about urban policies and politics. Not all readings must be about the research paper topic, but you may want to use this project to kill two birds with one stone.

The items may be news stories from newspapers or online news sites or articles from academic journals and magazines. There may be other types of items that are similar but not listed here. Check with the professor if you have something unusual that you want to use. N.B. Do not put an article about, say, a police shooting in the portfolio and think this is an appropriate item. We – your colleagues and I – are looking for evidence, data and perspectives that contribute to our breadth of knowledge about the topic. Also, do not submit items that are simply editorials or pundit-penned opinions supported by other opinions. We are looking for analysis and evidence, not opinions.

You may not use material reviewed in class or in the class outline. Part of this assignment is to explore new ground on your own.

The items do not need to be recent. For example, you could read a chapter from an older book, magazine or journal. The impact of the article -- i.e. the explanation of the nexus between mass media and politics -- is the important part.

II. For each of these items, the student will write a brief, single-spaced report on:
   1) the main point of the article; that is, what are the one or two takeaway points of the piece? Another way of summarizing is to ask what the author wanted you to think about.
   2) what the piece tells us about urban affairs, policies and politics. Why does this piece have an impact? A basic approach is to link each article to one of the issues on concepts on the syllabus, even if we have not reached that yet.

   Each report should consist of two paragraphs (the takeaway summary and the relevance or linkage to the course) These brief summaries should not exceed more than a page. Be concise.

III. Portfolio entries and comments should be kept in a loose leaf binder or a presentation folder and indexed. I would prefer you use tabbed dividers to separate the entries. Each article and comment should have your name on it and be numbered according to an index for your portfolio. Portfolios should have:
   - a title page with your name on it;
   - an index/bibliography page with the correct reference citation for each article listed alphabetically. You will make copies of this page for distribution to other students in the class.
   - eight sections, one for each article you are reviewing. These should be in the same order as the bibliography. The summary/review with your name and the correct reference citation of the work should come first, then the article. A copy of the article/piece should be included.

   Please do not simply put the items in a pocket folder where they will fall out and mix with papers from other classes that are in my possession.
IV. Students will receive three scores for each article in the portfolio, totaling 100 marks per article:
   1. **Scope**: does this article broaden our general knowledge of international relations? Scored on 20 marks.
   2. **Difficulty/quality**: newspaper or online articles about international events will get 0 points; analysis of trends or theoretical applications will earn 1-20 marks; relevant articles in magazines or journals will earn 15-30 marks, depending on the depth of the analysis. Failure to do a decent reference citation for the entry will cost you 5 points.
   3. **Your summary linking the piece with the course material** will earn up to 50 marks.

The total score for the portfolio will be the average score for all eight articles. Late portfolio submissions will be penalized 20 percent of the score.
Prompt:
Dallas and other Texas cities are facing increasing pressure from the Texas Legislature to adopt only policies favored by the state government. Laws and policies that affect issues such as fracking, sanctuary city status, and the use of plastic grocery bags all have drawn the ire of the Lege, which itself has often complained about the federal government over-ruling its own state prerogatives.

Write a research paper examining, comparing and contrasting which local urban issues are subject to state pre-emptive legislation, and what this means for the future of home rule in Texas cities. The paper should discuss which issues are appropriately decided at which levels of government (this should account for roughly 80 percent of the paper) and should address the real and potential impacts of state action on urban politics (20 percent - this is where you get to argue and predict).

The term paper is designed to actively teach research skills, so it will be a minimum of 10 full pages double-spaced, with a target length of 12-15 pages. The required length does not include the title page, the bibliography or any charts or tables (attached as appendices).

The term paper should:

- Meet all format requirements listed at the top of the appendix.
- Contain a properly formatted bibliography or reference page listing at least 20 sources that are referenced in the text using in-text citation (see the Blackboard Writing folder for instructions and examples). Your sources should not be editorials or pundit-based commentary but should be analytical pieces based on facts.
- Be written in academic literature review form, i.e.
  - State the problem or policy you are addressing;
  - State any hypotheses or arguments;
  - Review the literature;
  - State your conclusions and any ideas for further research on the topic.
- Build an argument supported by critical thinking and analysis that gives us a perspective on the problem. That is, do not argue someone else’s points verbatim. You may critique and modify an expert’s or official’s perspective, but you must add or subtract something. Don’t justify; critique and modify.

Grading: The term paper will be evaluated 80 percent on content and 20 percent on writing, format and bibliography.