**Urban Political Systems**

**Political Science 332**

**Rutgers University, Camden**

**Fall 2017**

**Wednesday & Friday, 12:30 to 1:50 p.m.**

**Armitage 124**

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Office Hours: Wed. 11-12 pm; Thurs. 5-6 pm or By Appointment

**OVERVIEW**

This course is an introduction to the study of urban political systems in the United States. We will explore who is involved and influential in urban politics and how political processes in cities shape policy. Major topics include: urban political institutions; political machines and urban reform; federal urban policy; race, ethnicity, and immigration in cities; urban elections; and key policy areas within the urban and metropolitan context, such as: economic development, crime, and education. The course is appropriate for students of all majors and does not assume any prior knowledge of the US political system.

**COURSE OBJECTIVES**

By the end of class students should be able to:

1. Understand and explain the way that urban history shapes the modern urban political context
2. Identify, understand and apply the major theories of urban politics to real political settings
3. Explain and critically analyze the ways that resources and power are allocated in cities
4. Understand the dynamic and often constrained relationship cities have with state and federal governments and how this affects policy
5. Critically assess the challenges facing cities and the tools that cities have to respond to them
6. Practice and improve written and verbal communication skills

**DISABILITIES**

Students with disabilities are welcome in this class.  If you have a disability or suspect you might have a disability but do not yet have documentation, please contact the Coordinator of Disability Services immediately: (856) 225-6442, Armitage Hall, Room 231 (in the Rutgers-Camden Learning Center).  No accommodations may be made without the explicit approval of the Office of Disability Service.  If you already have documentation of a disability, please present it to me within the first week of class so I may work with you to ensure you can properly access and complete the work for this course.

**INCLUSIVITY AND NAMES**

This is an inclusive classroom that is welcoming of all people and perspectives, including those of diverse races, religions, ethnicities, ages, gender identities and sexual orientations. If you go by a name or gender that is different from the one on official Rutgers documents, please let me know so that I can use the proper name and pronouns.

**EXPECTATIONS AND ATTENDANCE**

In this class we will create a learning community where we will discuss ideas, apply new concepts and begin to understand the relationship between government and urban issues. To do this, attendance and preparation are necessary. As your teacher, I expect you to complete the readings and assignments and show up to class, ready to actively engage in your own learning process. In return, you can expect me to be prepared, present the material enthusiastically, respond to your questions and concerns in a timely fashion, and lead you in a learning experience that will help you understand both urban politics and your own interests as learners.

**Class Attendance is Mandatory.** You may miss no more than three classes without providing documentation of an extenuating circumstance. After the first three absences, you will lose 10% of your participation grade for each unexcused absence. Legitimate reasons for additional absences include severe illness, death, family emergencies, and other issues evaluated at my discretion.

**Tardiness:** You are expected to be in class on time. Being late is disruptive, impedes others’ ability to learn and limits your access to valuable information and class time. I will take attendance at the beginning of class. If you are late you will be marked tardy. If tardiness becomes a problem I reserve the right to institute the following tardy policy: Every three tardies will convert to an absence and will be subject to the attendance policy. For example, if you are late 6 times it will count as 2 absences (6/3=2).

To reiterate:

1-3 absences: no penalty

4+ absences: -10% of participation grade for each absence after the initial 3

Tardies: Every 3 tardies = 1 absence and will count against your 3 allowable absences

**PARTICIPATION**

This is a discussion-based seminar. Because of this, I expect you to participate in class on a regular basis. This includes asking and answering questions, discussing core concepts with fellow students, and offering your own insights and understandings of class readings. I understand that many people are uncomfortable speaking in class and we will work as a class to develop a safe environment. That said, I expect students to step out of their comfort zones and be active members of the classroom community.

In order to earn a high grade for participation, students should:

● Attend class

● Arrive on time and stay for the entire class

● Read all assigned readings and come to class with questions and thoughts on the readings

● Contribute and enthusiastically engage in group work

● Be prepared with questions for guest speakers

● *Consistently* take an active part in class discussions

**GUEST SPEAKERS**

A few guest speakers have been invited to share their expertise with you. These are prominent local leaders, and you will have an opportunity to ask them questions. Be sure to be in class and prepared to engage with the speaker.

**LATE POLICY**

Late work will be accepted within three days of the established due-date unless there are extenuating circumstances. You will lose 10% of your grade for each day that it is late. For example, if the assignment is due on Monday and you submitted it on Tuesday you would lose 10% if you, if you submitted it on Wednesday you would lose 20%, and if you submitted it on Thursday you would lose 30%. It would not be accepted on Friday.

All work must be submitted in the manner identified in the syllabus (either paper or in Sakai’s Dropbox). I WILL NOT ACCEPT ASSIGNMENTS BY EMAIL. If you come to class without a paper copy, the assignment will be considered late. When you do not print your papers, you leave that work for me to do. I am not your secretary, I will not print your work for you. Print your papers.

 **ACADEMIC HONESTY**

PLAGARISM AND CHEATING OF ANY KIND WILL NOT BE TOLERATED. Blatant plagiarism will be reported to the Dean of Students. I don’t want to do this, so don’t cheat. It is your responsibility to be familiar with Rutgers’ academic honesty statement. This statement is available at <http://academicintegrity.rutgers.edu/academic-integrity-policy/>.

Any time you reference a fact or idea that is not your own, you need to properly cite the source of that information. If you are unclear on citation standards, please see me immediately.

**TECHNOLOGY IN THE CLASSROOM**

Computers and tablets are not necessary to be successful in this class, but they are frequently disruptive. As a consequence, they are prohibited except during specific times that I will identify for you. Please plan to take class notes with a pen and paper. Phones are strictly prohibited in class. IF YOU ARE USING YOUR PHONE IN CLASS YOU WILL BE ASKED TO LEAVE.

**REQUIRED TEXTS**

All assigned readings will be posted to Sakai. YOU NEED TO PRINT THESE AND BRING THEM TO CLASS.

**GRADE SCALE**A= 90-100
B+= 87.5-89.9
B= 80-87.4
C+= 77.5-79.9
C= 70-77.4
D= 60-69.5
F= 0-59.5

**ASSIGNMENTS**

There are 1000 possible points.

1. 3 Quizzes 75 points each, 225 points total (22.5%)
2. Debate and Simulation Prep 60 points each, 120 points total (12%)
3. Sidewalk Ethnography 150 points (15%)
4. Mayoral Election Analysis 150 points (15%)
5. Final Project 255 points (25.5%)
	1. Paper- 200 points
	2. Presentation- 55 points
6. Participation 100 points (10%)

**EXPLANATION OF ASSIGNMENTS**

1. **Quizzes**

You will have three quizzes that require you to explain, apply and synthesize the readings and class discussion. Quizzes will have multiple choice and short answer components. Quizzes will take approximately half of the class time. We will cover new content during the second half of the class.

* 1. Quiz 1: 9/22 (Unit 1)
	2. Quiz 2: 10/20 (Unit 2)
	3. Quiz 3: 12/13 (Unit 3 and 4)
1. **Debate and Simulation Prep**

On two occasions you will be asked to do extra prep work to be able to participate in a more intensive in-class assignment. This prep will require you to do additional reading/research on your own. You will take notes on this research that will allow you to participate with your group and you will submit these notes at the end of class for credit. More details will be provided in class.

* 1. City Council Simulation: 11/10
	2. State Takeover Debate: 12/1
1. **Sidewalk Ethnography**

You will go to two different locations to observe the use of space, sidewalks and buildings and government involvement. A mixed-use area- meaning that it has both residential and commercial uses- is preferable. Use the model that Jacobs uses to observe Hudson Street, described from p. 50 to 54. You should plan to spend at least 1-2 hours in each of these locations taking notes on the people who use the sidewalk and their interactions, the types of buildings in the area, the amount of construction/development/redevelopment in the area, the presence of municipal police vs. public policing, the cleanliness, and the places where you see municipal government at work (or not at work) in the area. Think about the following questions: Who are the people? Where do they appear to be going or coming from? Are they in groups or alone? Do strangers interact with each other? Also observe the buildings and transportation in the area—the mix of houses, businesses, cars, buses, bikers, and walkers. If there are businesses in the area, go inside a few and speak with the owners. How do they feel about the block? What kinds of interactions do they have with their neighbors on a daily basis? Further, think about what signs of municipal government you see, for example, public trash service, policing, public schools, roads etc.

At least one of the locations should be in Camden or Philadelphia, the other can be in a suburb, your hometown, or another location of your choosing. **You cannot stay on the Rutgers-Camden campus, including Cooper street from 6th street to 2nd street to do this assignment.** If you choose to do both of your observations in Camden or both in Philadelphia, please choose locations that are different in terms of their primary use, wealth, or demographics. For example, in Camden you might observe the courthouse during business hours and the riverfront during prime tourist time. From your observations you will write a 5 page paper comparing and contrasting the two locations and applying Jane Jacobs’ concepts of urban space.

In your paper, name the places (the street and cross streets, city name) that you observed. Using Jacobs as a model, describe the interactions you each observed in close detail, and discuss the signs of government vs. community involvement. Use specific examples from the notes you collected to illustrate your points. Be sure to compare and contrast each of the places that you observed with Jacobs’ observations of Hudson Street, focusing on the interactions between the people in each place. Conclude by reflecting on how your experience of these areas supported or challenged your existing assumptions about cities, the types of people that live in and utilize urban spaces, and the differences across geographic areas in cities as well as any additional thoughts you had from your experience.

**\*Use standard formatting 1” margins, 10 or 12pnt font, double space, Times New Roman or Calibri font\***

* 1. **Street Ethnography Plan:** You will submit a one paragraph explanation of where and when you plan to do your assignment **9/22**
	2. **Final Street Ethnography:** Due in class and on Sakai **10/13**
		1. **Bring printed copy to class and submit to Sakai**
1. **Mayoral Election Analysis: Due November 15**
	1. Choose a recent mayoral election in a major city:
		1. New York City, 2013 or 2017
		2. Chicago, 2015
		3. Philadelphia, 2015
		4. Baltimore, D.C., 2016
		5. Detroit, 2013 or 2017
		6. Los Angeles, 2013 or 2017
		7. Camden, 2013 or 2017
		8. Propose your own (but check with me first)
	2. Research the candidates, issues, campaign tactics, and outcome of the election by reading **at least 10 newspaper articles**. In addition, you may consult other sources, such as academic research and political blogs. In your paper, answer the following questions:
		1. Who were the major candidates and what were their backgrounds/political experiences?
		2. What were two major issues in the campaign? What were the candidates’ positions?
		3. To whom were the candidates speaking? Was there minority representation and/or acknowledgement?
		4. Explain the logistics of the election. (i.e. Was it partisan or non-partisan? Was the main contest a primary? Was there a run-off? Was there a special system of voting?)
		5. Who won? Which groups were the main supporters for each candidate? Was voting divided by race/ethnicity? By socio-economic status?
	3. Using evidence to support your assertions, analyze whether the election seemed to revolve around any of the theories of power/urban political organization: pluralism, growth coalition theory, regime theory or elite power theory. Explain your answer. If you did not see signs of any of these theories, discuss what is missing/what you did not see that you would have expected to see if these theories were accurately describing the political landscape. Be sure to briefly explain the theory you are discussing before applying it to your case.

**\*5-6 pages, use standard formatting- 1” margins, 10 or 12pnt font, double space, Times New Roman or Calibri font. Provide citations in either Chicago or APA style for each of the 10 news articles you read, as well as any additional sources you use. Bring printed copy to class and submit to Sakai**

1. **Final Project (choose either Camden Public Meeting Analysis OR Current Events Research Paper)

Planning Document: 9/15-** Submit 1 paragraph identifying which project you will do; the meetings you will attend if you choose the Camden Public Meeting Analysis or three current-event inspired topics you are considering if you are planning to do the current event research project; and, a timeline for completion.

**Final Paper Due: 12/13 in Class and on Sakai**

**Final Presentation: In Class 12/15**

* 1. **Camden Public Meeting Analysis**
		1. **Preparation:** You will attend at least 3 city council or school board meetings
		2. **Research:** You will submit notes for each meeting, along with a selfie that shows you were in attendance
		3. **Paper and Research:** You will write a 7-8 page paper discussing
			1. The dates of attended meetings
			2. What were the major issues discussed?
				1. **Research the background of at least two of these issues.** Why are they issues (both generally speaking and for Camden)? Who’s involved? What are the sides? Who are the winners and losers? What are some proposed policy solutions (both generally and for Camden)
			3. How was the public involved? How many people were in attendance? Did they participate? Was there testimony? Were interest groups represented?
			4. In what ways did the city council members represent their constituents’ interests?
			5. Were any decisions made? If so, what was decided? **Do a little research on the issue.** Who were the winners and who were the losers in these decisions? Were the losers compensated in any way?
			6. How do your observations connect to class content? Be specific. Think about theories of power, the role of minority groups (not just racial groups but all people in the minority), the prevalence of economic development concerns, intergovernmental relationships, constraints on local power, city council’s relationship with the mayor etc. Be specific and cite class materials.
			7. Reflect on how these meetings confirmed or disrupted your understanding of how government works.
			8. **\*\*\* RESEARCH MUST INCLUDE ACADEMIC RESEARCH ON THE ISSUES AND POLICY RESPONSES FROM EITHER PEER-REVIEWD SOURCES, POLICY INSTITUTES/THINK TANKS, OR GOVERNMENT SOURCES. IT CANNOT JUST BE NEWSPAPER ARTICLES\*\*\***
			9. **\*7-8 pages, use standard formatting- 1” margins, 10 or 12pnt font, double space, Times New Roman or Calibri font. Provide citations in either Chicago or APA style for all sources you use.**
			10. **Bring printed copy to class and submit to Sakai**
		4. **Presentation:** You will present key points from your experience to the class in a 7-10 minute PowerPoint or Presi presentation that includes
			1. Key topics and points of interest from the meetings
			2. Application of class content to meetings
			3. Lessons learned about how local government operates
			4. **Submit your presentation on Sakai**
		5. **City Council Meetings happen at 5:00pm in the City Council Chamber, 2nd Floor of City Hall, Camden New Jersey**
			1. Meeting Dates
				1. 9/12
				2. 10/10
				3. 11/13
				4. 12/12
		6. **Camden City School District Advisory Board meetings happen at 5:30 p.m. on the 4th Tuesday of the month**
			1. 9/26 at HB Wilson Elementary School, 2250 S. 8th Street
			2. 10/17 at Thomas H. Dudley Family School, 2250 Berwick Street
			3. 11/21 at Creative Arts Morgan Village Academy, 900 Morgan Blvd.
			4. 12/19 at Davis Elementary School, 3425 Cramer Street

**OR**

* 1. **Current Events Research Paper**
		1. **Preparation:** You will use urban current events to identify a topic that you can research through the lens of urban politics. The topic should have depth, substance and be of general interest; it should not be a one-off, idiosyncratic event. For example, a single murder would not be appropriate, but a spike in a city’s murder rate that local police are expected to address or a specific type of hate crime that the city is contending with would be appropriate.
		2. You will submit the “inspiration article” with your paper.
		3. **Research:** You will use your inspiration article to research an urban issue AND how local government is responding to it. Your issue can be specific to a single city or can be more general. So, for example, you could investigate how Chicago is responding to an increased murder rate OR you could investigate national trends in how police are responding to violent crimes. Either way, be clear and identify your topic and the context of your research. **\*\*\*YOUR RESEARCH MUST INCLUDE ACADEMIC RESEARCH ON THE ISSUE AND POLICY RESPONSES FROM EITHER PEER-REVIEWD SOURCES, POLICY INSTITUTES/THINK TANKS, OR GOVERNMENT SOURCES. IT CANNOT BE JUST NEWSPAPER ARTICLES\*\*\***
		4. **Paper:** You will write a 7-8 page paper on your topic covering the following:
			1. What is the issue?
			2. Why is it an issue?
			3. For whom is it an issue?
			4. What are some possible policy responses to this issue?
			5. What are the challenges involved in these responses/why haven’t they already been adopted?
			6. What are the politics involved in this issue?
				1. What are the competing sides?
				2. What groups have a stake in this?
				3. Who are the winners and losers in this issue?
				4. Is there pushback against actual or potential solutions?
				5. Has there been protest or resistance?
				6. Are there any intergovernmental challenges involved?
				7. Does the local government have the power to address this issue?
				8. Etc.
			7. How does this issue and the government’s response connect to class content? Be specific. Think about theories of power, the role of minority groups (not just racial groups but all people in the minority), the prevalence of economic development concerns, intergovernmental relationships, constraints on local power, city council’s relationship with the mayor etc. Be specific and cite class materials.
			8. **Your paper should be 7-8 pages, use standard formatting- 1” margins, 10 or 12pnt font, double space, Times New Roman or Calibri font. Provide citations in either Chicago or APA style for a minimum of 5 academic sources plus any news articles and additional sources you read.**
			9. **Bring printed copy to class and submit to Sakai**
		5. **Presentation:** You will present key findings from your research to the class in a 7-10 minute PowerPoint or Presi presentation that includes
			1. Key information about your issue of choice
			2. Key information about the politics of the situation and the policy response
			3. Application of class content
		6. **Submit your presentation on Sakai**

**SCHEDULE OF READINGS AND ASSIGNMENTS**

**UNIT 1: INTRODUCTION**

**Week 1: Introduction and Local Government Basics**

**September 6: Introduction and Course Overview**

READING: NO READING

**September 8: Local Government Basics**

READING: Smith, Kevin B., Alan Greenblatt and Michele Mariani Vaugn. 2011. Governing States and Localities. Chapter 11 Local Government: Function Follows Form.

**Week 2: Urbanization**

**September 13: What is urban?**

READING: Jane Jacobs. 1961. *The Death and Life of Great American Cities.* Chapters 2- “The uses of sidewalks: safety” and Chapter 3- “The uses of sidewalks: contact.”

**September 15: Creative Destruction**

READING: Douglas Rae. 2005. *City: Urbanism and its End.* Chapter 1- “Creative Destruction and the Age of Urbanism.”

***Assignment:* PLAN FOR FINAL PROJECT DUE,** Bring Printed Copy to Class and Post to Sakai

**Week 3: The Urban Crisis and Deindustrialization**

**September 20: The Urban Crisis**

READING: Thomas Sugrue. 1998. *The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit*. Introduction & Chapter 5 “‘The Damning Mark of False Prosperities’: The Deindustrialization of Detroit”

**September 22: Deindustrialization**

READING: No New reading

***Assignments:***

 ***1. \*\*\* QUIZ #1\*\*\****

***2.* PLAN FOR STREET ETHNOGRAPHY DUE**, Bring Printed Copy to Class and Post to Sakai

**UNIT 2: WHO GOVERNS THE CITY?**

**Week 4: Machine Politics**

**September 27: Machine Politics**

READING: Milton Rakove. 1975. “The Ward Organizations” from *Don’t Make No Waves, Don’t Back No Losers.*

**September 29: Urban Reforms and Machine Politics Today**

READING

1. Connolly, James J. 2016. Urban Politics in the Unites States before 1940. *Oxford Research Encyclopedia of American* History, pg. 6-15. <http://americanhistory.oxfordre.com/view/10.1093/acrefore/9780199329175.001.0001/acrefore-9780199329175-e-148?print=pdf>
2. Baker, Kevin. August 17. 2016. The Soul of a New Machine. *New Republic*. <https://newrepublic.com/article/135686/soul-new-machine>

**Week 5: Power in the City**

**October 4: Power in Urban Politics- Pluralism**

READING: Robert Dahl. 1961. *Who Governs?* Chapter 1- “The Nature of the Problem” and Chapter 10- “Leaders in Urban Redevelopment.”

**October 6: Power in Urban Politics- Elite Theory**

READING: Excerpts from Mill, Wright C. *The Power Elite*  and Zwiegenhaft, Richard and G. William Domhoff *Diversity in the Power Elite* in *The Lanahan Readings in the American Polity, 5th Edition.*

**Week 6: Governing Coalitions**

**October 11: Growth Coalition Theory**

READING: Molotch, Harvey. The City as a Growth Machine: Toward a Political Economy of Place. *In Urban Politics Past, Present and Future.*

**October 13: Regime Theory**

READING: Regime Politics- Excerpts from Stone (1989) and Sonenshein (1993) in *Urban Politics a Reader,* pages 373-395.

***Assignment:* STREET ETHNOGRAPHY DUE**, Bring Printed Copy to Class and Post to Sakai

**Week 7: Minority Politics**

**October 18: Minority Political Incorporation**

READING: Neil Kraus and Todd Swanstrom. 2001. “Minority Mayors and the Hollow Prize Problem.” *PS: Political Science and Politics*.

**October 20: Taxing and Spending**

READING: “Fiscal Stress Faced by Local Governments” 2010. Congressional Budget Office.

***Assignment:* \*\*\* QUIZ #2\*\*\***

**UNIT 3: ELECTIONS, CAMPAIGNS AND POLITICS**

**Week 8: Campaigns and Community Power**

**October 25: Movie- *Street Fight***

READING: Gwen Ifill. 2009. *The Breakthrough: Politics and Race in the Age of Obama*. Chapter 7- “Cory Booker.”

**October 27: Guest Lecture Dr. Danley : Protest and Power in Newark**

READING:
1. Coates, Ta-Nehisi. Oct 3,2017. Civil Rights Protests Have Never Been Popular: Activists Can’t Persuade their Contemporaries- They’re Aiming at the Next Generation. *The Atlantic.* <https://www.theatlantic.com/politics/archive/2017/10/colin-kaepernick/541845/>

2. Bachrach, Peter and Morton S. Baratz. Two Faces of Power. In *Urban Politics Past, Present Future.*

**Week 9: Running for Local Office**

**November 1: Urban Elections- Professor Knievel**

**\*GUEST SPEAKER\*:** Ray Lamboy, Camden Mayoral Candidate 2017 and President and CEO of Latin American Economic Development

1. READING:
Steele, Allison. June 4, 2017. People are hungry for change: Camden’s Mayoral Candidates Hoping for an Upset. *The Philadelphia Inquirer.* <http://www.philly.com/philly/news/new_jersey/camden-mayor-primary-democrats-20170604.html>
2. NJ Primary Elections Results 2017: Camden County. June 6, 2017. *NJ.COM.* <http://www.nj.com/camden/index.ssf/2017/06/nj_primary_elections_2017_camden_county.html>

**November 3: Women in Local Politics and Elections? Guest Lecturer: Dr. Shames**

READING: Holman, Mirya R. 2014. *Women in Politics in the American City*. Philadelphia: Temple University Press. Chapters 1 and 6.

**Week 10: Politics- Who gets what when**

**November 8: To Whom are Local Governments Responsive- Guest Lecture by Dr. Fletcher**

READING: TBD

**November 10: City Council Simulation- Homelessness**

READING: Prepare for Simulation (instructions will be discussed in class)

***Assignment: \*\****COME PREPARED TO PARTICIPATE IN SIMULATION\*\* Submit Printed Notes at End of Class

**UNIT 4: Urban Policy**

**Week 11: Economic Development**

**November 15: The Creative Class**

READING:

1. Listen to “How to Create a Job” by *This American Life* podcast <https://www.thisamericanlife.org/radio-archives/episode/435/how-to-create-a-job>
2. Richard Florida. 2003. *The Rise of the Creative Class and How It’s Transforming Work, Leisure, Community, and Everyday Life*. Chapter 12- “The Power of Place.”

**November 17: Economic Development in Practice**

READING:

1. Listen to “Amazon in Philly?” by *Radio Times, NPR* http://whyy.org/cms/radiotimes/2017/09/19/amazon-philly-suffrage-movement/
2. Young, Earni. The Problems and the Promise: Gentrification in Philadelphia. *Philly.com* [*http://www.philly.com/philly/news/Gentrification\_in\_Philadelphia.html*](http://www.philly.com/philly/news/Gentrification_in_Philadelphia.html)

***Assignment:* MAYORAL ELECTION ANALYSIS DUE,** Bring Printed Copy to Class and Post to Sakai

**Week 12: Education**

**November 22: School Reform**

\*\*CLASS WILL NOT MEET IN PERSON- MUST DO VIRTUAL ASSIGNMENT TO GET CREDIT FOR ATTENDANCE\*\*

READING:

1. Kozol, Jonathan. *Savage Inequalities: Children in America’s Schools,* excerpt
2. Weller, Chris. June 19, 2017. Trump’s Pick for Education Secretary Champions Couchers and Charter Schools- here’s what that means. *Business Insider.* <http://www.businessinsider.com/what-are-charter-schools-2017-1>
3. Lewonhardt, David. May 2, 2017. School Vouchers Aren’t Working, but Choice Is. *New York Times*. <https://www.nytimes.com/2017/05/02/opinion/school-vouchers-charters-betsy-devos.html?mcubz=1&_r=0>
4. Christakis, Erika. October 2017. The War on Public Schools: Americans Have Given Up on Public Schools. That’s a Mistake. *The Atlantic.* <https://www.theatlantic.com/magazine/archive/2017/10/the-war-on-public-schools/537903/>

***Assignment:* SAKAI DISCUSSION POST,** Respond to Prompt in Discussion tab of Sakai and respond to at least one of your fellow classmates responses

**Week 13: Who Decides Urban Policy- State Take Overs**

**November 29: State Take over**

READING: The State Role in Local Government Financial Distress: As Cities Confront financial challenges, state weigh whether to help pull them through. July 2013. *Pew Charitable Trusts.* **Pages 4-26, 36-38 and 45-47.** <http://www.pewtrusts.org/~/media/assets/2013/07/23/pew_state_role_in_local_government_financial_distress.pdf>

**Dec 1: State Takeover Debate**

READING: Do Readings to prepare for Debate (Reading and assignment requirements discussed in class)

***Assignment:* DEBATE PREP**, Submit Printed Notes at End of Class

**Week 14: Policing and Immigration**

**December 6: Policing**

READING

1. James Q. Wilson and George L. Kelling, “Broken Windows,” *The Atlantic****.*** March 1982.
2. Goldstein, Joseph. April 2, 2017. Changes in Policing Take Hold in One of the Nation’s Most Dangerous Cities. *New York Times.* <https://www.nytimes.com/2017/04/02/nyregion/camden-nj-police-shootings.html?mcubz=1>

**December 8: Immigration**

READING

1. Monica Varsanyi. “City Ordinances as ‘Immigration Policing by Proxy’.” and Jill Esbenshade et al. “The ‘Law and Order’ Foundation of Local Ordinances.” in *Taking Local Control: Immigration Policy Activism in U.S. Cities and States*.
2. Kotlowitz, Alex. November 23, 2016. The Limits of Sanctuary Cities. *The New Yorker.* <http://www.newyorker.com/news/news-desk/the-limits-of-sanctuary-cities>
3. Humphrey, Mark. August 30, 2017. Philly Sues Trump AG Sessions over ‘sanctuary-city’ crackdown. *Associated Press*  <http://www.philly.com/philly/news/breaking/philly-sues-sessions-over-sanctuary-city-crackdown-20170830.html>

**UNIT 5: WRAPPING UP**

**Week 15: The Future of Cities**

**December 13:**

READING: No New Reading

***Assignment:***

1. ***\*\*\**QUIZ 3\*\*\***
2. **FINAL PAPER DUE,** Bring Printed Copy to Class and Post to Sakai

**December 15: Final Presentations During Exam Period (2:45-5:45pm)**

***Assignment:* FINAL PRESENTATIONS IN CLASS**, Submit PowerPoint/Presi on Sakai