

**Urban Politics (POS 6146)**  
**Spring 2020**  
**Dr. Sharon D. Austin**  
**Professor of Political Science**  
**The University of Florida**

**Contact Information:**

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**Office Hours:**

Wednesdays 11am-2pm online or by appointment  
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\*I can also remain online after our class ends if you have questions.

**Course Description:**

This synchronous course will examine several political and public policy issues in urban cities. We will discuss issues such as downtown development, environmental justice, gentrification and urban housing issues, immigration, mayoral elections and governance, political incorporation theories, the city/suburbanization divide, the politics of urban education, urban policing, and urban revitalization efforts.

**Course Objectives:**

1. Examine the major challenges local political officials encounter in urban cities.
2. Detail the manner in which urban political actors pursue economic development while at the same time maintaining neighborhoods.
3. Analyze the manner in which urban cities operate (i.e., their governance).
4. Examine significant political and policy issues in urban America.

**How Do I Find the Class?**

1. Log into [elearning.ufl.edu](http://elearning.ufl.edu)
2. Find the class POS6146.
3. On the left side on canvas, you will see Zoom Sessions. Click on that and you should be able to see the class. I will also post the passcode and other information you'll need in the announcements section. When I post announcements, you can see them on canvas and will receive an email.
4. On the left side, you will also see the word "Chat". There, you can type questions that I'll answer at the end of class.

## **The Format:**

On Thursdays, our zoom session will begin promptly at 3pm and will end between 5pm and 6pm. During the first part of class, I will give a power point presentation for approximately 30-40 minutes. We will have a 10 minute break during the halfway point of class. During the second part, we will discuss your “discussion points” for each reading.

## **Don’t forget during class sessions to:**

- Place your computers on mute while class is in session (unless you are participating in a discussion).
- Remain in class during the entire class session.
- Type your questions into the chat room and I will answer them at the end of class.

## **The Required Textbooks:**

Sharon D. Wright Austin. 2018. *The Caribbeanization of Black Politics: Race, Group Consciousness, and Political Participation in America* New York: State University of New York Press.

Domingo Morel. 2018. *Takeover: Race, Education, and American Democracy* New York: Oxford University Press.

Leilani Nishime and Kim D. Hester Williams. 2018. *Racial Ecologies* Seattle: University of Washington Press.

Candis Watts Smith and Christina M. Greene, eds. 2019. *Black Politics in Transition: Immigration, Suburbanization, and Gentrification* New York: Routledge.

**The Reserve Articles** can be found on the Course Reserves link on canvas.

## **Your Grade will be Based on:**

### **1) Attendance, Participation, and Weekly Discussion Points (25%)**

Class participation and attendance are extremely important in this seminar. Each week (before noon on the day of class), please upload “discussion points” from each reading (one page per reading) to canvas so that we can discuss them in class. Each discussion point should identify a specific concept/theme/question that you find interesting in the reading. In order to perform this assignment well, you must indicate your knowledge of the readings. Each week, I will grade the information and your participation after our class ends. The rubric for this assignment (and all of the others) can be found on canvas.

**2) Issue presentation (30%): Due November 5th**

Each class member will make an issue presentation examining an urban politics issue from several perspectives. See the class schedule for possible topics and keep in mind that you don't have to address a topic we're discussing this semester. The presentation may include websites, short videos, concepts from scholarly articles or organizational reports, PowerPoint slides, photos, etc. The goal is to help you understand the importance of an urban issue, so you will have a deeper understanding of it. The presentation may discuss the issue's history, impacts, implications, etc. The presentations should be 20-30 minutes in length, but may be longer if need be.

**3) Issue presentation outline (5%): Due October 1st**

Provide a one or two page, typed, double-spaced description of the issue you will address. I will provide advice and feedback. Please address the following questions: What is the issue? Why is it important? What are the problems associated with this issue? How should it be addressed (i.e., possible solutions)? Also, provide an approximately one page list of sources for your presentation.

**4) City research project paper (30%): Due December 3<sup>rd</sup>**

This assignment requires an analysis of an American city of your choice in a research paper. The goal is to describe historical, physical, cultural, political, and economic characteristics of the chosen city, along with current issues, challenges, and initiatives. *\*The analysis should use specific concepts from course readings and discussions.* The city should have a population in excess of 100,000.

In the paper provide the following: Its history, governmental structure, current mayor and political actors, major issues/conflicts confronting the city in the modern era (since the 1970s), tactics politicians have used to address these issues, tactics city residents or community activists have used to address these issues, resolution of these issues, and anything else that is of interest.

The paper should range from 10-15 page double-spaced (exclusive of tables, photos, lists, and references) that presents fully developed findings and specific, cited connections with course concepts. A well-developed paper may include scholarly sources (books and articles), reports from agencies and organizations, and credible websites.

Use parenthetical citations in the paper that include the person's last name, year of publication, and page number-i.e., (Wright, 2020, 20). Include a Bibliography page at the end of the paper that lists your sources. The sources can be formatted according to the *Chicago Manual of Style, M.L.A.*, or the *American Psychological Association (A.P.A.)* format. See the sources in the textbooks for examples. Also, submit your papers through turnitin.com.

**5) Paper Presentation (10%) (To be given on December 3<sup>rd</sup>)**

Summarize the main points of your paper in your PowerPoint presentation that is no more than 20 minutes in length (approximately 15 slides). A brief discussion of the papers will take place at the end of that class. **You don't have to turn in your presentation.**

## **Feedback**

I will grade each assignment and record your grade on canvas within a week after it is completed. I will also provide information each week about your class participation.

## **Grading Scale:**

94-100 A	90-93 A-	87-89 B+	84-86 B	80-83 B-	77-79 C+
74-76 C	70-73 C-	67-69 D+	64-66 D	60-63 D-	Below 60 E

A C- will not be a qualifying grade for major, minor, Gen Ed, Gordon Rule or College Basic Distribution credit.

## **Disabilities Statement:**

Students requiring accommodations must first register with the Dean of Student's office, Disability Resource Center. The Dean of Student's office will provide documentation, which the student will then give to the instructor. For more information, see [HTTP://www.dso.ufl.edu/drc](http://www.dso.ufl.edu/drc)

## **Academic Dishonesty:**

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code can be accessed at the link below and specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel.

[<https://archive.catalog.ufl.edu/ugrad/1617/advising/info/student-honor-code.aspx>]

## **Privacy Issues:**

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded

or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

### **Counseling Services:**

For help from the university counseling services and mental health services, call (352) 392-1575, see <http://www.counseling.ufl.edu/cwc/Default.aspx>, or call the University Police Department [(352) 392-1111] or 9-1-1 for emergencies. You can also find help at the U Matter We Care site [<https://umatter.ufl.edu/>].

### **Course Evaluation:**

At the end of the semester, students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. We will evaluate the class on the last day.

### **Class Schedule:**

#### How Do Cities Operate?

##### 9-3 Introduction

###### Reserve readings:

The City as a Growth Machine: Toward a Political Economy of Place

The Importance of the Death and Life of Great American Cities

Urban Politics Reconsidered: Growth Machine to Post-Democratic City?

New Actors in Urban Politics: Boston and New York City

##### 9-10 Reserve readings:

Experience Doesn't Pay the Bills: Exploring the Identity-Populism Nexus in Alexandria Ocasio-Cortez's Political Activism

Latina Politics: Gender, Participation, and Leadership

The Leadership of Ilhan Omar: Representing Voices of Refugees

###### Textbook reading:

*The Caribbeanization of Black Politics*, chapters 2 and 5

Chicago, Seattle, Portland and Urban Policing

##### 9-17 Reserve readings:

Accountable Autonomy: Toward Empowered Deliberation in Chicago Schools and Policing

Seattle and Portland Protests Highlight Generational Tensions in Black Lives

Matter Movement

The New Policing

Immigration and Multicultural Cities

- 9-24 Textbook readings:  
*The Caribbeanization of Black Politics*, chapter 4  
*Black Politics in Transition*, chapters 1, 2, and 3

Reserve reading:  
Understanding Sanctuary Cities

Urban Revitalization and Urban Regimes (Atlanta and New Orleans)

10-1 **Issue Presentation Outline Due**

Reserve readings:  
A Changing Electorate in a Majority-Black City  
Governors and the Development Regime in New Orleans  
Planning, Urban Revitalization and the Inner City  
The Atlanta Experience Re-Examined  
The Failure of the Nonregime: How Katrina Exposed New Orleans as a  
Regimeless City

Gentrification and Growth Control

- 10-8 Textbook reading: *Racial Ecologies*, chapter 6

Reserve readings:  
Gentrification and Neighborhood Revitalization: What's the Difference?  
Growth Control and Electoral Politics: The Triumph of Urban Populism in San  
Francisco  
The Politics of Growth-Oriented Urban Alliances: Comparing Old Industrial and  
New Sunbelt Cities  
Who Must Leave? Alternative Images of Urban Revitalization

Racial Ecologies and Environmental Justice

- 10-15 Textbook readings: *Racial Ecologies*, chapters 1, 3, 5, 7

- 10-22 Textbook readings: *Racial Ecologies*, chapters 9, 11, 12, 14

- 10-29 Reserve readings:  
Cities and Fiscal Federalism under the Trump Administration  
Obama's Metro Presidency  
The Presidency and Policy Formulation: President Carter and the Urban Policy  
The President and the Cities: Clinton's Urban Aid Agenda

- 11-5 **Issue Presentations**  
**No discussion post is due today.**  
Discussion of election results.

Urban Education

11-12 Textbook readings: *Takeover*, chapters 1, 2, and 3

11-19 Textbook readings: *Takeover*, chapters 4, 5, and 6

11-26 NO CLASS (Thanksgiving Holiday)

12-3 Evaluate Class

**City Research Project Presentations**

**City Research Project Due**