

Urban Politics and the African-American Experience

Political Science 217, Spring 2012

Rhodes Tower West 336

Monday, Wednesday, and Friday 9:45am-10:35am

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OFFICE HOURS

Monday, Wednesday and Friday
11:00 to 12:00am and by Appointment

Catalog Description: An examination of urban political institutions, decision processes, and problems of the cities and their suburbs. With regard to each topic, a primary concern will be on racism and its evolving consequences for African-Americans. This course meets the Social Diversity-African American experience component of the University's General Education Requirements (see below).

Course Objectives: The purpose of this course is to introduce the student to the urban experience of African Americans with an emphasis on political and public policy issues relevant to that experience. As a survey course, a great many topics will be covered including theoretical understanding of power relationships, structural differences in urban governments, historical trends of the urban experience, and the scope and impact of urban public policies. This course will also endeavor to place cities in the context of the federal system of the United States.

Grading: Your grade in this course is based upon your attendance and your performance on quizzes, examinations, and one writing assignment.

- *Attendance.* Attendance will be taken a minimum of five times throughout the semester. After the first four classes, any recorded absence will be counted against your final grade up to five percentage points. There are no excused absences.
- *Quizzes:* There will be three, five-question quizzes given during the semester. Each quiz will be based on multiple-choice questions. Each quiz will be announced at least one day prior to the date given. If need be you may make-up a missed quiz (see Rules and Regulations below).
- *Examinations.* There will be two midterm examinations and a final examination. The first midterm examination will cover material from the beginning of class to the first examination date. The second midterm examination will cover material introduced after the first midterm examination. The final examination will be comprehensive but will emphasize material from the last portion of the class. The examinations will be multiple choice, short answer, and essay. If need be you may make-up a missed examination (see Rules and Regulations below).
- *Writing Assignments.* Each student in this course will be required to complete three short writing assignments. The purpose of the writing assignments is to offer you an opportunity to express your opinions and experiences about material relevant to this class. The first writing assignment asks you to explore you and your family's origins here in the United States, and specifically in Northeast Ohio. It is due February 10th. The second writing assignment offers you an opportunity to answer the theoretical question, "Who has power in American cities?" The second writing assignment is due March 23rd. The third and final

writing assignment asks your post graduation plans, specifically whether you intend to stay or leave Northeast Ohio. The third writing assignment is due April 27th. Each writing assignment is to be a double-spaced, typed paper with a minimum of 500 words but less than 750 words (see Rules and Regulations section). The paper must be submitted in hardcopy form on its due date. Late paper will be accepted but penalized accordingly (see Rules and Regulations section). The grading of the essay will be based on the quality of your response and the quality of your writing. The substantive element of the response is whether you responded to the question(s) and the quality of that response. Writing quality is the degree to which your paper meets the minimum standards, is properly organized, and uses appropriate grammar.

- *Letter Grades:* With the exception of the quizzes and the attendance, you will be assigned letter grades. The point interpretation of each letter grade is as follows:

<i>Letter Grade</i>	<i>Points</i>	<i>Letter Grade</i>	<i>Points</i>
A ⁺	1.0	B-	.83
A	.95	B-/C+	.8
A ⁻	.93	C+	.78
A ⁻ /B ⁺	.9	C	.75
B ⁺	.88	C-	.73
B	.85	C-/D+	.7
B ⁻	.83	D+	.68
B ⁻ /C ⁺	.80	D	.65
B ⁺	.88	D-	.63
B	.85	D-/F	.6
		F*	.5
		0*	0

* = Please note that an “F” indicates half of the available points. An “F” is given to an attempted, but failed, response to a question. If you do not complete work or leave material blank, you will receive the grade of zero (0). While zero is also an “F” it indicates no points are awarded for that examination, quiz, or assignment.

- *Scoring Distribution:* The grading will be broken down as follows

Attendance.....	5%
Three Quizzes (5% each).....	15%
Midterm Examinations (20% each).....	40%
Final Examination.....	25%
Three Writing Assignments (5% each).....	15%

Text and Readings. The required text for this course is:

- Ronald K. Vogel and John J. Harrigan, 2007. *Political Change in the Metropolis*, Eighth Edition (New York: Longman).

- In addition to this text, there are multiple required readings. These required readings are available through the University Library's Course Reserve System. Readings on Course Reserve are identified by an asterisk (*).

Lectures and Blackboard: I will use PowerPoint presentations in this class. An abbreviated version of each PowerPoint presentation will be placed on the University's Blackboard system under the PSC 217 designation. In addition, if you should need future copies of this syllabus or the writing assignments, a copy of each will also be placed on Blackboard.

Class Rules and Regulations:

1. *Wireless Devices:* PLEASE set all electronic devices to a mode that does not ring, buzz, or otherwise make noise. Such noises distract me and other students from conducting this class. Should it happen, you will receive a written warning. Afterwards if it happens again, you will be penalized. Violation of this rule will result in a one letter grade reduction of the Final Examination.
2. *Telephone:* PLEASE do not answer your telephone during class. Answering your telephone during class distracts me and other students from conducting this class. ***Violation of this rule will result in a one letter grade reduction of the Final Examination.***
3. *Guests:* No guests (this includes children) are allowed to attend class.
4. *Examination Procedure:* Once an examination has started the student MAY NOT leave the examination room until the examination has been completed. If a student leaves the room, the examination, for that student, is over.
5. *Early Examinations:* NO EARLY EXAMINATIONS WILL BE GIVEN. Make-up examinations are available.
6. *Make-Up Examinations.* Students may make up a missed Midterm Examination or Final Examination under the following conditions. The student must contact the instructor within 72 -hours of the missed examination and make an appointment to take the make-up examination. The examination will be short answer and essay questions. The make-up examination date will be set by the instructor.
7. *Writing Assignments:* The following guidelines apply to all writing assignments:
 - a) *NO Handwritten Writing Assignments:* All writing assignments are to be TYPED. A zero will be assigned to a paper that is handwritten.
 - b) *Word Limits:* Each writing assignment should be between 500 words and 750 words. Word counts are based only on the text of the assignment. Papers with fewer than 500 words or greater than 750 words will be penalized one letter grade.
 - c) *Late Writing Assignments:* Assignments turned in after the due date will be accepted under the following conditions. An assignment that is turned in within two class periods of the due date will be assessed a one-letter grade reduction. An assignment that is turned in between the third and fourth class period after its due date will be assessed a two letter grade reduction. No assignment will be accepted after the fourth class period and the student will receive a zero (0) for that assignment.
8. *Missed Quizzes:* For a missed quiz, the student must contact the instructor within 72 hours of the missed quiz. The student will be required to write a typed, double-space essay of between 750 and 800 words. The essay must have five bibliographic sources (excluding the course's textbooks). The quiz make-up essay will be due two class periods following its

assignment. The subject of the make-up essay will be established upon request of a quiz make-up.

9. *Academic Misconduct*: Cheating, plagiarism, or tampering on academic product (examinations, quizzes, and assignments) will not be tolerated. If caught, the Policy on Academic Misconduct (3.2.1) of the University's Code of Student Conduct will be followed.

Statement of General Education: This course meets a Social Diversity Requirement, specifically the African-American experience requirement. This means that this course will have a primary focus on the contemporary experience of African-Americans and maintain the perspectives, experiences and/or achievements of African-Americans themselves as central to the course (a historical approach is acceptable if it leads to an understanding of the contemporary situation). It will also provide students with knowledge of how the respective discipline studies and analyzes the African-American experience. All courses meeting the African-American Experience requirement must also meet at least **one** of the following criteria: (1) Provide students with a theoretical and/or empirical framework for understanding inequality and the distinguishing aspects of the African-American experience; (2) provide students with a theoretical and/or empirical framework for understanding African-Americans' contributions to American society as a whole.

Statement of Disability Services: Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216)687-2015. The Office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively.

Important Dates to Remember: The following dates pertain to University-recognized holidays and administrative deadlines (<http://www.csuohio.edu/enrollmentservices/registrar/calendar/>):

Item	Date
Martin Luther King Holiday (University Holiday)	January 16 th
Last Day to Add Class	January 20 th
Last Day to Drop Class	January 27 th
President's Day (University Holiday)	February 20 th
Spring Recess	March 11 th – 18 th
Last Day to Withdraw	March 30 th
Last Day of Classes	May 4 th
Final Examination Week	May 5 th – 11 th

Course Schedule¹

<i>Dates</i>	<i>Lecture Topic and Reading Assignments</i>
January 16 th	Martin Luther King Holiday, No Classes
January 18 th	Introduction to Class
January 20 th to January 25 th	Bias and Change in the City <u>Key Issues:</u> In this section of the course you should be able to express an understanding of multiple concepts related to cities. You should also have an understanding of the biases that influences US political systems. You should understand multiple dimensions of racial bias. <ul style="list-style-type: none"> • Read: Vogel and Harrigan, Chapters 1, 2, and 8 (pages 233 to 247).
January 27 th to February 1 st	Ethnic and Racial Change in the City, European Immigration <u>Key Issues:</u> In this section of the course we will examine the nature and context of 19 th and early 20 th Century European immigration to urban America. We will look at their motivations and prospects for political assimilation. <ul style="list-style-type: none"> • Read: Vogel and Harrigan, Chapters 3
February 3 rd to February 15 th	Ethnic and Racial Change in the City, African-American Great Migration <u>Key Issues:</u> We will examine the African Diaspora in the New World, including the Atlantic slave trade, US historical developments pertaining to African Americans, and the emergence of the African-American Great Migration with particular emphasis on Cleveland. <ul style="list-style-type: none"> • Read: Kenneth Kusmer, Black Cleveland and the Central Woodlawn Community, 1865-1930;”* • Read: Kimberly L. Phillips, “’But it is a Fine Place to Make Money:’ Migration and African American Families in Cleveland, 1915-1929” *
February 10 th	First Writing Assignment Due
February 17 th	First Examination
February 20 th	President’s Day, No Classes

¹ The dates of the lectures, reading assignments, examinations, and other course requirements may change as situations require over the duration of the semester.

<i>Date</i>	<i>Lecture Topic and Reading Assignments</i>
February 22 nd to February 27 th	<p>Urban Governmental Structure and the African-American Struggle for Inclusion</p> <p><u>Key Issues:</u> We will examine the context and nature of the Civil Rights Movements, its legislative successes, and its on-going challenges. We will place this in the context of the urban experience of African Americans.</p> <ul style="list-style-type: none"> • Read: Vogel and Harrigan, Chapter 5, pages 123 (start at “The Civil Rights Movement”) to 139; • Read: Rufus P. Browning, Dale Rogers Marshall, and David H. Tabb, “Mobilization, Incorporation, and Policy in 10 California Cities”*
February 29 th to March 5 th	<p>Urban Governmental Structure and Political Organization</p> <p><u>Key Issues:</u> We will examine the different forms of urban governmental structures, their development, and their implications for minority inclusion. We will also examine the methods of political organization paying particular attention to the urban political machine and its reform variants.</p> <ul style="list-style-type: none"> • Read: Vogel and Harrigan, Chapter Four
March 7 th to March 9 th	<p>Ethnic and Racial Change in the City, Fourth Wave Immigration and Reverse Migration</p> <p><u>Key Issues:</u> We will examine the growth of the US Latino population and the on-going shifts in the African-American population.</p> <ul style="list-style-type: none"> • Read: Vogel and Harrigan, Chapter 5, pages 139 (start with “Fourth-Wave Immigrants and Urban Politics”) to 150). • Read: William H. Frey, “The New Great Migration: Black Americans Return to the South, 1965-2000”*
March 12 th to March 16 th	Spring Break, No Classes
March 19 th	Ethnic and Racial Change in the City, Fourth Wave Immigration and Reverse Migration (continued)
March 21 st to March 28 th	<p>Community Power and Leadership</p> <p><u>Key Issues:</u> We will examine key theoretical ideas of community power, including elite theory, pluralism, and regime theory. We will also explore the context of mayoral power and influence.</p> <ul style="list-style-type: none"> • Read: Vogel and Harrigan, Chapter 7 • Read: Saundra C. Ardrey “Cleveland and the Politics of Resurgence: The Search for Effective Political Control”* • DVD: “Street Fight”
March 23 rd	Second Writing Assignment Due

<i>Date</i>	<i>Lecture Topic and Reading Assignments</i>
March 30 th	Second Examination
April 2 nd to April 6 th	<p>Urban Political Power and Continuing Change, Multiracial Coalitions</p> <p><u>Key Issues:</u> We will examine the changing nature of political power in the urban American. We will explore issues related to prospects of multiracial and ethnic political coalitions.</p> <ul style="list-style-type: none"> • Read: Raphael J. Sonenshein, “The Dynamics of Biracial Coalitions: Crossover Politics in Los Angeles;”* • Read: Raphael J. Sonenshein and Susan H. Pinkus, “Latino Incorporation Reaches the Urban Summit: How Antonio Villaraigosa won the 2005 Los Angeles Mayor’s Race;”* • Read: Reuel R. Rogers, “Race-based Coalition Among Minority Groups: Afro-Caribbean Immigrants and African-Americans in New York City;”*
April 9 th and April 11 th	<p>City Services, Public Policy, and Distributional Fairness</p> <p><u>Key Issues:</u> We will explore the nature of urban services with a particular focus on the idea of service fairness and the notion of “unpatterned inequalities”. The notion is whether city services have been distributed in a racially biased manner.</p> <ul style="list-style-type: none"> • Read: Elaine B. Sharp, “The Equity Side of Urban Services”*
April 13 th to April 16 th	<p>Housing Segregation and Urban America</p> <p><u>Key Issues:</u> We will examine the causes and consequences of racial segregation in housing. This will be complemented with an examination of how the issue has changed over time.</p> <ul style="list-style-type: none"> • Read: Vogel and Harrigan, Chapter 5, pages 115 to 123; Chapter 8, pages 248 (start at “Suburbia and the Challenge of Exclusion”) to 260; • Read: W. Dennis Keating, “Toward Greater Racial Diversity in the Suburbs”*
April 18 th to April 23 rd	<p>Urban Wealth and Poverty</p> <p><u>Key Issues:</u> We will examine the attempts of cities to expand capital investment. We will also examine the growth and isolation of the urban poor.</p> <ul style="list-style-type: none"> • Read: Vogel and Harrigan, Chapter 6 • Read: William Julius Wilson, “The Truly Disadvantaged: The Hidden Agenda”*

<i>Date</i>	<i>Lecture Topic and Reading Assignments</i>
April 25 th and April 27 th	<p>Fiscal Crisis and the City</p> <p><u>Key Issues:</u> We will examine the nature of revenues and expenditures in urban communities. Explores the issues of equity and fairness of revenue generation and resource allocation.</p> <ul style="list-style-type: none"> • Read: Vogel and Harrigan, Chapter 11 pages 332 (start at “Grants-in-Aid and the Federal Approach to Urban Problem Solving”) to 337 • Dennis R. Judd and Todd Swanstrom, “City Finances and the Dynamics of Growth”*
April 27 th	Third Writing Assignment Due
April 30 th and May 2 nd	<p>National Urban Policy</p> <p><u>Key Issues:</u> Examines why the United States lacks a meaningful urban policy and the implications of this for the nature of American cities. Explores the question of whether “urban problems” have come to be code words for the issues surrounding race and poverty.</p> <ul style="list-style-type: none"> • Read: Vogel and Harrigan, Chapter 11, Pages 337 to
May 4 th	Review and Wrap-up
Finals Week May 9 th	Final Examination 8:30am to 10:30am

WRITING ASSIGNMENTS

Directions: The purpose of these short writing assignments is to give you an opportunity to explore some of the topics of this course more deeply and to share your thoughts with me and your classmates. Each of these writing assignments requires an opinion-based response. While each asks you to express your opinion, you should do so in a thoughtful and well-reasoned manner.

Writing Assignment Requirements: Each writing assignment is to be between 500 and 750 words. Word counts are exclusive to the text of the essay. Penalties apply for too few words or too many words (one letter grade reduction each). You will be graded based upon the quality of response and the quality of your writing. Due to the nature of this class, essays must be submitted in hardcopy form. The writing assignment's due dates are listed here and in the course schedule. Late papers will be accepted by will be penalized (see Rules and Regulations section of syllabus).

Writing Assignment One

Due Date: February 10th

Directions: As we have explored, this is a nation of immigrants. We all have origin stories. Stories that describe how we find ourselves here in this place at this time. In this short opinion-based essay, please describe the nature of you and your family's journey to the Cleveland area. When did you family arrive here in the Cleveland area and why did this become your home? In this short essay please describe those factors that you believe strongly shape your identity for instance, race/ethnicity, religion, social status, or sex. Finally, what do you believe to be a defining characteristic

Writing Assignment Two

Due Date: March 23rd

Directions: In the Vogel and Harrigan text (Chapter 7), the authors ask the question, "Who really runs American cities" (page 193)? In both lecture and text we explored various theoretical models hoping to explore this question, including elite theory, pluralist theory, growth machine theory, unitary interest theory, and regime theory. Given these theoretical perspectives, which do you believe has the greatest explanatory ability answering the question above? What is the evidence that you have to support your claim? Which theory do you believe is the weakest?

Writing Assignment Three

Due Date: April 27th

Local communities are dependent on the quality of its residents. Ohio has been concerned that its best and brightest are leaving to find brighter opportunities elsewhere. To that end, in a very short period of time you will be graduating from Cleveland State University. After you graduate, what are your plans? Do you intend to stay in Northeast Ohio or leave? If you plan to stay in Northeast Ohio, why do you plan to do so? If you plan to leave Northeast Ohio, why do you plan to do so and where do you hope to go?