



COURSE INFORMATION

**Urban History of Policy/Administration**

Course number: POL 5013/4910

CRN: 27449/27448

Classroom and building: UCO Downtown Center

Meeting time and days:

1/26/2018 Friday 5:30 p.m. - 9:30 p.m.

1/27/2018 Saturday 9:00 a.m. - 5:00 p.m.

1/28/2018 Sunday 1:30 p.m. - 5:30 p.m.

2/9/2018 Friday 5:30 p.m. - 9:30 p.m.

2/10/2018 Saturday 9:00 a.m. - 5:00 p.m.

2/11/2018 Sunday 1:30 p.m. - 5:30 p.m.

2/16/2018 Friday 5:30 p.m. - 9:30 p.m.

2/17/2018 Saturday 9:00 a.m. - 5:00 p.m.

2/18/2018 Sunday 1:30 p.m. - 5:30 p.m.

Semester and year: Fall, 2017

Department: Political Science

Final Examination: Sunday, February 18, 3:00 p.m. - 5:00 p.m.

**INSTRUCTOR CONTACT INFORMATION**

Instructor's name: Elizabeth Sharpe Overman, Ph.D.

Office telephone number: 405.974.5530

Office location: LA 206

UCO email address: eoverman@uco.edu

Office hours:

By appointment and Friday evenings at 4:30 p.m. and at a scheduled time during the course of the weekend.

Catalog description:

**POL 5013 - Urban History of Policy/Administration** Urban History of Policy/Admin is the study of contemporary political, social, and economical institutions and environment of urban areas, placed in a historical context.

**POL 4910 - Seminar in Political Science** Credit will vary from 1 to 4 hours. Subject matter will vary within the department's field of study. Prerequisite(s): ENG 1113 and 1213



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### Competency Based Objectives (CBO):

1	Lead and manage in public governance.
2	Participate in and contribute to the policy process.
3	Analyze, synthesize, think critically, solve problems, and make decisions.
4	Articulate and apply a public service prospective.
5	Communicate and interact productivity with a diverse and changing workforce and citizenry.
6	Practice good team work throughout.

### MPA Programmatic Objectives (MPAPO):

1	Mission	Inspire public values by providing transformative learning experiences for ethical leaders striving to improve communities in the Oklahoma City metropolitan area and the world.
2	Vision	The MPA is a flagship public service program. The UCO MPA prepares professionals to serve as leaders in local, state, tribal, and national governments; nonprofit organizations; and international agencies. UCO MPA graduates inform public debate and address critical policy issues.
3	MPA programmatic values	civic engagement; discipline knowledge/professional competence; diversity & cultural sensitivity; environmental stewardship; ethical leadership global awareness; good governance; pride in public service; quality of life; social justice.

The Political Science Department is committed to furthering the academic mission, vision, goals, values, and philosophy of the University community. **Transformative learning goals** (the “Central Six”) have been identified as: Discipline Knowledge Leadership; Problem Solving (Research, Scholarly and Creative Activities); Service Learning and Civic Engagement; Global and Cultural Competencies; and Health and Wellness.<sup>i</sup> This course concentrates on the transformative learning goal of problem solving which includes research, scholarly and creative activities. This course is STRL certified.

### Textbook information:

James DeFilippis, editor, *Urban Policy in the Time of Obama*, Minneapolis, MN: University of Minnesota Press, 2016.

Matthew Desmond, *Evicted*, New York: Crown Publishers, 2016.

Richard Rothstein, *The Color of Law*, New York: Liveright Publishing Corporation, 2017.

Other applicable supplies or resources: *The New York Times* is available, at no cost, on campus Monday – Friday from the first day of the Fall/Spring semester to the last day of classes. Please take advantage of any opportunity to learn more about the politics and the social issues surrounding the delivery of health care in the United States and beyond. *The New York Times* is one of the world’s great newspapers.



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Also, the MPA program uses *The Chicago Style Manual*. There are freely available detailed sheets in Chambers Library.

## OUTLINE, GRADING AND PARTICIPATION REQUIREMENTS

The professor reserves the right to adjust the syllabus at any point during the course of the class. Each step must be completed in order to successfully pass the course. Please follow the steps listed in sequence in the course outline in order to successfully complete the course.

### Outline

Class	Assignment Weekend I
1	<p>Welcome: introductions; the urban history of policy and administration is an exciting field; review syllabus;</p> <ol style="list-style-type: none"> <li>History of urbanization "Why Cities"</li> </ol> <p>Urban development by region I:</p> <ol style="list-style-type: none"> <li>The oldest city in the United States (St. Augustine, Florida) <a href="https://www.c-span.org/video/?325167-1/american-history-tv-st-augustine-florida">https://www.c-span.org/video/?325167-1/american-history-tv-st-augustine-florida</a></li> <li>History: New York City history New York: America's MEGACITY <a href="https://www.youtube.com/watch?v=dzjQ-akB3BI">https://www.youtube.com/watch?v=dzjQ-akB3BI</a></li> </ol> <p>Activity: identification of urban themes</p>
2 & 3	<p>Urban development by region II:</p> <ol style="list-style-type: none"> <li>New Orleans <a href="https://www.youtube.com/watch?v=q7q6wXY2Jm0">https://www.youtube.com/watch?v=q7q6wXY2Jm0</a></li> <li>Black Indians of New Orleans <a href="https://www.youtube.com/watch?v=WYCeQ4r3DvM">https://www.youtube.com/watch?v=WYCeQ4r3DvM</a></li> <li><a href="#">The Rise and Fall of Urban Economies - Lessons from San Francisco ...</a> ▶ 1:05:42 <a href="https://www.youtube.com/watch?v=ltfQ8sVwRbc">https://www.youtube.com/watch?v=ltfQ8sVwRbc</a></li> </ol> <p>Presentations/Book Review: Evicted (Rent/Out/After)</p>

Class	Assignment Weekend II
4	<p>What is a city?</p> <ol style="list-style-type: none"> <li>Readings: (SECONDARY SOURCE) Schlesinger, "The City in American History"; (PRIMARY SOURCES)</li> <li>Documentary   Frederick Law Olmsted: Designing America <a href="https://www.youtube.com/watch?v=n7tEkv2RIk8">https://www.youtube.com/watch?v=n7tEkv2RIk8</a></li> <li>Cities: a philosophical inquiry: <a href="http://www.frankcunningham.ca/papers/papers_1_20690.pdf">http://www.frankcunningham.ca/papers/papers_1_20690.pdf</a></li> <li><a href="https://www.youtube.com/watch?v=n7tEkv2RIk8">https://www.youtube.com/watch?v=n7tEkv2RIk8</a></li> <li>The World's Cities in 2016 (data book United Nations) <a href="http://www.un.org/en/development/desa/population/publications/pdf/urbanization/the_worlds_cities_in_2016_data_booklet.pdf">http://www.un.org/en/development/desa/population/publications/pdf/urbanization/the_worlds_cities_in_2016_data_booklet.pdf</a></li> </ol>



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5 & 6	6. Lecture(s): Introduction to Defilipis and National Urban Policy in the Age of Obama 7. Take home examination: National Urban Policy in the Age of Obama from DeFilippis 8. Five page essay and power point from DeFilippis  Presentations/Book Review ( <i>The Color of Law</i> )
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Class	Assignment Weekend III												
1	Lecture(s): Introduction to Defilipis and National Urban Policy in the Age of Obama Take home examination: National Urban Policy in the Age of Obama from DeFilippis (released) Presentations:												
2 & 3	Assignment: Five page essay and power point that accompanies chapter from DeFilippis (due Sunday, Feb. 11 at 12 midnight)  <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Lake:</td> <td style="width: 50%;">Smith II:</td> </tr> <tr> <td>Bratt &amp; Immergluck:</td> <td>Smith, J.:</td> </tr> <tr> <td>Bremer:</td> <td>Lipman:</td> </tr> <tr> <td>Theodore:</td> <td>Khare:</td> </tr> <tr> <td>Swanstorm:</td> <td>Oakley &amp; Fraser:</td> </tr> <tr> <td>Chapple:</td> <td>Minnie &amp; Piven:</td> </tr> </table>	Lake:	Smith II:	Bratt & Immergluck:	Smith, J.:	Bremer:	Lipman:	Theodore:	Khare:	Swanstorm:	Oakley & Fraser:	Chapple:	Minnie & Piven:
Lake:	Smith II:												
Bratt & Immergluck:	Smith, J.:												
Bremer:	Lipman:												
Theodore:	Khare:												
Swanstorm:	Oakley & Fraser:												
Chapple:	Minnie & Piven:												

### Grading

Graduates	Undergraduates
100 – 91 A	100 – 89 A
90 - 85 B	88 - 84 B
84 - 80 C	84 - 70 C
79 - 70 D	69 - 60 D
69 - 0 F	59 - 0 F

### Participation Requirements

Assignment	Graduate %	Undergraduate %
Class attendance/participation	5%	10%
2 Book Reviews ( <i>Evicted; The Color of Law</i> )	25%	20%
Team presentations	10%	10%
Final reflective essay:	25%	20%

Attendance Policy: Research shows that those who attend class graduate on time and do much better professionally.

Policy for late assignments: All assignments must be completed in order to pass the class.

### Class Management Information



# Urban History of Policy/Administration

Course number: POL 5013/4910

CRN: 27449/27448

Attendance Policy: 100% attendance and full participation and a devotion to complete of all class assignments.

Policy for late assignments, make-up work and missed exams: All written assignments are due on the date specified in the syllabus. Prior research assignments on due each week until the global research project is completed. There is no reason to miss any of the examinations because they will be take home as this is an IVC or interactive video class.

Plagiarism is not accepted and will result in an "F" for the class and may lead to expulsion from the university.

### UCO Policies<sup>ii</sup>

Academic Affairs statement Student Information Sheet and Syllabus Attachment. It includes UCO Mission; UCO Vision; Academic Integrity Statement; Academic Dishonesty Policy; Uconnect Statement; ADA Statement regarding special accommodations; Incomplete Grade; Withdrawing from all classes; Withdrawing from all classes – federal aid recipients; Emergency Individual Class Drop or Complete Withdrawal; Important Dates; Holidays; Library Hours; Weather Related Information; Emergencies During Finals Statement; Final Exam Daily Limits; How to Contact a Faculty Member; Class Attendance is Important; Expectation of Work; We’re Here for You!; Taking Care of Your Emotional Health; Call Student Assistance by OU; Helpful Numbers; Emergency Evacuation and Drills, UCO Copyright Policy.

<http://sites.uco.edu/academic-affairs/files/aa-forms/StudentInfoSheet.pdf>

### Writing Essays of Assigned Readings:

#### Grading Criteria for writing an essay:

Submitted on due date

Format: full citation

Summary of the reading: identification of important points and condense them into the abstract

Identify the purpose of the reading: organization, main points, conclusion

Abstract of a research paper: statement of the problem, hypotheses (if any), method (briefly summarize statistics used, results/findings, discussion and/or conclusions

Abstract of a theoretical or expository readings: central theme/thesis, basic concepts, topics covered, conclusions

Paraphrase: 0 to 1 quote; samples of original reading enclosed in quotation marks; NO inclusion of specific data or citation of sources

Succinct; Accurate; Comprehensible; Informative; Standard written English; Typos; Grammatical errors;

Misspelled words; Faulty syntax

Excellent 93 – 100%	Good 92 – 88%	Unacceptable 87% and below
Submitted on due date	Submitted 24 hours late	Not submitted or submitted too late.
Summary of the reading: identification of important points; explain purpose of the reading: organization, main points,	Summary of the reading is bereft of identification of all of the main points; explain purpose of the reading: organization,	Does not adequately summarize the reading.



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Course number: POL 5013/4910

CRN: 27449/27448

conclusion	main points, conclusion	
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Rubric: Book Review

**Rubric BOOK REVIEW ESSAY**

Criteria	Excellent Work 90-100%	Good Work 80-89%	Unacceptable Work 79% or lower
Themes and ideas	The student writes a book review that includes the main ideas and main points of the book.	The student writes a book review that includes some of the main ideas and main points of the book.	The student's book review does not cover the main ideas and main points of the book. It is difficult to understand what the student is writing about in the paper.
Organization of review	The student organizes the book review in a way that is appropriate and makes sense. The ideas flow nicely together.	The student has some organization to his or her book review, but is lacking a sense of flow and transition from one idea to the next.	The review lacks organization and structure. There is little or no flow or transition from one idea to the next. The organization does not make sense to the reader.
Mechanics	The student writes with a variety of sentence types and sentence structures. College level vocabulary is evident.	The student writes with many simple sentences. There is evidence of few other types of sentences and very little college level vocabulary used.	The student writes with most simple sentences and vocabulary is very simple (not on the college level).
Fluency	The student presents the review with fluency and expression.	The student presents with some fluency and expression.	The student presents with little or no fluency and expression.
Editing: correct grammar and spelling	The book reviews has been edited and completely corrected for grammar, mechanics, and spelling.	The book review has been proofread, but not completely corrected for grammar, mechanics, and spelling.	The book review has not been edited for grammar, mechanics, and spelling.

**Grading Criteria for essays:**

Criterion	4 A-level qualities (90–100)	3 B-level qualities (80–89)	2 C-level qualities (70–79)	1 F-level qualities (below 70)	Score
<b>Purpose</b>	Introduces and presents paper effectively and clearly; purpose is readily apparent to the reader	Introduces and presents paper adequately; purpose is not consistently clear throughout the paper	Introduces and presents paper somewhat effectively; writing has a clear purpose but may sometimes digress from it	Introduces and presents paper poorly; purpose is generally unclear	



# Urban History of Policy/Administration

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CRN: 27449/27448

<b>Development and content</b>	Develops paper with exceptional care, including all topics assigned in a seamless manner; provides a balanced presentation of relevant information and shows a thoughtful, in-depth analysis of the topics; reader gains insights	Develops paper as assigned, including a full discussion of each topic assigned; information displays a clear analysis of the significant topics; reader gains some insights	Does not fully develop paper as assigned and may ignore one of the three major issues or treat it in a cursory manner; analysis is basic or general; reader gains few insights	Paper is undeveloped; paper does not relate to the assignment and includes very little discussion of the issues discussed in the course; analysis is vague or not evident; reader is confused or may be misinformed	
<b>Cohesion and Insight</b>	Ideas are supported effectively; writer shows clear evidence of having understood and synthesized course concepts; the application of concepts to the event chosen is exceptional	Ideas are generally supported; writer shows evidence of having read, understood, and correctly applied the course concepts to the event chosen	Many ideas are unsupported and it may not be clear whether the writer has understood or synthesized the concepts; application to the event may be incomplete	Writing is incoherent and shows little or no insight; there is no evidence that the writer has read the assigned texts or understood the concepts	
<b>Organization</b>	Arranges ideas clearly and logically to support the purpose or argument; ideas flow smoothly and are effectively linked; reader can follow the line of reasoning	Arranges ideas adequately to support the purpose or argument; links between ideas are generally clear; reader can follow the line of reasoning for the most part	Arranges ideas adequately, in general, although ideas sometimes fail to make sense together; reader remains fairly clear about what writer intends	Arranges ideas illogically; ideas frequently fail to make sense together; reader cannot identify a line of reasoning and becomes frustrated or loses interest	
<b>Writing mechanics</b>	Writing demonstrates a sophisticated clarity, conciseness, and correctness	Writing is accomplished in terms of clarity and conciseness and contains only a few errors	Writing lacks clarity or conciseness and contains numerous errors	Writing is unfocused, rambling, or contains serious errors	
<b>Chicago Style Format (C.S.)</b>	Uses C.S. format accurately and	Uses C.S. format with minor	Reflects incomplete knowledge of	Does not use C.S. format	



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	consistently	violations	C.S. format			
					<b>Total:</b>	

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<sup>i</sup> "A large and persistent association between education and health has been well-documented in many countries and time periods and for a wide variety of health measures. In their paper, "Education and Health: Evaluating Theories and Evidence," presented at the National Poverty Center conference "The Health Effects of Non-Health Policy," David M. Cutler and Adriana Lleras-Muney review literature and conduct statistical analyses on the relationship between education and health. They find a clear association between education and health that cannot be fully explained by income, the labor market, or family background indicators. The authors note that the relationship between health and education is a complicated one, with a range of potential mechanisms shaping the connection between education and health. The mechanisms by which education influences health are complex and are likely to include (but are not limited to) interrelationships between demographic and family background indicators, effects of poor health in childhood, greater resources associated with higher levels of education, a learned appreciation for the importance of good health behaviors, and one's social networks."

[http://www.npc.umich.edu/publications/policy\\_briefs/brief9/](http://www.npc.umich.edu/publications/policy_briefs/brief9/)

<sup>ii</sup> The University of Central Oklahoma complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with disabilities who need special accommodations must make their requests by contacting Disability Support Services, at (405) 974-2516. The DSS Office is located in the Nigh University Center, Room 305. Students should also notify the instructor of special accommodation needs as soon as possible. Per Title IX of the Education Amendments of 1972 ("Title IX"), pregnant and parenting students may request adjustments by contacting the Title IX Coordinator, at (405) 974-3377 or [TitleIX@uco.edu](mailto:TitleIX@uco.edu). The Title IX Office is located in the Lillard Administration Building, Room 114D