POLS 3305-001

**Government in Urban America**

**Spring 2024**

**Room: University Hall 002**

**T/TH 12:30pm – 1:50pm**

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**Government in Urban America**

This is an upper level undergraduate course on the study of urban politics. Cities have significant power in important domains such as education, public safety, and the determination of land uses, rights, and privileges. How do cities use this power? What relationships do cities have with other levels of government? What are some of the major problems cities grapple with? These are some of the questions students will think about in this course. The course will cover topics that include the structure of local government and administration; political machines and urban reform; the politics of immigration, ethnicity and race; urban political economy; and other issues that cities commonly confront, such as class conflict and budgetary constraints.

**Prerequisites of the Course**

Students must have taken POLS 2311 and POLS 2312 to enroll in this course. While this course is designed for Political Science majors and minors, students in related disciplines are welcome. Some of the readings may be dense and technical, especially the empirical articles that refer to statistical, quantitative, and experimental methodologies. A background in these methods is NOT required. I will provide you with a basic background on these concepts, but it is your responsibility to understand the arguments and conclusions of the author(s). Thus, give yourself plenty of time to digest and comprehend the material.

**Student Learning Outcomes:**

At the end of the course:

* Students should be able to define and summarize key features of important class concepts, such as pluralism, regime theory, and public choice.
* Students should be able to explain key historical trajectories in the development of American cities, such as the rise of political machines and efforts at reforming the perceived social and economic ills associated with machine politics.
* Students should be able to summarize and discuss how various theories explain who holds power or governs at the local level.
* Students should be able to identify the various factors that impact the relationship among national, state, and local governments and appreciate how local politics play an equally powerful role in shaping the outcomes of its residents
* Students should be able to demonstrate how the perspectives and concepts learned in class apply to current and past political events
* Students should be able to articulate the complexity of the problems cities confront and the policies and politics local officials use to address these problems.
* Students should be able to assess the strength of and critique, if necessary, the author’s main position and the justification for that position.
* By completing writing assignments, such as the essay and policy memo, students should be able to develop and formulate clear, concise arguments or positions and assemble credible evidence to defend these arguments.

**Canvas**: We will make extensive use of our course page in Canvas, available at:

<https://oit.uta.edu/canvas/>

**Required Books**

**Required Book:Dennis Judd and Annika Hinze’s *City Politics: The Political Economy of Urban America 10th ed.*Routledge 2018 ISBN-13978-1138055223**

***All other assigned readings will be available electronically on Canvas.***

**Description of Assignments and Examinations:** Students are required to complete weekly in-class group quizzes, two papers (one of which will be a policy analysis memo), and a final exam. Students will also be assessed for participating in class.

***Papers:*** Students will be required to write two papers.

1. Regular Essay: One of the papers will be based on the lectures and readings and should be approximately 5-6 pages in length. The paper topic will be distributed several weeks before the paper is due. Students can also formulate their own question(s) and thesis as long as they consult with me.
2. Policy analysis memo of an urban issue of importance to you. Guidelines will be available later during the semester.

***Quizzes and Final Exam***:

1. Group reading quizzes will occur every week on Thursdays. These quizzes are intended to motivate you to do the readings in a timely manner, help you understand key concepts from the readings, and familiarize you with the type of questions that will be on the final exam.
2. The final exam will also be administered online via Canvas. It will be composed of a combination of multiple-choice questions and questions soliciting short responses. Students are required to take the final exam and complete it during the time allotted for our class’ final exam period.

***Class Participation*:** Your active and informed participation is essential if you want to achieve the maximum benefits of this course. Therefore, I not only expect you to attend class on a regular basis, but I also expect you to complete the readings before coming to class. The instruction of the course will include a combination of traditional lectures, engaged in-class student participation, and online discussion activities. For the online discussion activities, I will post a question on the Canvas discussion page, and students will engage in an online discussion of that topic. Students may choose to respond to the question directly or respond to another student’s post. Students are expected to participate in the class or online discussion activities almost weekly. Your grade will be partially determined by your participation in these activities.

***Extra-credit assignments****:* Students will be given opportunities throughout the semester to complete assignments for extra credit points. Instruction for extra credit assignments and their due dates will be posted on Canvas. Extra credit points will be added to your final grade.

**In-class Discussions:** Some of the subject matter discussed in class will be controversial and/or elicit different perspectives. Thus, students are expected to express their thoughts in a civil, respectful, and professional manner. I may occasionally push students to further elaborate on a viewpoint or ask others to provide an alternative perspective. However, this does NOT reflect any attempt on my part to persuade students to adopt a particular opinion. Rather I am encouraging students to think critically and consider various sides of an issue.

**Late Papers:** The papers are due on the date specified. For each day the papers are late, I will impose a penalty. If you have a special circumstance that prevents you from submitting your assignment on time, please consult with me in advance (meaning a reasonable time before the deadline) to avoid a penalty.

**Makeup Exams**: Students are NOT allowed to make up in-class assignments and quizzes they missed unless they have an approved or university-excused absence. If students have a valid excuse, make-up of assignments and quizzes will be scheduled as soon as possible after the quiz. Except in extraordinary circumstances, students must take the final exam on the time and day as specified by the University’s final exam schedule.

**Expectations for Out-of-Class Study**: This is entirely up to you, but plan on spending an average of 4-9 hours per week reading and studying the concepts learned from lectures, the textbook, and other required readings.

**Incompletes:** Incompletes will be given only in extraordinary circumstances and at the discretion of the instructor.

**Attendance:** Regular attendance is required. Your grade will be negatively affected if you do not attend class on a regular basis.

**Grading Breakdown:**

**Student grades will be calculated as follows:**

Quizzes (lowest grade dropped): 50 points

Regular Essay: 50 points

Policy Analysis Memo : 50 points

Final Exam: 50 points

Class Participation: 40 points

Letter grades will be assigned as follows:

216-240 points: A

192-215 points: B

168-191 points: C

144-167 points: D

Below 144 points: F

### **Grade Grievances:** Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog.

**Office Hours:** I highly encourage students to meet with me during my virtual office hours with questions related to the course material and/or assessments. If you cannot meet with me during my scheduled office hours, please contact me over email so that we can set up a time that works for the both of us during university business hours.

**Electronic Devices:** If you decide to be present for class when I am delivering the lecture, DO NOT use your electronic devices to engage in activities that are unrelated to class (emailing, checking Facebook, purchasing items online, playing games, etc.). Additionally, please keep all cell phones on silent for the duration of the class.

**Bad Weather:** Any class cancellations issued by the University as a result of bad weather will result in the scheduled topic or exam being held on the next class day.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through selfservice in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

**Disability Accommodations:** UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ calling 817-272-3671, is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Non-Discrimination Policy:** *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit*[*uta.edu/eos*](http://www.uta.edu/hr/eos/index.php)*.*

**Title IX Policy:** The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated.*For information regarding Title IX, visit* [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](file:///Users/hoangb/Documents/POLS%203305%20SP21/Syllabus/jmhood%40uta.edu).

**Academic Integrity:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

***Communicating with the Instructor:***

*I can only read emails from students using their MavMail accounts. Therefore, do not send me emails using non-university accounts, such as Gmail, Yahoo, or Hotmail.* I will try to respond to emails as quickly as possible during normal business hours (Monday-Friday 9am – 5pm), usually within 24 hours. However, please note that emails sent after hours, on weekends, and over University holidays may have a longer response time. Every email you send should have “POLS 3305” or “Urban Government in America” and the specific question/concern within the subject line. If I think your question or concern cannot be adequately addressed over email, I will ask you to come to my office hours.

**Campus Carry:** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

**Final Review Week**: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**The Academic Success Center:** The Academic Success Center (ASC) includes a variety of resources and services to help you maximize your learning and succeed as a student at the University of Texas at Arlington. ASC services include supplemental instruction, peer-led team learning, tutoring, mentoring and TRIO SSS. Academic Success Center services are provided at no additional cost to UTA students. For additional information visit: [Academic Success Center](https://www.uta.edu/student-success/course-assistance) (https://www.uta.edu/student-success/course-assistance). To request disability accommodations for tutoring, please complete this [tutoring request form](https://www.uta.edu/student-success/course-assistance/tutoring/request) (<https://www.uta.edu/student-success/course-assistance/tutoring/request>).

**The** [**IDEAS Center**](https://www.uta.edu/ideas/) (<https://www.uta.edu/ideas/>) **(**2nd Floor of Central Library) offers **FREE** [tutoring](https://www.uta.edu/ideas/services/tutoring/index.php) and [mentoring](https://www.uta.edu/ideas/services/mentoring/index.php) to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at the [Writing Center](https://uta.mywconline.com/) (https://uta.mywconline.com). Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see [Writing Center: OWL](http://www.uta.edu/owl) (http://www.uta.edu/owl) for detailed information on all our programs and services.

The Library’s 2nd floor [Academic Plaza](http://library.uta.edu/academic-plaza) (http://library.uta.edu/academic-plaza) offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the [library’s hours](https://library.uta.edu/hours) (https://library.uta.edu/hours) of operation.

**Schedule of Topics**

**Syllabus Changes**: As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

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| **Date** | **Topic** | **Readings** |
| **Week 1**:Jan 16 (T) | Introduction, syllabus, discuss class expectations | No readings |
| Jan 18 (TH) | City Politics in America: An Introduction | **Textbook:**1. “City Politics in America: An Introduction” from Judd and Hinze’s *City Politics: The Political Economy of Urban America*, pgs. 1-13
 |
| **Historical Background** |
| **Week 2:** Jan 23 (T) | Politics in the Pre-Industrial City | **Canvas**: From ***Urban Politics Reader***1. Intro to Chapter 2 (pgs. 35-37)
2. “The Ruling Elite” (pgs. 38-43)
3. “The Businessman as City Booster” (pgs. 51-56)
4. Conclusion (pgs. 57-59)
 |
| Jan 25 (TH) | Political Machines | **Textbook:**1. “Political Machines and the Immigrants” from Judd and Hinze’s *City Politics: The Political Economy of Urban America*, pgs. 54-83
2. **In-Class Group Quiz #1**
 |
| **Week 3:** Jan 30 (T) & Feb 1 (TH) | The Reform Crusades and its Legacy | **Textbook:**1. “The Reform Crusades” from Judd and Hinze’s *City Politics: The Political Economy of Urban America*, pgs. 84-125
2. **In-Class Group Quiz #2 (Feb 1)**
 |
| **Theories of Urban Governance** |
| **Week 4:** Feb 6 (T) & 8 (TH) | Pluralism | **Canvas:** Excerpts from Robert Dahl, *Who Governs?***In-Class Group Quiz #3 (Feb 8)**  |
| **Week 5:**Feb 13 (T)  | Regime Theory  | **Canvas:** 1. Introduction to Chapter 11 from ***Urban Politics Reader,*** pgs. 373-376
2. “‘Urban Regimes: A Research Perspective’ and ‘Conclusion’” from ***Urban Politics Reader,*** pgs. 377-387
3. Conclusion from ***Urban Politics Reader,*** pgs. 421-423
 |
| Feb 15 (TH) | Public Choice | **Canvas:** 1. “The Interests of the Limited City” from ***Urban Politics Reader,*** pgs. 275-282
2. **In-Class Group Quiz #4**
 |
| **Fiscal Policy, Growth, and Development** |
| **Week 6:** Feb 20 (T) & 22 (TH) | Fiscal Policy | **Textbook:**1. “The Metropolitan Battleground” from Judd and Hinze, *City Politics: The Political Economy of Urban America,* pgs. 362-397
2. **In-Class Group Quiz #5 (Feb 22)**
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| **Week 7:** Feb 27 (T) & 29 (TH) | The Market/ Overview of Quantitative Analysis | **Canvas:** 1. Tiebout, Charles M. 1956. “A Pure Theory of Local Expenditures.” Journal of Political Economy 64(5): 416-24.
2. Handout on Regression Analysis
3. **In-Class Group Quiz #6 (Feb 29)**
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| **Urban Decline, the “Fractured” Metropolis, and Urban Revitalization** |
| **Week 8**:March 5 (T) & 7 (TH) | Flight to the Suburbs | **Textbook:** 1. “The City/Suburban Divide” from Judd and Hinze’s *City Politics: The Political Economy of Urban America*, pgs. 155-200
2. **In-Class Group Quiz #7 (Mar 7)**
3. **Regular Essay Due March 8 (Friday) by 11:59PM via Canvas**
 |
| **Week 9:**Mar 12 & 14 | No Class! | Spring Break |
| **Week 10:** Mar 19 (T) & 21 (TH) | Cities in a Federal System | **Textbook:** 1. “Urban Voters and the Rise of a Democratic National Majority,” from Judd and Hinze’s *City Politics: The Political Economy of Urban America*, pgs. 139-149

**Canvas:**1. “City Politics in the Era of Federal Devolution” from *Urban Politics Reader****,*** pgs. 308-318
 |
| **Week 11**: March 26 (T) | Urban Renewal  | **Textbook:** 1. “The Renaissance of the Metropolitan Center,” from Judd and Hinze’s *City Politics: The Political Economy of Urban America*, pgs. 398-440
 |
| March 28 (TH) | Gentrification | **Canvas**: 1. Freeman, Lance. "Displacement or succession? Residential mobility in gentrifying neighborhoods." *Urban Affairs Review* 40.4 (2005): 463-491.
2. **In-Class Group Quiz #8**
 |
| **Urban Political Participation** |
| **Week 12:** Apr 2 (T) & 4 (TH)  | Voting in the Cities and Suburbs | **Canvas:** 1. “What Underlies Urban Politics? Race, Class Ideology, Partisanship, and the Urban Vote” from ***Urban Politics*** Reader, pgs. 491-507
2. Oliver, J. Eric, and Shang E. Ha. "Vote choice in suburban elections." *American Political Science Review* 101.03 (2007): 393-408.
3. **In-Class Group Quiz #9 (Apr 4)**
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| **Week 13:** Apr 9 (T) & 11 (TH) | Public Engagement | **Canvas:** 1. Adams, Brian. "Public meetings and the democratic process." *Public Administration Review* 64.1 (2004): 43-54.
2. Hoang, BL “Does Race Affect Public Evaluations of Constituent Messages in Local Government Meetings? Results from an Experiment” *Political Studies Review* online 8/7/23
3. **In-Class Group Quiz #10 (Apr 11)**
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| **The Politics Of Race, Immigration, And The City** |
| **Week 14:**Apr 16 (T) & 18 (TH) | Race and Urban Politics | **Canvas:**1. Oliver, J. Eric, and Janelle Wong. 2003. Intergroup Prejudice in Multiethnic Settings." *American Journal of Political Science*: 47-4.
2. **In-Class Group Quiz #11 (Apr 18)**
 |
| **Week 15:** Apr 23 (T) & 25 (TH) | Immigration and Urban Politics | **Canvas:**1. Gonzalez, Benjamin, Loren Collingwood, and Stephen Omar El-Khatib. "The politics of refuge: Sanctuary cities, crime, and undocumented immigration." *Urban Affairs Review* (2017)
2. **In-Class Group Quiz #12 (Apr 25)**
 |
| **Week 16:**Apr 30 (T) | Review for Final Exam | **Policy Analysis Memo Due** |
| **Finals Exam Period:** May 2-8, 2024 |
|  | **Final Exam** | **Day: May 2, 2024 (TH)****Place: Online via Canvas****Time: 8:00am-10:30am** |

**Emergency Phone Numbers**: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381