Urban Politics | POL 574

Mondays (8:00am-10:30am)
Allen Hall 109
Spring 2024

Professor: Matthew D. Nelsen
Office hours: Email me to set up a Zoom appointment
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Course Description

This course explores politics in American cities. In particular, this course examines how critical local-level institutions, including neighborhoods, schools, and city government can simultaneously serve as sites that exacerbate existing racial, ethnic, and economic inequalities while also holding the potential to foster agency and equal political voice. We begin by situating the political power of cities into the broader landscape of American politics, examining their influence in elections and in the implementation of policies frequently discussed on the national stage (e.g., policing and immigration). We then investigate how cities developed in tandem with major structural and demographic shifts, such as industrialization, large-scale immigration from Europe and Asia, and the migration of Black Americans to northern cities. We then focus on the institutions that emerged to govern cities and address the problems unleashed by urbanization at different historical moments. By examining the actions of institutions (e.g., political machines) and people (e.g., mayors and diverse urban constituencies), we learn how political power is employed to set agendas, solve problems, exercise social control, and advance or impede specific interests. Next, we examine the physical and psychological boundaries of cities. To what extent are our identities tied to where we live or where we're from? How do demographic changes impact how people think about their neighbors? Does greater diversity lay the foundation for stronger cross-racial coalitions? Understanding both the physical and psychological boundaries of place help us answer these questions.

The second half of the course shifts to recent and ongoing debates in local public policy. We first explore how land use policies such as zoning have contributed to segregation, suburbanization, and gentrification. Second, we examine political debates surrounding (arguably) the most important public good: education. Specifically, we will explore the political consequences of public school closures and examine the increasingly contentious dynamics of local school boards. While examining these policy domains, we will pay special attention to the innovative ways in which local governments and community stakeholders have sought to address some of these challenges, including local reparations initiatives, extending the right to vote to non-citizens, pursuing green city initiatives, and advocating for affordable housing.

Throughout the course, we will also be intentional about assessing the extent to which existing accounts of urban politics help us make sense of ongoing debates in Miami. As one of the nation's largest metropolitan areas characterized by its ethnoracial diversity and its ability to determine the outcomes of both statewide and national elections, Miami is a critical—albeit understudied—case for understanding urban politics in the United States. While the course examines the multifaceted

challenges faced by local governments and city residents, it is also meant to be an empowering civic learning experience for those who enroll. As members of the University of Miami community, we have a responsibility to understand the broader sociopolitical dynamics of the city. While you will not be an expert on urban politics at the end of this course, it will provide you with some basic knowledge, tools, and dispositions for analyzing urban politics. Most importantly, the course I designed to create opportunities to reflect upon the ways in which individuals can participate in the political processes at the local level.

Student Learning Outcomes

By successfully completing this course, students will be able to…

- Situate the political power of cities into the broader landscape of American politics
- Summarize and evaluate academic research
- Describe the institutions that emerged to govern cities and address the problems unleashed by urbanization at different historical moments
- Explain how place and demographic change shapes how people think about politics
- Evaluate the effectiveness of various local public policies, including land use and education
- Apply existing urban politics research to explain/contextualize ongoing policy sociopolitical debates in the greater Miami area.
- Develop an increased sense of civic mindedness and civic agency: the "broader set of capacities and skills required to take confident, skillful, imaginative, collective action in fluid and open environments where there is no script" (Boyte, 2008, p. 11)

Course Policies

600 Level Requirements for Graduate Students

In order to fulfill 600 level requirements, graduate students who enroll in this course can expect to be assigned additional readings and discussion roles in addition to the work highlighted below. For example, graduate students will be asked to read 15 to 20 page segments of older, canonical urban politics texts (e.g., Dahl's *Who Governs?*; Peterson's *City Limits;* Erie's *Rainbow's End)* in order to provide additional contexts for undergraduate students who will have read the more recently published readings assigned in the syllabus.

Grading Policies

This course provides the opportunity for informed discussion of ideas pertaining to urban politics. In order to be a productive participant in an informed discussion, you need to be prepared for class. If you are not prepared for class, you not only undermine your own learning, you also lower (or at least do not help to elevate) the overall level of the discussion, and thus detract from the learning experience of others. Make sure to budget your time so that you have enough time to engage with the assigned materials before class. You are expected to read the required texts and engage with other assigned materials (e.g., podcasts and documentaries) before each class meeting. These materials will be uploaded to Blackboard prior to the start of the semester.

Assignments must be turned in by their assigned deadline or receive a half letter grade penalty for each day they are late. Of course, you should always prioritize your physical, mental, and emotional well-being, especially during these unprecedented times (see below). You should expect feedback on your assignments as well as number of points earned within a week after submission. For all assignments, I will use a rubric for grading that you will receive ahead of time. Following each assignment, I will also provide an overview of grade distributions in order to maintain transparency and to ensure that grades do not reflect or reinforce existing societal inequities. I will not accept any assignment for credit after the last day of the semester.

At the end of the semester, I will convert points to letter grades using the following scale:
- 93-100 = A
- 90-92 = A-
- 87-89 = B+
- 83-86 = B
- 80-82 = B-
- 77-79 = C+
- 73-76 = C
- 70-72 = C-
- 67-69 = D+
- 63-66 = D
- 60-62 = D-
- 59 or less = F

Navigating School During a Pandemic

These are unprecedented times. Let us all acknowledge this and prioritize taking care of ourselves and one another. I am happy adjust course materials and expectations as much as possible while still pursuing our main learning objectives. Please check in with me if you're struggling. I'm happy to be flexible and to explore ways to ensure you successfully navigate the course. However, I need to have some idea what is going in order to be helpful.

Academic Integrity

While the work you submit for class should engage with course materials, I will not accept assignments that include plagiarism. The University of Miami defines plagiarism as "representing the words or ideas of someone else as your own. Examples include, but are not limited to, failing to properly cite direct quotes, and failing to give credit for someone else's ideas." Synthesizing someone else's ideas into your own words is fine, but you should still include a citation to be safe. You can read more about the university's academic integrity policies by clicking on the following link: https://doso.studentaffairs.miami.edu/honor-council/honor-code/index.html

Recording Policy

Students are expressly prohibited from recording any part of this course. Meetings of this course might be recorded by the university. Any recordings will be available to students registered for

this class as they are intended to supplement the classroom experience. Students are expected to follow appropriate university policies and maintain the security of passwords used to access recorded lectures. Recordings may not be reproduced, shared with those not in the class, or uploaded to other online environments. If the instructor or a University of Miami office plans any other uses for the recordings, beyond this class, students identifiable in the recordings will be notified to request consent prior to such use.

Professor Nelsen is the copyright owner of the courseware; individual recordings of the materials on Blackboard and/or of virtual sessions (i.e., class held on Zoom) are not allowed; such materials cannot be shared outside the physical or virtual classroom environment.

Participation

Informed participation in discussions is required of each student. The *quality* of participation will weigh more heavily than the *quantity* of participation. This course *is* an exercise in democracy, so it is essential to find ways to engage in discourse with individuals who may not share your perspective of ideological predispositions. In the process, I commit to fostering an environment that is inclusive for all voices. However, I am also committed to facilitating conversations that do not rearticulate existing inequalities or violate the norms of pluralist democracy. We will discuss acceptable forms, styles, and levels of participation during the first week of class. Students who are concerned about this course requirement, due to shyness or for any other reason, are encouraged to meet with me at the beginning of the semester to discuss individual strategies for meeting this course requirement. However, I will provide opportunities for individual reflection throughout the course that will also contribute to the overall participation grade.

Religious Holidays and Other Excused Absences

Please let me know about any absences due to religious holidays during the first two weeks of class so we can be proactive about making sure that you stay on track. Of course, personal emergencies and illness arise unexpectedly. Your physical, mental, and emotional health should be prioritized. The sooner you let me know about an impending absence, the quicker we can make accommodations to help you complete the course while navigating other obligations.

Accommodations

If you have a disability concern and/or accommodation, talk to me the first week of class in office hours or over email. If you haven't already, familiarize yourself with the services available through the Camner Center: http://camnercenter.miami.edu.

A Note on Positionality

I believe that it is impossible to provide a comprehensive account of American politics without centering racial and ethnic identity. As a white person who specializes in the study of race, ethnicity, and politics in the United States, I can be a source of knowledge about ongoing social and academic debates pertaining to these topics. However, students are encouraged to bring their own expertise and lived experiences to the conversation as a means of building upon/critiquing

this academic discourse. Though I believe it is the responsibility of everyone to talk about racism, racial inequities, and potential remedies to address these injustices, it is also critical to recognize that the knowledge associated with mastering a subfield is distinct from the knowledge that derives from the lived experiences of marginalized groups.

Graded Assignments

Class Participation (50 points)

Your attendance and quality of participation in each class session will be taken into consideration as part of your final grade (see engagement rubric). In order to account for different learning styles, multiple forms of participation will be taken into consideration (in-class discussion, written reflections, Blackboard posts) when evaluating student engagement throughout the course.

Milestone Assignments and Service Learning Requirements (100 points; 25 points x 4)

Throughout the course, we will not only discuss the assigned course readings, but will use a significant portion of our time together to build upon existing urban politics work in the form of Milestone assignments. The Milestones are designed with four goals in mind. First, they will provide you with the opportunity to practice multiple social science methods, including mapping, content analyses, historical institutionalism, and cross-case comparisons. These are all methodologies that you can utilize while working on your final project (see below). Second, the in Milestones will give us the opportunity to think about whether existing urban politics concepts, frameworks, and theories apply to Miami, an admittedly understudied case in the realm of urban politics. Third, the Milestones will help structure your final project. Finally, the Milestone assignments ensure that you meet the (CIVICS) service-learning and (WRIT) requirements for this course. Each Milestone is designed to get you into communities where you will learn from and provide information to local stakeholders (see below).

I will provide you with Milestone assignment descriptions and corresponding rubrics at least two weeks before the due date. The Milestone assignments should be completed and submitted on the specified due date (see class schedule for submission dates). While this is a graded assignment, you should view the Milestones as an extension of your participation grade. That is, I will use these assignments to track your progress and to help when needed. The guides are also designed to give you an additional opportunity for participation in the form of written reflections and to obtain my feedback on various Milestones that will help structure your final project (see below).

Milestone 1: Case Selection and Description (*25 points*)
- *CIVIC Requirement*: Spend time in a neighborhood you seek to study. This might include attending a local community meeting where you try to learn about the neighborhood's needs through observation. Milestone 1 should include observations from these visits.

Milestone 2: Variable Selection and Geographical Analysis (*25 points*)
- *CIVIC Requirement*: Make 2-3 more visits to the neighborhood you've chose to study. Again, this could include attending local community meetings where you make observations about the needs of the neighborhood. Drawing from these observations,

select a topic (e.g., affordable housing or access to schools) that you want to study. Milestone 2 should include observations from these visits along with a geographical analysis (e.g., using social explorer or GIS) of the topic you've chose to analyze.

Milestone 3: Stakeholder Analysis (*25 points*)

- ***CIVIC Requirement***: Speak with a community stakeholder about the challenge(s) you've identified in Milestones 1 and 2. In particular, try to gain a sense of how this individual thinks the issue you've identified could be resolved or addressed. For the purposes of this course, community stakeholder is broadly defined. It could be a local leader, a member of a community organization you've observed, or neighborhood resident who has been impacted by the topic you've chosen to study. Themes from this conversation (or series of conversations) should be included in Milestone 3

Milestone 4: Policy Proposal (*25 points*)

- ***CIVIC Requirement***: Using the information you collected for Milestones 1-3, write a brief policy proposal that aims to address the neighborhood challenge you decided to focus on. Next, share this proposal with a local stakeholder. This could be the same person you spoke with for Milestone 3 or could include a different respondent or series of respondents. You should aim to receive feedback on this proposal. Afterall, the development of effective public policies is an interactive/generative process in which policymakers draw from the local expertise of community stakeholders. Themes from this conversation (or series of conversations) should be included in Milestone 4.

Final Project: White Paper (100 points)

The final project of the course provides you with the opportunity to explore a social, political, or policy question in urban contexts. Topics could include partisan polarization between a central city and surrounding suburbs, the concentration of school closures within given neighborhoods, civic and political participation within community organizations, housing insecurity, or the effects of climate change on American cities. Over the course of the semester, we will touch upon many of these topics, but the final project provides an opportunity for you to explore a topic that interests you in greater detail.

The final project is a culmination of the four milestone assignments. You will use feedback from previous milestones to develop a white paper and corresponding infographic that can be used by Catalist Miami to inform their public policy work in South Florida. A more detailed description of this project and a corresponding rubric will be distributed early on in the semester. Moreover, project milestones will be structured into the in-class workshop guides to ensure you are making progress on this assignment throughout the semester while receiving consistent feedback from me in the process.

Required Texts

There are no required books for this class. However, a subscription to a reputable daily newspaper such as the New York Times or the Washington Post is strongly encouraged. Student subscriptions to the New York Times are free through the University of Miami library.

Module 1
Is All Politics Local?

January 22, 2024: Introduction | National Debates with Local Implications: Race and Policing

Trounstine, Jessica. 2009. "All Politics Is Local: The Reemergence of the Study of City Politics." *Perspectives on Politics* 7 (3): 611–18. https://doi.org/10.1017/S1537592709990892. **(8 pages)**

Soss, Joe, and Vesla Weaver. 2017. "Police Are Our Government: Politics, Political Science, and the Policing of Race–Class Subjugated Communities." *Annual Review of Political Science* 20 (1): 565–91. https://doi.org/10.1146/annurev-polisci-060415-093825. **(20 pages)**

Caputo, Marc. 2021. "How Do Bad Cops Stay in Power? Just Look at Miami." *POLITICO*. https://www.politico.com/news/magazine/2021/10/22/javier-ortiz-florida-police-misconduct-protections-516231. **(10 pages)**

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January 29, 2024: National Debates with Local Implications: Immigration and Sanctuary Cities | The Role of Cities in National Elections

Farris, Emily M., and Mirya R. Holman. 2017. "All Politics Is Local? County Sheriffs and Localized Policies of Immigration Enforcement." *Political Research Quarterly* 70 (1): 142–54. https://doi.org/10.1177/1065912916680035. **(13 pages)**

Mazzei, Patricia. 2019. "Florida, Where 1 in 5 Residents Is an Immigrant, Is Poised to Ban Sanctuary Cities." *The New York Times*, April 25, 2019, sec. U.S. https://www.nytimes.com/2019/04/25/us/florida-immigration-sanctuary.html. **(3 pages)**

Ceballos, Ana. 2021. "Miami Federal Judge Blocks Florida from Enforcing Ban on 'Sanctuary Cities.'" *Miami Herald.* September 22, 2021. https://www.miamiherald.com/news/local/immigration/article254422638.html. **(6 pages)**

Lussier, Payton, and Daniel A Smith. 2022. "Jews for Trump? Shift in Democratic Support in South Florida from 2016 to 2020." *Forthcoming.* **(24 pages)**

Danielsen, David F. Damore, Robert E. Lang, and Karen. 2021. "In 2020, the Largest Metro Areas Made the Difference for Democrats." *Brookings*. https://www.brookings.edu/research/in-2020-the-largest-metro-areas-made-the-difference-for-democrats/. **(6 pages)**

Mazzei, Patricia. 2020. "How Hispanic Voters Swung Miami Right." *The New York Times*. https://www.nytimes.com/2020/11/21/us/miami-hispanic-voters.html. **(4 pages)**

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Module 2
The Development of American Cities

February 5, 2024: The Development of American Cities | Neighborhood Effects

Vogel, Ronald, and John Harrigan. 2006. *Political Change in the Metropolis*. 8th edition. New York: Routledge. **(Pg. 35-68; 33 pages)**

Stein, Joel. 2022. "How Miami Became the Most Important City in America." *Financial Times*. 2022. https://www.ft.com/content/77ee0d8d-bf74-4cc3-bde0-a064ce074726. **(15 pages)**

Papachristos, Andrew V., David M. Hureau, and Anthony A. Braga. 2013. "The Corner and the Crew: The Influence of Geography and Social Networks on Gang Violence." *American Sociological Review* 78 (3): 417–47. https://doi.org/10.1177/0003122413486800. **(30 pages)**

OR

Hwang, Jackelyn. 2016. "The Social Construction of a Gentrifying Neighborhood: Reifying and Redefining Identity and Boundaries in Inequality." *Urban Affairs Review* 52 (1): 98–128. https://doi.org/10.1177/1078087415570643. **(27 pages)**

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February 5, 2024: Ethnic Enclaves

Vogel, Ronald, and John Harrigan. 2006. *Political Change in the Metropolis*. 8th edition. New York: Routledge. **(Pg. 69-88; 18 pages)**

Alvarez, Lizette. 2015. "Assignment America: Little Havana." *The New York Times*, December 23, 2015, sec. U.S. https://www.nytimes.com/2015/12/24/us/assignment-america-little-havana.html. **(9 pages)**

Nagasawa, Katherine. 2017. "What Happened to Chicago's Japanese Neighborhood?" *WBEZ Chicago*. http://interactive.wbez.org/curiouscity/chicago-japanese-neighborhood. **(14 pages/12 minutes)**

Submissions
Milestone 1 Due by February 9th

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Module 3
(De)Mobilizing Cities—Machine Politics, Election Timing, and Paths Towards Reform

February 12, 2024: Political Machines vs. Reformers | Urban Mayors

Trounstine, Jessica. 2009. *Challenging the Machine–Reform Dichotomy: Two Threats to Urban Democracy. The City in American Political Development*. Routledge. https://doi.org/10.4324/9780203881101-13. **(20 pages)**

Long, Ray, and Crepeau Megan. 2023. "When the Power Goes Out." *Chicago Tribune*, November 5, 2023. **(3 pages)**

Barbaro, Michael, Eric Krupke, Jessica Cheung, Lisa Tobin, Corey Schreppel, and Chris Wood. 2021. "Policing and the New York Mayoral Race." *The New York Times* https://www.nytimes.com/2021/06/22/podcasts/the-daily/new-york-city-mayoral-race-crime-policing.html. **(40 minutes)**

Hajnal, Zoltan L and Jessica Trounstine. 2009. "Winners and Losers in Mayoral Elections" in *America's Uneven Democracy: Race, Turnout, and Representation in City Politics*. Cambridge: Cambridge University Press. https://doi.org/10.1017/CBO9780511800535. **(Pg. 48-69; 21 pages)**

Tavernise, Sabrina, Rob Szypko, Eric Krupke, Robert Jimison, Paige Cowett, Marion Lozano, Elisheba Ittoop, and Chris Wood. 2021. "A Showdown in Chicago." *The New York Times*. https://www.nytimes.com/2021/10/21/podcasts/the-daily/vaccine-mandates-chicago-lori-lightfoot-police-union.html. **(30 minutes)**

February 19, 2024: Election Timing and Trends in Urban Voting Behavior | Urban Electoral Reform

Anzia, Sarah F. 2012. "Partisan Power Play: The Origins of Local Election Timing as an American Political Institution." *Studies in American Political Development* 26 (1): 24–49. https://doi.org/10.1017/S0898588X11000149. **(25 pages)**

Strano, Maressa, and Lee Drutman. 2021. "What's the Point of Off-Year Elections?" New America. 2021. http://newamerica.org/the-thread/whats-the-point-of-off-year-elections/. **(7 pages)**

Schaffner, Bryan F., Wouter Van Erve, and Ray LaRaja. 2014. "How Ferguson Exposes the Racial Bias in Local Elections." *Washington Post*. Accessed July 12, 2022. https://www.washingtonpost.com/news/monkey-cage/wp/2014/08/15/how-ferguson-exposes-the-racial-bias-in-local-elections/. **(3 pages)**

Choi, Jung Min, John W. Murphy, Ramsey Dahab, and Charlene Holkenbrink-Monk. 2019. "Community-Based Funding and Budgeting: Participatory Budgeting as a Transformative Act." Springer International Publishing. https://doi.org/10.1007/978-3-030-24654-9_4. **(13 pages)**

Neuwahl Tannen, Janette. 2021. "Professors Build Understanding of City, County Budgets." 2022. https://news.miami.edu/stories/2021/09/professors-build-understanding-of-city,-county-budgets.html. **(2 pages)**

Pew Research. 2021. "Noncitizens Are Slowly Gaining Voting Rights." https://pew.org/2TeJy4P. **(6 pages)**

Ballotpedia. 2022. "Laws Permitting Noncitizens to Vote in the United States." Ballotpedia. https://ballotpedia.org/Laws_permitting_noncitizens_to_vote_in_the_United_States. **(7 pages)**

Mays, Jeffery C. 2022. "New York City's Noncitizen Voting Law Is Struck Down." *The New York Times*. https://www.nytimes.com/2022/06/27/nyregion/noncitizen-voting-ruling-nyc.html. **(3 pages)**

Module 4
The Psychology of Place: Social Identities, Racial Threat, and Cross-Racial Coalitions

February 26, 2024: Place as a Social Identity | The Space Between Us (Class Online)

Cramer Walsh, Katherine. 2012. "Putting Inequality in Its Place: Rural Consciousness and the Power of Perspective." *The American Political Science Review* 106 (3): 517–32. https://doi.org/10.2307/23275431. **(15 pages)**

Nelsen, Matthew D., and Christopher D. Petsko. 2021. "Race and White Rural Consciousness." *Perspectives on Politics* 19 (4): 1205–18. https://doi.org/10.1017/S1537592721001948. **(15 pages)**

Tierney, Lauren. 2020. "The Six Political States of Florida." *Washington Post*. https://www.washingtonpost.com/graphics/2020/politics/florida-political-geography/. **(5 pages)**

Enos, Ryan D. 2017. *The Space between Us: Social Geography and Politics*. Cambridge: Cambridge University Press. https://doi.org/10.1017/9781108354943. **(Pg. 1-33; 33 pages)**

March 4, 2024: Trains, Immigrants, and the Arizona Question | The Loss of Public Housing and Racial Threat

Enos, Ryan D. 2017. *The Space between Us: Social Geography and Politics*. Cambridge: Cambridge University Press. https://doi.org/10.1017/9781108354943. **(Pg. 108-141; 33 pages)**

Enos, Ryan D. 2017. *The Space between Us: Social Geography and Politics*. Cambridge: Cambridge University Press. https://doi.org/10.1017/9781108354943. **(Pg. 142-170; 28 pages)**

Submissions
Milestone 2 Due by March 8th

March 11, 2024: Spring Break (No Class)

Enjoy your break!

Module 5
Land Use Policy, Segregation, and Gentrification in American Cities

March 18, 2024: Segregation by Design | The Case for Affordable Housing

Trounstine, Jessica. 2018. *Segregation by Design: Local Politics and Inequality in American Cities*. Cambridge: Cambridge University Press. **(30 pages)**

Lopez, Mark. 2019. *Segregated by Design (Based on Richard Rothstein's The Color of Law)*. Silkworm Studios. **(17- minute documentary in class)**

Desmond, Matthew. 2016. *Evicted: Poverty and Profit in the American City*. Crown. **(20 pages)**

New America. 2021. "Displaced in the Sun Belt—Miami-Dade" New America. http://newamerica.org/future-land-housing/reports/displaced-sun-belt/, **(6 pages)**

Rivero, Daniel. 2022. "Miami-Dade Audit Report Shows Affordable Housing Program Failures since 1997." WLRN. https://www.wlrn.org/news/2022-06-07/miami-dade-audit-report-shows-affordable-housing-program-failures-since-1997. **(4 pages)**

March 25, 2024: The Case for Reparations

Coates, Ta-Nehisi. 2014. "The Case for Reparations." *The Atlantic.* https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/. **(Sections I, II, IV, V; 20 pages)**

Newton, Monique, and Matthew D. Nelsen. 2024. "The Politics of Expedience: Evanston, Illinois and the Fight for Reparations." *Russell Sage.* **(15 pages)**

Alexander, Erika, and Whitney Dow, dirs. 2023. *The Big Payback | First Reparations for Black Americans Stirs Up Debate*. Accessed March 22, 2023. https://www.pbs.org/independentlens/documentaries/the-big-payback/. **(90-minute documentary in class)**

Submissions
Milestone 3 Due by March 29th

April 1, 2024: Gentrification

Doering, Jan. 2020. *Us versus Them: Race, Crime, and Gentrification in Chicago Neighborhoods*. New York: Oxford University Press. https://doi.org/10.1093/oso/9780190066574.001.0001. **(21 pages)**

Nelsen, Matthew D., Kumar Ramanathan, and Tom Ogorzalek. 2023. "Experiences of Policing in Gentrifying Neighborhoods: Evidence from Chicago." *Urban Affairs Review.* **(32 pages)**

Margolies, Jane. 2020. "Bohemian or Business: Identities Collide in Miami's Coconut Grove." *The New York.* https://www.nytimes.com/2020/03/24/business/miami-coconut-grove-development.html. **(6 pages)**

Viglucci, Andres. 2022. "Miami's Historically Black West Coconut Grove Section Nearly Gutted." *Miami Herald*. https://www.miamiherald.com/news/local/community/miami-dade/coconut-grove/article262373827.html?ac_cid=DM669487&ac_bid=414801506. **(16 pages)**

Module 6
Urban Education Politics: School Closures, Board Politics, and Lessons in Reform

April 8, 2024: School Board Wars

Perez Jr., Juan. 2019. "90% of U.S. School Boards Are Picked by Voters, but Not in Chicago. Here's Why That Could Change." Chicago Tribune. Accessed July 12, 2022. https://www.chicagotribune.com/news/ct-met-chicago-elected-school-board-debate-20190418-story.html. **(6 pages)**

Cheung, Jessica, Asthaa Chaturvedi, Rob Szypko, Lisa Tobin, M. J. Davis Lin, Lisa Chow, Marion Lozano, Dan Powell, and Chris Wood. 2022. "One Elite High School's Struggle Over Admissions." *The New York Times*. https://www.nytimes.com/2022/06/24/podcasts/the-daily/admissions-lowell-high-school-lottery-merit-system.html. **(52-minute listen)**

Barbaro, Michael, Jessica Cheung, Eric Krupke, Michael Simon Johnson, Lisa Tobin, Dan Powell, Marion Lozano, and Chris Wood. 2021. "The School Board Wars, Part 1." *The New York Times.* https://www.nytimes.com/2021/11/16/podcasts/the-daily/school-boards-mask-mandates-crt-bucks-county.html. **(44 minute listen)**

Collins, Jonathan E. 2021. "Does the Meeting Style Matter? The Effects of Exposure to Participatory and Deliberative School Board Meetings." *American Political Science Review* 115 (3): 790–804. **(15 pages)** https://doi.org/10.1017/S0003055421000320.

Barbaro, Michael, Eric Krupke, Jessica Cheung, Lisa Tobin, Corey Schreppel, and Chris Wood. 2021. "The School Board Wars, Part 2." *The New York Times*. https://www.nytimes.com/2021/11/17/podcasts/the-daily/school-board-bucks-county.html. **(44-minute listen)**

April 15, 2024: The Politics of School Closures | Education Activism in Cities

Ewing, Eve. 2018. "What Led Chicago to Shutter Dozens of Majority-Black Schools? Racism." *The Guardian*,. https://www.theguardian.com/us-news/2018/dec/06/chicago-public-schools-closures-racism-ghosts-in-the-schoolyard-extract. **(8 pages)**

Nuamah, Sally A., and Thomas Ogorzalek. 2021. "Close to Home: Place-Based Mobilization in Racialized Contexts." *American Political Science Review* 115 (3): 757–74. https://doi.org/10.1017/S0003055421000307. **(16 pages)**

Nuamah, Sally A. 2021. "The Cost of Participating While Poor and Black: Toward a Theory of Collective Participatory Debt." *Perspectives on Politics* 19 (4): 1115–30. https://doi.org/10.1017/S1537592720003576. **(14 pages)**

Wachter, Christine. 2015. "Why I'm Hunger Striking for Dyett High School." The Chicago Reporter. August 24, 2015. http://www.chicagoreporter.com/why-im-hunger-striking-for-dyett-high-school/. **(6 pages)**

Campbell, Alexia Fernández. 2019. "The 11-Day Teachers Strike in Chicago Paid Off." Vox. November 1, 2019. https://www.vox.com/identities/2019/11/1/20943464/chicago-teachers-strike-deal. **(4 pages)**

Shaw, Kevin, Steve James, and Rachel Dickson. 2022. *Let the Little Light Shine.* PBS. **(90-minutes in class)**

Module 7
Green Cities and Final Reflections

April 22, 2024: No Class

Submissions
Milestone 4 Due by April 26th

April 29, 2024: Climate Change and Green Cities

Ariza, Mario Alejandro. 2020. *Disposable City: Miami's Future on the Shores of Climate Catastrophe*. Bold Type Books. **(28 pages)**

Burleigh, Nina. 2020. "Tears for the Magnificent and Shrinking Everglades, a 'River of Grass.'" *The New York Times*. https://www.nytimes.com/2020/01/27/travel/everglades-florida.html. **(9 pages)**

Roberts, David. 2016. "A Fascinating New Scheme to Create Walkable Public Spaces in Barcelona." *Vox*. https://www.vox.com/2016/8/4/12342806/barcelona-superblocks. **(7 pages)**

Rubin, Sarah. 2021. "In Amsterdam, a Community of Floating Homes Shows the World How to Live alongside Nature." *Washington Post*. https://www.washingtonpost.com/climate-solutions/interactive/2021/amsterdam-floating-houses-schoonschip/. **(11 pages)**

Present White Papers to Catalist Miami

May 3: 2024: Final Project Due

Projects must be submitted via Blackboard by 5:00pm (EST).