

**Spring 2017**  
**Political Science 404**  
**Race, Immigration, and Urban Politics**

Course Description

The global world is increasingly an urban world: about half of humanity lives in cities and this trend is expected to continue apace. In the United States, over 80 percent of people live in metropolitan regions. Urban areas present enormously complex opportunities and challenges, from the perceived failure of urban public schools, to seemingly intractable racial inequalities, to the integration of a new wave of immigrants, to affordable housing, to efficient public transportation. On the other hand, cities have long been heralded as places of opportunity, spaces of economic development, entrepreneurship, and multiculturalism. Under what conditions are urban spaces socially just, diverse, and prosperous? Under what conditions do they become spaces contested by different interest groups? Cities are the canvas upon which many of the most pressing social issues of our day are being constructed.

This course will give students an interdisciplinary understanding and analysis of these urban social problems, by bridging the literatures on urban politics with that on urban geography. The complexity of urban issues calls for diverse perspectives in order to imagine creative responses. Approaching the urban experience from qualitative and quantitative perspectives will help students address structural as well as individual solutions to the problems urban residents face.

The class also aims to take advantage of our proximity to Durham, NC by incorporating a service-learning component. Durham provides a fascinating case study of urban decline and a nascent resurgence. Recently named the most “creative” city in the United States by urban consulting guru, Richard Florida, Durham has entered the spotlight of urban studies circles. But Durham is also the fifth most unequal city in the United States. Recent student newspaper coverage in *The Daily Tarheel* regarding tensions between Chapel Hill and Durham highlight the need for a way to connect these two communities. Finally, an important way to learn about cities is to experience them, and to compare the academic literature to the “real world.” The dialogue between political science students and geography students could lead to a better understanding of the role of citizens and the local government.

**Requirements**

Grades are based on **Three** 4 page policy memos, class participation (including an in-class presentation on your organization and a visit to a Durham City Council meeting), your external experiential learning experience (including a journal account of your volunteering), and a final presentation (during the exam time).

The final exam is scheduled for 4:00 P.M. May 9<sup>th</sup>. You will present about your experiential learning experience. More details about this will be provided as the end of the term approaches. Alternative times for the final will not be accepted, barring serious family or medical emergencies.

- Each Policy Memo is worth 15% of your grade. I will provide more information about context, style, and guidelines for these, as well as due dates.
- This is an Experiential Learning Course. You are required to complete 30 hours of service to an organization that addresses an Urban Issue. *Please see the list of potential organizations on Sakai.* **If you do not successfully complete your 30 hours of service, you will receive an incomplete in this class.**
- The final presentation is worth 15% of your grade.
- Participation is worth 25% of your grade. ***Attendance is Mandatory.*** You may miss 1 class without penalty. As part of your participation grade, you will be asked to present on your organization (See Service Presentation Guide on Sakai) and to attend a Durham City Council meeting and write a 1-page summary.

Please be prepared to discuss topics in class! I expect that you have done the reading before class and view class time as a chance to build on your understanding of the readings (through mini lectures, discussions, in-class assignments, pop quizzes and questions). In class assignments and pop quizzes count towards your participation grade.

<b>Grading</b>	<b>Point Value</b>	<b>Date Due</b>
Policy Memo #1:	30 points	February 22 <sup>nd</sup>
Policy Memo #2:	30 Points	March 22 <sup>nd</sup>
Policy Memo #3:	30 Points	April 19 <sup>th</sup>
Experiential Learning:	30 Points	Semester long
Final Presentation (exam):	30 Points	May 9 <sup>th</sup> at 4pm
Participation:	50 Points	Semester long

Scale:

A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	63-66%
D-	60-62%
F	59% and Below

## Academic Honesty

Please refrain from cheating or plagiarizing. If you have questions or concerns, please refer to the University Handbook for specific policies and procedures.

## Etiquette

Please silence your cell phones! I do not want to see or hear them (even on vibrate).

The topics in this class can be emotionally charged. Questions are encouraged and the goal is learning in a safe, respectful environment. I have a no computer policy. They are distracting and the research suggests that you do not learn better when you use them.

***The professor reserve to right to make changes to the syllabus, including project due dates and test dates (excluding the officially scheduled final examination), when unforeseen circumstances occur. These changes will be announced as early as possible so that students can adjust their schedules.***

## Required Texts

1. *The Latino Migration Experience in North Carolina* by Hannah Gill (2010)
2. *American Urban Politics in a Global Age*, 7<sup>th</sup> edition by, Paul Kantor and Dennis R. Judd (2013)
3. *Upbuilding Black Durham: Gender, Class, and Black Community Development in the Jim Crow South* by Leslie Brown (2008)

<https://sakai.unc.edu/portal/site/poli404>

## Topics and Readings

Date	Topic	Readings, Activities
1/11	1. Course Overview	Meet individually with the professor (sign-up sheet distributed in class on 1/11) between Jan 11 <sup>th</sup> and 18 <sup>th</sup>
	2. Service Learning: Purpose and logistics of organization assignments	Kantor and Judd, 7 <sup>th</sup> ed: Introductory chapter (Sakai) NPR's "The State of Things" program on Durham's transformation (Sakai) <a href="http://wunc.org/post/durhams-creative-class">http://wunc.org/post/durhams-creative-class</a>
	Introduction to Service Learning	Daily Tar Heel coverage of crime in Durham/Chapel Hill: "Durham crime crosses over into Chapel Hill" (Sakai)
	3. Introduction to urban politics in America	Downtown Durham Master Plan, 2007 (Sakai)
	4. Introduction to Durham: A city in transition	Made in Durham, NC: <a href="http://www.madeindurhamnc.com/#intro">http://www.madeindurhamnc.com/#intro</a> Research possible community partners.  Complete the Apples-Service Learning online module: <a href="http://ccps.unc.edu/apples">http://ccps.unc.edu/apples</a> (link is at the bottom of the

		announcements section)& APPLES form, “Choosing a Community Partner” (Sakai)
1/18	History of Durham, community organizing, and race I Film: Secret Game	<i>UpBuilding Black Durham</i> , Chapters 1-4
1/25	History of Durham, community organizing, and race II	<i>UpBuilding Black Durham</i> , Chapters 5-9
2/1	1. Urban Elections 2. Classic and updated theories of how cities are governed 3. Durham specifics: how the city council/mayoral system is set up and why that matters  Policy memo 1 prompt distributed	Kantor and Judd, 7 <sup>th</sup> ed Chapter 1 (Selections 1 and 2)  Hajnal, Zoltan and Jessica Trounstine. 2005. “Why Turnout Does Matter,” <i>Journal of Politics</i>  “Benjamin, Andrea and Alexis Miller. Under Review. Making Coalitions. Picking Winners: How Political Organizations Influence Local Elections.”
2/8	Race, Place, and Politics	Kantor and Judd, 7 <sup>th</sup> ed Chapter 4 (Selections 11, 12, and 13)  McClain, Paula D., et al. 2006. “Racial Distancing in a Southern City: Latino Immigrants’ Views of Black Americans.” <i>Journal of Politics</i> 68: 571-584. (Sakai)  Benjamin, Andrea. 2016. “Co-Ethnic Endorsements and Candidate Preferences in Local Elections.” Forthcoming at <i>Urban Affairs Review</i> .

		Gill Valentine. "Living with Difference: Reflections on Geographies of Encounter". 2008. <i>Progress in Human Geography</i> .
2/15	Machine Politics and Reform	Trounstine, Jessica. 2008. Political monopolies and American Cities. The Rise and Fall of Bosses and Reformers. Chapter 1, 2, 5 and 7 (21-61, 139-172, and 217-236).
2/22	Governing cities in the new economy: Globalization, fiscal crisis, and changing economies  POLICY MEMO 1 DUE Policy memo 2 prompt distributed	Kantor and Judd, 7 <sup>th</sup> ed, Chapter 2 (all selections) and Selection 9 (from chapter 3)
3/1	The new urban/suburban reality: Governing the diverse metropolis	Kantor and Judd, 7 <sup>th</sup> ed Chapter 5 (Selections 16, 17, and 18)  David Harvey. 2003 "The Right to the City." <i>IJURR</i> .  Pew report: <i>Mobility and the Metropolis</i> <a href="http://www.pewtrusts.org/~media/legacy/uploadedfiles/pcs_assets/2013/MobilityandtheMetropolispdf.pdf">http://www.pewtrusts.org/~media/legacy/uploadedfiles/pcs_assets/2013/MobilityandtheMetropolispdf.pdf</a>  Brookings Institution project on suburban poverty: <a href="http://confrontingsuburbanpoverty.org/">http://confrontingsuburbanpoverty.org/</a>
3/8	Urban planning and transportation in the Research Triangle	Chapter 5 "Urban development and planning" in <i>The Research Triangle Park: From Tobacco Road to Global Prominence</i> by William M. Rohe (Sakai)  Kantor and Judd, 7 <sup>th</sup> ed, Chapter 7

		Nall, Clayton (2015). “The Political Consequences of Spatial Policies: How Interstate Highways Caused Geographic Polarization,” <i>Journal of Politics</i> , Vol. 77, No. 2, pp. 394–406.
3/15	Spring Break	
3/22	Immigration and its impact on urban development: North Carolina, Durham, and global perspectives  POLICY MEMO 2 DUE  Policy memo 3 prompt distributed	<i>The Latino Experience in North Carolina</i> , Hannah Gill  Additional Resources (Sakai)
3/29	Arts and urban economic development	Peter Eisinger. 2000. “Politics of bread and circuses: Building the city for the visitor class” <i>Urban Affairs Review</i> . (Sakai)  Kantor and Judd, 7 <sup>th</sup> ed, Chapter 3, Selection 8  Richard Florida. 2002. “The rise of the creative class: Why cities without gays and rock bands are losing the economic development race”. <i>Washington Monthly</i> : <a href="http://www.washingtonmonthly.com/features/2001/0205.florida.html">http://www.washingtonmonthly.com/features/2001/0205.florida.html</a> (Sakai)  Hoyman and Faricy, 2009, “It Takes a Village: A Test of the Creative Class, Social Capital and Human Capital Theories “ (Sakai)
4/5	MPSA	No Class...
4/12	Housing, gentrification, and the political economy of community development	Leigh Graham. 2015. “Legitimizing and Resisting Neoliberalism in U.S. Community Development” in the <i>Routledge Handbook of Poverty in the U.S.</i> (Sakai)  Andrea Smith. Introduction. <i>The Revolution Will Not be Funded: Beyond the Non-profit Industrial Complex</i> . 2007. Edited by Incite! Women of Color Against Violence (Sakai)  Hwang and Sampson. 2014. “Divergent Pathways of Gentrification.” <i>American Sociological Review</i> .

		<p>Lamont Lilly, Durham Herald-Sun, 2013  <a href="http://www.heraldsun.com/opinion/guestcolumnists/x1866987482/">http://www.heraldsun.com/opinion/guestcolumnists/x1866987482/</a>  Gentrification-rocks-N-C-s-historic-black-community</p>
4/19	<p>Police and  Community  Relations</p> <p>POLICY MEMO  3 DUE</p>	<p>“Broken Windows: The police and neighborhood safety” James Q. Wilson and George L. Kelling. 1982. The Atlantic Monthly:  <a href="http://www.theatlantic.com/magazine/archive/1982/03/brokenwindows/304465/?single_page=true">http://www.theatlantic.com/magazine/archive/1982/03/brokenwindows/304465/</a>  ?single_page=true</p> <p>Media coverage of Jesus Huerta case (folder on Sakai)</p> <p>“Police Relations with Black and White Youths in Different Urban Neighborhoods”—Bunson and Weitzer (Sakai)</p> <p>“Racial Disparity in Police Contacts”—Crutchfield et al (Sakai)</p> <p>Katherine Beckett and Steve Herbert. 2015. “Managing the Neoliberal City: ‘Quality of Life’ Policing in the Twenty-First Century” in the Routledge Handbook of Poverty in the U.S. (Sakai)</p> <p>Baumgartner, Frank R. and Derek A. Epp. 2013. “Racial Disparities in Police Traffic Stops in North Carolina, 2000–2011.” Presented to North Carolina Advocates for Justice.</p>
4/26	Education	<p>“Exclusivity, Exclusion, and Social Class in Urban Education Markets in the United Kingdom.”—Reay (Sakai)</p> <p>Pauline Lipman, 2011, <i>The New Political Economy of Urban Education: Neoliberalism, Race, and the Right to the City</i>. Chapters 3 &amp; 6 (Sakai)</p>