Political Science 207 is an intermediate level course. Familiarity with 20th century American urban history and the general workings of the American political system is expected. This course will provide a thorough understanding of the most crucial issues in urban politics, suburbanization, and the evolution of federal policy towards the cities. As well, this course will offer training in the process of researching and writing a scholarly paper in the Social Sciences. A selection of rich research topics will be introduced (see the syllabus below) and these will provide both theoretical frameworks and empirical data that will serve as the foundation for deeper research, analysis, and hypotheses testing by students.

Each student is required to produce three research papers; however, a Final Examination may be substituted for the third research paper. The first essay will be worth 20 percent of your grade, the second and third will be worth 30 percent each, and students will receive a grade at the midterm and end of term evaluating class participation and attendance that will be worth 10 percent each.

The Writing Center, located in 420 4th Libe, has peer writing consultants who can work with you during any stage of the writing process (brainstorming to final proofreading). Hours are listed here: https://apps.carleton.edu/campus/asc/writingcenter/. You can reserve specific times for conferences in 420 4th Libe by using their online appointment system: https://writingcenter.carleton.edu/. Walk-ins are welcome in 420 4th Libe, though writers with appointments have priority.

All work submitted by you is assumed to be your own original work that has not been submitted for another class. Any words, ideas, data, images, or other material borrowed from other sources must be properly attributed. All permitted collaboration with others must still be acknowledged. The use of unauthorized materials for homework or for exams is strictly prohibited. Any cases of suspected dishonesty will be forwarded to the Academic Standing Committee, as required by Carleton’s policy on academic integrity. Confirmed cases of dishonesty will result in a grading penalty that may range from a failing grade for the assignment to failure of the course.

**14 September - 20 September**

Class 1: Introduction

Class 2:

- D. R. Judd and T. Swanstrom, CITY POLITICS (course text), chs. 1-2. In the first chapter, the three themes outlined are also themes of our course. What is the basis of the comparison between the pursuit of railroads and the building of sports stadia? Does anything in these chapters make you think of recent events in Ferguson, Missouri?

**Minority Political Power: Inter- and Intra-Racial Transitions and Rollbacks.**

Thematic Guides: Machine vs. Reform is both an institutional framework as causal variable and an ideological belief system that shapes coalitions. Is ethno-racial transition natural, inevitable, political, inviolate, or generational?

Class 3:

- Judd and Swanstrom, CITY POLITICS, chs. 3-4.
As you read these chapters, be cognizant that many big cities are governed by minority politicians and have sizable numbers of minority voters with incomes that are quite low. This is the fuel for machine-style politics. Skepticism about the end of machine politics also should emerge because of the continuing importance of symbolic benefits. Also be attentive to the way that machine politics involves businesses seeking relationships and contracts with the city. How has the Reform movement done in the largest cities of the US?

21 September - 27 September

Class 4:


Research Prompt: What other cities could be added to the study above about intra-group conflict? Beyond additional cases, what suggestions for improvement of this unpublished paper could you provide? What sources are available at Carleton to pursue this research? What 5-10 citations would you start with for your research? What tools would you use for developing a bibliography? Be ready with responses!

Class 5:

- R. A. Keiser, "Atlanta …" in Subordination or Empowerment?

Research Prompt: Could the framework of ethnic transition or minority empowerment be applied to Latinos; elaborate your answer? What about Gay/Lesbian politics?

Class 6:


28 September - 4 October

Class 7:


What expectations make New York an anomaly according to Mollenkopf? How might Eisinger's perspective on the Irish inform our evaluation of the Dinkins era? Are Atlanta and New York more similar or different?
Research Prompt: Using the theoretical framework from either of the articles above, what cases could you select to research that would build on, or challenge, the work of these authors?

Class 8:

**Recapturing Space for the wealthy through the criminalization of poverty**

Choose either these three New York City readings or the three Chicago readings below! Of course, you can eventually do them all, particularly if you choose to write about this topic.


OR about Chicago, the Second City, the Windy City

- L. Vale, *Purging the Poorest*, ch. 7.

Research Prompt: What paths of research could build upon, replicate, or challenge this New York City?Chicago research?

Class 9:


What is the mechanism by which revanchist urbanism traveled from New York City to Quito?

Research Prompt: What paths of research are suggested by the Swanson article?

5 October - 11 October

Class 10:

FIRST RESEARCH PAPER DUE 1 am Saturday. You are expected to use the course materials as a spring board for your research. You may choose to do empirical research, such as adding a case that further tests and refines a theoretical framework. This would be focused on both primary and secondary source materials, such as newspaper coverage and scholarship. Or you may do a literature investigation that develops a bibliography on a subject and presents a detailed discussion of the topic that is far more in depth than our readings. This would be focused on secondary source materials, primarily the work of other scholars. Eight to ten pages of text.

12 October - 18 October

Is Local Politics more likely to offer opportunities for (progressive) majorities to mobilize against tyrannical wealthy and powerful minorities?

The broad question here is whether all politics is the same, at the local, state, and federal levels.

- J. Q. Wilson, *Political Organizations*, ch. 16.

The Wilson article presents a theoretical framework based on costs vs. benefits and concentrated groups vs. broad, distributed groups, which is very relevant for the ability to overcome collective action problems. If you are unfamiliar with the paradox of collective action (Mancur Olson), take steps to become familiar, now.

How does the analysis of sports stadium financing answer the question of the section heading? Which Wilson quadrant does the fight over public financing of sports stadia fall under? Why is it crucial that these stadiums are publicly financed? Recall the discussion of railroads from *City Politics*.

Research Prompt: Can you discover another case that would build upon the cases in California and Minnesota?

Read either the first two articles or the second pair for Wednesday. Or you can read them all!

- R. DeLeon, “The Birth of the Slow Growth Movement and the Battle for Proposition M.” In *Left Coast City*

These articles do not mention the Wilson framework. Is that framework relevant or is the politics of growth significantly different than sports stadium financing?

What is the verdict of these authors on the utility of direct democracy for overcoming collective action barriers and shaping public policy in a majoritarian (rather than elitist) outcome?

Class 15:

Transit Policy


• M. Maciag, "Mean Streets: Pedestrian death rates are worst in America’s poorest neighborhoods," Governing (August 2014).

• Uber vs. Taxi, Parts 1, 2, 3, 4

19 October - 25 October

Class 16: Midterm Break

Class 17:

Read either the first three or the second three articles, or read them all because this is such a fascinating topic and you are the prototypical Carleton student filled with curiosity.

• R. Freeman, “Fighting for Other Folks’ Wages: The Logic and Illogic of Living Wage Campaigns," Industrial Relations 44:1 (January 2005).


• "Thriller in Missoula: Living Wage Campaign ..." New Party News.

OR


• Thriller in Missoula: Living Wage Campaign ...” New Party News.

Are we in a different section of the course than last week, and what should the title on the syllabus be for this section? What theoretical questions are raised in the urban conflict over the living wage? Is Wilson's framework of any utility here, why or why not?
Research prompt: Are there other cities that would be worthy of study in the living wage vein? Why are there no studies that compare the living wage struggle to our earlier topics; is it comparing apples to broccoli?

Class 18: TBA

Research Paper due date: Optional Revision/Replacement of Paper 1; Optional submission of Paper 2. Saturday morning 1 am. If you choose revision/replacement, you must take that grade. There will be no revision option for Papers 2 or 3.

26 October - 1 November

Class 19:

The Geography of Opportunity: Race and/or Class (as causal variables) in Housing and School Policy?

What can (the institutional approach of) Regionalism offer as a policy solution?


Class 20:


What is the "big takeaway" from these articles for a scholar of public policy? Do these articles tell us anything relevant for tackling the racial achievement gap in education?

Class 21
- J. Goering, "Expanding Housing Choice and Integrating Neighborhoods: The MTO Experiment." Chapter 6, in *The Geography of Opportunity*.


Research prompt: Is there a research project that piques your interest in this week's readings (even one that would not be an addition of original information)?

---

**2 November - 8 November**

Class 22:

- Judd and Swanstrom, CITY POLITICS, chs. 11-12.

Think again about the question of whether All Politics is Local, or there are significant differences in the federal system. Why do cooperation and self-interest seem to be at odds with each other? What response would you give to contradict that claim and argue that cooperation is highly self-interested?

Class 23:

Choose either the first pair or the second pair, or read three or four of them!


OR


Research Prompt: What piques your interest here as a topic worthy of your time and attention?

Class 24: TBA
9 November - 15 November

Class 25:

- Judd and Swanstrom, CITY POLITICS, chs. 5 & 9.

Class 26:

- Judd and Swanstrom, CITY POLITICS, chs. 6 & 10.

Class 27:

- Judd and Swanstrom, CITY POLITICS, chs. 7-8.

Which research topic does this set of readings speak most directly to and why?

RESEARCH PAPER DUE DATE: PAPER #2 must be completed Saturday 1 am. Optional fulfillment date for Paper #3, which may be turned in anytime from this point through the end of Finals Period.

PAPER #3 may be on a new topic with the same rules as prior papers. Or you may choose to continue one of your previous two papers to a total of 20 pages of text. Or you may choose to answer a Take Home Final exam question(s) (of 8-10 pages total) that will be distributed by 4 pm on the final day of classes.

16 November - 22 November

Class 28:

- Judd and Swanstrom, CITY POLITICS, chs. 13-15.

Which research topic does this set of readings speak most directly to and why?

Class 29: TBA

Exam or Paper?