

**University of North Texas at Dallas**  
**Spring 2016**  
**SYLLABUS**

<b>PSCI 4020D.001: Urban Politics</b>			
<b>3 Hrs.</b>			
<b>Department of</b>	<b>Social Sciences</b>	<b>Division of</b>	<b>Liberal Arts and Life Sciences</b>
<b>Instructor Name:</b> Walt Borges			
<b>Office Location:</b> Building 2: Rm 221			
<b>Office Phone:</b> 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.)			
<b>Email Address:</b> <a href="mailto:walter.borges@untdallas.edu">walter.borges@untdallas.edu</a> (do not use Blackboard for email communication)			
<b>Office Hours:</b> To be announced and by appointment			
<b>Virtual Office Hours:</b> None, but you may email at any time. I will try to answer within 24 hours.			
<b>Classroom Location:</b>		Building 2, Rm. 336	
<b>Class Meeting Days &amp; Times:</b>		Thursdays 10 – 11:20 am	
<b>Course Catalog Description:</b>			
<b>Prerequisites:</b>		None	
<b>Co-requisites:</b>			
<b>Required Texts:</b>		Judd, Dennis R., and Todd Swanstrom. 2011. <i>City Politics</i> , 8 <sup>th</sup> ed. Boston: Longman.	
<b>Recommended Text and References:</b>		Additional online readings linked to homework assignments and quizzes will be assigned.	
<b>Access to Learning Resources:</b>		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>	

<b>Course Goals or Overview:</b>	
<b>Learning Objectives/Outcomes:</b> At the end of this course, the student will:	
1	Analyze and comment on the complexity of urban governance and the overlapping layers of government that impact how communities divide responsibilities and parcel out resources to address problems.
2	Be able to discuss the rise of minority politics in urban areas and its impact on state and national politics.
3	Analyze the beneficial and destructive impacts of competition and cooperation among urban areas to attract economic development.
4	Be able to 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.

## 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.

DATE	TOPICS	<u>CITY POLITICS</u> READING	ASSIGNMENTS DUE
T Jan 19	General course info/ writing for this class/Introduction		
Th Jan 21	Development of urban landscapes: prosperity, governance, fragmentation	Ch. 1 Intro	
T Jan 26		Ch. 2 Legacy	<b>Response paper 1 due</b>
Th Jan 28	Immigration, machine politics and reform	Ch. 3 Machines	
T Feb 2		Ch. 4 Reform	
Th Feb 4	Transformations: Urban voters and relocations	Ch. 5 Voters	
T Feb 9		Ch. 9 Sunbelt	
Th Feb 11	Cities, suburbs, state and nations	Ch. 6 The Divide	
T Feb 16		Ch. 7 Natl Policy	<b>Research memo topics submitted for approval</b>
Th Feb 18	Cities as the crucible of race and ethnicity	Ch. 8 Race	
T Feb 23			
Th Feb 25	The fragmented metropolis	Ch. 10 Fragmented	<b>Response paper 2 due</b>
T March 1			
Th March 3	Competition and cooperation across urban areas	Ch. 11 Governance	
T March 8			
Th March 10	<b>Midterm Exam</b>		
March 15,17	<b>Spring Break (no classes)</b>		
T March 22	The money chase	Ch. 12 Chase	
Th March 24			
T March 29	Rebirth of the center	Ch. 13 Renaissance	
Th March 31			<b>Response paper 3 due</b>
T April 5	Neighborhoods and governance	Ch. 14 Divided City	
Th April 7			
T April 12	Subsidizing stadia and big box stores		<b>Research methods memo due</b>
Th April 14			
T April 19			
Th April 21			<b>Research memo due</b>
T April 26			
Th April 28	Layers of governance	Ch. 15 Globalized	<b>Portfolio due</b>
T May 3	Paper summary presentations		
Th May 5			
May x	<b>Final exam: ?? pm</b>		

## 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.

### Grading Matrix:

Instrument	Value (points or percentages)	Total
Response papers (3)	20 percent	20
Research methods memo	10	30
Midterm exam	10	40
Research memo	20	60
Final exam	15	75
Portfolio	20	95
Class participation	5	100
<b>Total:</b>	<b>100 percent</b>	

### Grade Determination:

- A = 90% or better
- B = 80 – 89%
- C = 70 – 79%
- D = 60 – 69%
- F = less than 60%

## 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 Evaluation of Teaching Effectiveness Policy:

*The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This 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, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.*

### Assignment Policy:

*Assignments come in several flavors. 1. At least five readings will be assigned, with associated quiz questions that focus on reading mastery and critical thinking. These will be handed out at the start of classes and may be submitted at any time, up to the deadline noted in the syllabus. Late assignments will be penalized 20 percent per day late. 2. Each Wednesday, I will post an online quiz on current affairs drawn from major national and state news media. You have until midnight Thursday to complete the quiz. Five percent of the grade will be drawn from the cumulative sum of these quizzes. If you do not complete the weekly quiz on time, you will get a zero for that quiz. 3. For each chapter and LAITS reading*

beginning with Fiorina Chapt. 2, a quiz will be posted online. Each quiz must be complete before the due date for the reading: this means that the online quiz will close at midnight of the day the reading is due. No credit is given for missed quizzes. 4. Format and citation requirements will be included on written and posted assignments 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](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](http://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 notes 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 as 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 will not have access to these presentations outside of class. Instead 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 allow you permanent access to 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 work product, virtually all of which was assembled before I began teaching at UNTD. Many universities are now enamored with online courses, and some attempt to claim legal ownership of work prepared by individuals employed at the school or posted on university websites, whether or not the content was compiled on university time or published during university employment. Some of the lecture material here was compiled by me as a journalist over years of study, reading and research outside the UNTD environment and existed before I began teaching these courses.

## ASSIGNMENTS APPENDIX

### All papers and memos

- Use Times New Roman 12-point or 11-point type.
- Use 1-inch margins
- Name and assignment information should go in the header on the front page only. Other pages should be numbered.
- 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.

### Response papers (3)

- Each response paper is an individual effort: no collaboration is permitted.
- 1-2 pages single spaced, 3-4 pages double-spaced
- Grading is 70 percent on content and 30 percent on writing.
- Response papers should:
  - State the issue.
  - Summarize both sides of the issue using original statements or paraphrasing. Do not quote other characterizations of the issue and avoid plagiarism by restating the positions.
  - Develop an argument and use some evidence or examples to support it. Where appropriate, include multiple points to summarize, support and counter arguments.
  - Cite and reference only the evidence used to support the arguments. Use proper reference form (author, year of publication, title, publication information).

#### **Response paper 1 – due Jan. 26:**

Why do people want to live in the city?

#### **Response paper 2 – due Feb. 26:**

What's at stake for the city, entrepreneurs and citizens in the Uber v. city disputes?

#### **Response paper 3 – due March 31:**

Is the public funding of stadia and facilities for professional sports franchises beneficial for the city or is it welfare for the wealthy?

### Research methods memo

- Each research methods memo is part of group brainstorming and discussion, but the memo should be individually written.
- 2-3 pages single spaced.
- Grading is 95 percent on content and 5 percent on writing.
- The methods memo should:
  - For two of the following questions, include a description in full sentences and paragraphs of how you will obtain the answer to the question.
  - Include a list of human sources for the information should be specific (i.e. “officials in the Transportation Planning Office at the City of Dallas”, not “transportation officials”) and include a phone number for the appropriate office or an email. Some of the sources of information will be written documents and these should be properly cited (see the Writing folder on the course web page). Newspaper, academic journals and online sources should also be cited properly.
  - Indicate which source you would go to first.
- \*\*\*N.B. If you follow through and obtain a credible answer to the question, you may write up the answer, cite its source, evaluate the credibility of your official answer, and receive between 3-5 points (maximum if the answer is correct and specific) added to your final grade for the course.

### Research methods memo questions

1. Why wasn't DART light rail originally routed in the 1980s to DFW Airport?
2. What is the justification for decorating (painting and sculpting) new and rebuilt highways? How much does that add to the cost of the actual highway?
3. What are rates for granting variances from zoning laws in Houston, Dallas, Austin, San Antonio and Fort Worth?
4. How much in sales taxes do the activities of the Austin-area F1 racetrack bring into the coffers of Travis County and the City of Austin? Does the return equal the subsidies given by the state?

### **Urban politics research memo**

- Each research memo paper is an individual effort: no collaboration is permitted.
- 15–25 pages double-spaced; tables, charts, photos, end notes and a reference list do not count towards the total. These items should be placed on separate pages (one per page) in an appendix.
- Grading is 80 percent on content and 20 percent on writing.
- Research memos should:
  - State and summarize the problem and issues being considered. Summarize the problems and issues using original statements or paraphrasing. Do not quote other characterizations of the issue and avoid plagiarism by restating the positions.
  - Comprehensively review all sides of the issue using journalistic and academic sources. This form of writing is known as a research paper or memo. Concentrate on sketching the problem first, then evaluating proposed solutions, both pro and con, on these public issues. Your position on the issue is not important; your ability to lay out all solutions is. You should close the memo by recommending one or a series of solutions. You should state briefly why you favor this solution, but if you have written a good memo, you will not need to restate your reasoning for choosing this solution. Simply state why it is better than the others.
  - Evidence or examples should be presented in support of major arguments and solutions. One or two examples or cited evidence will do. Where appropriate, acknowledge multiple perspectives to summarize support and counter arguments.
  - Cite and reference all evidence used to support the proposed solutions and arguments. Use proper reference form (author, year of publication, title, publication information).

### **Possible research memo topics (you are free to suggest other topics for the instructor's approval)**

- Sanctuary cities and the state's efforts to counter the concept of sanctuary for immigrants.
- Police misconduct, grand juries and race in urban areas
- White flight and the growth of suburbs: Institutionalizing racism and fear?
- The neighborhood association as the developers' control mechanism
- Stabilizing neighborhoods: developers v. neighborhood groups
- Takings for taxes: What are the economic, social and political effects of permitting the taking of non-blighted private real estate for redevelopment through the use of eminent domain?
- Developing mass transit systems and light rail: the pluses, the minuses and the justifications



**Portfolio assignment**

I. During the course of the semester, students will use research skills to collect six news, academic or video items to create a portfolio. The items must be about urban government issues. The items may be news stories from newspapers or online news sites, academic journal articles, magazine articles, or video stories of at least 2 minutes in duration. There may be other types of items that are similar but not listed here. Check with the professor if you have something unusual to include.

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. You will be graded on the variety of the topics and how they supplement the text and class discussions. Look for topics that are not on the syllabus, or that are mentioned as paper topics.

II. For each of these items, the student will write a brief, single-spaced one-page analytical explanation of the issues the article or item raises about urban politics. These brief summaries should not exceed more than a page, although you are free to write more if you need to make a number of different points.

III. Portfolio entries and comments should be kept in a loose leaf binder or a presentation folder and indexed. 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 and an index page that matches the order of the articles. You may want to use tabbed pages to separate articles, but this is not required. 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. Portfolios will be graded on the scope (50 percent) of the chosen articles and items – that is, what they add to your knowledge – the quality of the analysis (40 percent) and the readability of the summary (10 percent).