Description
This course examines the historical development and contemporary problems of urban governments in the United States. We will focus on the context of urban policymaking, urban-suburban relations, the relationship between public and private power, the role and impact of race, ethnicity, class, and the fiscal crisis.

Learning Objectives
The goals of the course are to enable students to understand how urban government developed in the United States, to learn about specific features of urban governance, and to evaluate the workings of urban government through an examination of specific issues. Generally, the course seeks to enable students in the acquisition of knowledge of common institutions in American society and how they have affected different groups.

Required Readings and Films
Tom Farley, Saving Gotham
John P. Pelissero, ed., Cities, Politics, and Policy, A Comparative Analysis
Mason B. Williams, City of Ambition, FDR, La Guardia and the Making of Modern New York
Films: Roger and Me (91 min.) and City Hall (112 min.)
Selected articles on Blackboard.

Recommended Readings
Christopher R. Friedrichs, Urban Politics in Early Modern Europe
Peter John, Local Governance in Western Europe
Eduardo Canel, Barrio Democracy in Latin America

Course Requirements

- **Class participation - 30% of course grade:** A thorough and critical reading of the class material is fundamental to meet this requirement.

In class, students should be able to answer the following basic questions: 1. What is the main point of the chapter/reading? 2. What did you learn? 3. What did you find particularly interesting or provocative? 4. Is (are) there any value judgment(s) that you disagree with and/or assumption(s) that is (are) unfounded? 5. Is there anything in the chapter/reading that was not entirely clear.
Some of the material will be discussed in small groups. Each group will select a recorder who will write down and present the analysis and conclusion of the small group discussion to the whole class.

Statements or questions that reveal that a reading or readings have not been done or that do not measure up to standards of reason and civility are not only discouraged but will not be considered meaningful contributions and will have an impact on the final participation grade.

- **Attendance - 10% of course grade.** Three unjustified absences or four justified absences equal failure of this requirement. Seven absences or more, justified or not, will have a negative impact on the participation grade commensurate with the number of absences.

Students who are absent are responsible for the material missed. Lateness will also have a negative impact on your grade. I will not recount missed proceedings with anyone who is absent on a given day. Absences due to work, job interviews, weddings, birth of nieces, nephews, cousins, etc. are not justified. If you have decided to be a student you have to be a student. You cannot expect to be enrolled in this class and be excused from its requirements because the class conflicts with other choices you make.

- **Two, two-page (500 words minimum) short essays** to *Roger and Me* and *City Hall. - 15% of course grade.*

Two pages per movie, typed, double space, one-inch margins, on word files due by email **September 14** by 11:59.

Make sure your essays are identified as follows: Jane Doe Roger Essay/City Essay Pos 323 Fall 2017.

Late essays without a compelling reason for lateness will not be accepted. I will grade these essays as one unit.

Because these are short essays, please focus on the following questions: What is the main point addressed in each movie? How does the film representation of the main issue addressed in the movie compare with what you know about the facts pertaining to that issue. This may require a minimal amount of research on your part to insure that your opinions are accurate.¹

- **Mid-term exam - 15% of course grade:** Fifty multiple choice, true and false, fill-in-the-blank questions based on the material covered up to **October 10.**

¹ This section draws from *Handy-Dandy Guide To Writing a Reaction Paper* http://www3.springfieldcollege.edu/homepage/dept.nsf/9fd80471db04a6c885256f420065
- **One, 5-page paper (15% of the course grade)** describing and analyzing a historical or contemporary issue of significance in your city or town of origin, typed, double space, one-inch margins, on a word file due by email **October 27** by 11:59pm. Make sure your paper is identified as follows: Jane Doe Paper Pos 323 Fall 2017. Late papers without a compelling reason for lateness will not be accepted.

Keep in mind the following general guidelines. The most elementary requirement of an essay or paper is to have a clear beginning, middle, and end. Your introduction could give the reader a bit of historical background about your city or town. Don't overdue it; write just enough to allow the reader to get a general sense of the place.

In the middle section of the paper you will address the subject: describe and analyze the selected issue. The issue you select must be significant enough to have prompted a public debate as well as action(s), reaction(s) and interaction(s) between local officials, the governing body and citizens.

The end of your paper should bring your narrative to a coherent closing by elaborating on the implications of your findings. How significant or interesting are your findings? How does the emergence, development and resolution of the issue you selected relate to the readings done in class?

To write your paper you should use the University Libraries, the World Wide Web, and other information sources. Keep in mind that beginning, middle and end demarcate the form of your essay paper. Your writing will be a process of finding, evaluating, and citing information sources presented in diverse formats from multiple sources. The finished product will integrate this information within a single textual document.²

Your paper should be based on a minimum of three sources and these can be newspaper articles, serious periodical articles, e.g. The New Yorker, Atlantic Monthly, Time Magazine; books, academic journal articles, government or research websites, or a combination of these.

- **5 page minimum, reflective journal (15% of the course grade)** based on the material covered during the second half of the term, typed, double space, one-inch margins, on a word file due by email on **December 11** by 11:59 pm. Make sure your journal is identified as follows: Jane Doe Journal Pos 323 Fall 2017. Late journals without a compelling reason for lateness will not be accepted.

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² This section draws from University guidelines online at http://www.albany.edu/generaleducation/
In the reflective journal you will comment on the topics covered during the second half of the semester integrating your comments during class, the comments of others, rejoinders, and any relevant thoughts and opinions you may have that may have not been expressed in class.

Reflective journaling is based on observation, participation, and then writing. For this journal, your participation will be in class and your will observe and reflect over the proceedings, focusing on the process leading to your thinking at the end of a class and/or the discussion of a particular question or topic. As time goes by, make sure you review past entries as this will help you keep a coherent flow and help you save time when putting the complete journal in shape for submission.

You should jot down your reflections while they are fresh. It is important to write regularly so that you can keep your journal organized and also to make sure you have enough material at the end of the course to meet the minimum page requirement. You can write as many entries as you like but I suggest a minimum of two entries per week.

Remember these steps: 1. keep your journal at close range, whether you use a paper notebook, your smart phone, tablet or laptop computer; 2. make regular entries; 3. participate, observe, and summarize; 4. review regularly.

Late submissions without a compelling reason will not be accepted.

Grading
The course is graded A-E. The course grade will be tabulated according to the weights indicated above for each requirement. Letter grades will be converted into scores and mid-term exam scores will be converted into letter grade scores according to the grade scales noted below.

<table>
<thead>
<tr>
<th>Letter Grade Scale</th>
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<tbody>
<tr>
<td>A 4.00</td>
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<tr>
<td>A- 3.70</td>
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<tr>
<td>B- 2.70</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Score Grade Scale</th>
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<tbody>
<tr>
<td>93 - 100% = A</td>
</tr>
<tr>
<td>90 - 92% = A-</td>
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<tr>
<td>80 - 82% = B-</td>
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3 Adapted from How to Write a Reflective Journal with Tips and Examples https://penzu.com/how-to-write-a-reflective-journal <Accessed August 8, 2017>
Office Hours
Tuesdays and Thursdays, 9:00-11:00 am HU-B16. Thursdays, 4-5 pm Milne 219. If you are unable to meet during scheduled office hours, we can meet at a mutually convenient day and time by appointment. Contact information: jcruz@albany.edu E-mails sent after business hours will not be answered until the following day. E-mails sent after 5pm on Fridays will be answered the following week during business hours. Business hours are 9am-5pm.

Policies
There will be no opportunities for extra credit in this class. You either meet the requirements specified in the syllabus or you don't.

Please note that, as indicated in the University’s Undergraduate Bulletin: “Each instructor retains the right to modify the syllabus and give notice in class of any modifications in a timely fashion. Students are responsible to apprise themselves of such notices.”

Concerning standards of academic integrity, freedom of expression, and attendance and timely completion of course requirements please refer to: http://www.albany.edu/undergraduate_bulletin/regulations.html

Concerning medical excuses please refer to: http://www.albany.edu/health_center/medicalexcuse.shtml

There will be no posting of lecture or discussion notes on Blackboard. Students must come to class, be attentive, take notes, and raise questions if in need of clarification or to present a differing interpretation.

I will alert students to especially significant facts and statements through emphasis and repetition but the burden of proof is on the student to understand the main points, facts, arguments, issues, debates, and interpretations.

If you miss a class, do not ask me whether “you missed anything important.” Come see me during office hours and we can have a conversation about the material that was covered in the class you missed but make sure you have read the material before coming to see me. This is not an online course. Therefore, I will not discuss class material by e-mail.

I notice everything and take everything into account, e.g. if you are routinely absent-minded, disruptive, disrespectful, texting, browsing the internet, etc. Texting and browsing the internet will be flagrant violations of proper demeanor and engagement. I assume that everyone knows how to behave appropriately during class and unless a student's disregard for the basic norms of classroom behavior is flagrant, I will try not to put anyone on the spot. I may call your attention privately but I will do so on a discretionary basis.
Use of laptop computers, tablets or any other hand held devices in the classroom will be limited to taking notes or to reference class readings. Cellphones must be silent and stowed away during class.

If you must eat, be discreet.

If you are late, sit in the back of the room close to the door to avoid disruption. Also, if you must leave class early, let me know in advance, preferably in person rather than by e-mail, and sit in the back close to the door.

I retain the power to judge and/or decide on any situations, terms, conditions, and stipulations not specified herein, nor prohibited by reasonable academic and administrative standards.

Course Schedule
August
29 – Review syllabus; Watch Roger and Me and City Hall on Blackboard
31 - Study abroad presentation; Lecture and discussion: Urban Government: Origins, Context, Function, Power, and Politics after 9/11; Watch Roger and Me and City Hall on Blackboard

September
5 – Discussion of Roger and Me and City Hall
7 – Lectures: Urban Politics in Early Modern Europe and Local Governance in Western Europe
12 – Pelissero, Ch. 1,2; Ch. 1 Supplemental reading on Blackboard; Elazar reading on Blackboard
14 – Pelissero, Ch. 3,4; Ch. 4, 4a Supplemental readings on Blackboard; Film essays due by 11:59pm.
19 – Pelissero, Ch. 5,6; Ch. 6, 6a Supplemental readings on Blackboard
21 – NO CLASS
26 – Pelissero, Ch. 7,8; Ch.7 supplemental reading on Blackboard
28 - Pelissero, Ch. 9,10; Ch.10 supplemental reading on Blackboard

October
3 - Pelissero, Chs. 11,12
5 - Pelissero, Ch. 13
10 - Review
12 - Reading Day

17 - **Mid-term Exam**
19 - Williams, Chs. 1-3 *Begin Reflective Journal*

24 - Williams, Chs. 4-6
26 - Williams, Chs. 7-10

27 - **5-page paper due by 11:59pm.**

31 - 5-page paper presentations

**November**
2 - 5-page paper presentations

7 - 5-page paper presentations
9 - 5-page paper presentations

14 - Farley, Chs. 1-5
16 - Farley, Chs. 6-9

21 - **NO CLASS. Blackboard exercise: watch video, post a comment.**

28 - Farley, Chs. 10-15
30 - Farley, Chs. 16-20

**December**
5 - Hochschild, Race and Cities.
7 - Recap; class evaluation. Last class day for the course.

11- Semester last day of classes. **5-page minimum reflective journal due by e-mail by 11:59pm.**