

# UNIVERSITY OF MARY WASHINGTON -- NEW COURSE PROPOSAL

Electronically submit this completed form with attachments in one file to the Chair of the College Curriculum Committee.

<b>COLLEGE (check one):</b>	<b>Arts and Sciences</b> <input checked="" type="checkbox"/>	<b>Business</b> <input type="checkbox"/>	<b>Education</b> <input type="checkbox"/>
Proposal Submitted By: Leslie Martin		Date Prepared: Sept. 3, 2019	
Course Title:	Community Power		
Department/discipline and course number*:	SOCG 336		
Prerequisites:	SOCG 105 or 155		

\*This course number must be approved by the Office of the Registrar before the proposal is submitted.

Number of credits:	3	<b>Will this course meet for at least 700 contact minutes for each credit hour proposed? If no, provide a credit hour justification.</b>	<b>YES</b> <input type="checkbox"/>	<b>X</b> <input checked="" type="checkbox"/>	<b>NO</b> <input type="checkbox"/>
Will this be a <b>new, repeatable</b> "special topics" course? (Do you want students to be able to take this new course more than once if the topic changes?)			<b>NO</b> <input type="checkbox"/>	<b>X</b> <input checked="" type="checkbox"/>	<b>YES</b> <input type="checkbox"/>

Date of first offering of this <b>new</b> course: <b>FALL SEMESTER, year</b>		Fall 2021	
Proposed frequency of offering of the course:		Every 2 years	
Proposed enrollment limit for the course:		25	
List the faculty who will likely teach the course:		Leslie Martin	
Are ANY new resources required?	<b>NO</b> <input type="checkbox"/>	<b>X</b> <input checked="" type="checkbox"/>	<b>YES</b> <input type="checkbox"/>
Document in attached impact statement			

\*\*The earliest the course may be offered is the fall semester of the academic year FOLLOWING the year in which the course proposal is approved.

<b>This new course will be (check all that apply):</b>			
Required in the major	<input type="checkbox"/>	Required in the minor	<input type="checkbox"/>
Elective in the major	<input checked="" type="checkbox"/>	Elective in the minor	<input type="checkbox"/>
		General Elective	<input type="checkbox"/>
		General Education**	<input type="checkbox"/>

\*\*AFTER the new course is approved, a separate proposal must be sent to the General Education Committee.

<b>Catalog Description</b> (suggested length – less than 50 words):	
<b>This course explores how power is distributed at the local level (city, region, neighborhood), and how this impacts our experiences of community. Power can be examined through locally experienced issues, for example: housing, schools, policing, neighboring behaviors, health care, etc.</b>	

<b>COURSE HISTORY:</b>	Was this course taught previously as a topics or experimental course?	<b>YES</b> <input type="checkbox"/>	<b>X</b> <input checked="" type="checkbox"/>	<b>NO</b> <input type="checkbox"/>
<b>Course Number and Title of Previous Course</b>		<b>Semester Offered</b>	<b>Enrollment</b>	
SOCG 371M: Community Power/IDIS 400B		Fall 2019	24	
SOCG 371M: Community Power/IDIS 400B		Fall 2015	44	
SOCG 371M: Community Power/IDIS 400B		Fall 2013	44	
<b>X</b> <input checked="" type="checkbox"/>	<b>CHECK HERE</b> if the proposed course is to be <b>equated</b> with the earlier topics or experimental offerings. If equated, students who took the earlier "topics" course will only be able to take the new course as a repeat (C- grade or lower).			
<b>NOTE:</b> If the proposed course has not been previously offered as a topics or experimental course, <b>explain in the attached rationale statement</b> why the course should be adopted even though it has not been tried out.				

**REQUIRED ATTACHMENTS:**

1. **Rationale Statement** – Why is this course needed? What purposes will it serve?
2. **Credit Hour Justification** (if required) – explain how this course will comply with the UMW Credit Hours Policy (D.5.3)
3. **Impact Statement** – Provide details about the Library, space, staffing, budget, and technology impacts created by adding this new course. Include supporting statements from the Library, IT Department, etc. **Any change that impacts another Department must have a written statement (such as an email) from the Chair(s) agreeing to the change.**
4. **Sample Syllabus**

Department Chair Approval\*: Kristin Maysh Date: Sept. 4, 2019

CCC Chair Approval: Gene White Date: 10/7/19

\*COB and COE proposals approved by the Associate Dean. **BEFORE** consideration by the UCC, the proposal must be approved the two levels noted above. Approval by the UCC and UFC are noted on the proposal "status history" at the UCC web site.

**I. Rational Statement:**

This course adds to the sociology curriculum a course that uses some seminal approaches and theories from political sociology, applied to the local level. There is rich literature in sociology (and other social science disciplines) looking at the growth, change and development of cities and neighborhoods, focusing on the distribution of power. Additionally this course takes seriously the impact of sharing community with other people, and what it means when communities change or experience trauma together.

Each time the course has been offered as a special topics course, it has been cross-listed as IDIS 400, to allow it to meet the capstone requirement for the Urban Studies minor. This would continue with a permanent course as well. The Urban Studies minor is interdisciplinary, and this course is well-suited for students from a variety of backgrounds.

**II. Credit hour justification:** Not needed, 3 hour lecture course.

**III. Impact statement:**

The course will have no significant impact on resources with respect to facilities, staffing, or budget. It will become part of the standard rotation of upper level courses offered within sociology. It will benefit the Urban Studies minor – as noted below by Dr. Melina Patterson, the head of the Urban Studies minor.

**IV. Sample syllabus:**

Please see below.

## **SOCG 371M: Community Power (cross-listed as IDIS 400)**

Dr. Leslie Martin  
10-10:50 MWF  
Monroe 110  
[lmartin@umw.edu](mailto:lmartin@umw.edu)

Office: Monroe 413  
Ofc Hrs: MWF 11:00-12:30, T 1-2:30  
phone: 540/654-1498

### **Course Overview:**

Who has power at the *local* level? What do they do with it? What interests are protected, represented and advanced – and why? Whose interests are advocated for, and whose voices remain unheard? Do neighborhoods matter in city politics and policies? Do individuals? How do these different units of analysis - the city, the neighborhood, the resident – make waves, make change, or experience the short end of the policy stick? We'll be examining inequality, as well as multiple efforts to ameliorate inequality – all at the level of the local community.

In this course we will examine how power is distributed and used at the local level, as well as struggles for power at the community level. We will do this by examining formal governance (electoral processes and patterns, party machines, etc.) and informal urban governance (who actually has power in various communities). We will think also about smaller institutions that can wield influence in communities, such as community development corporations and other “grassroots” urban development forms, asking questions about how they came to be and the implications of their popularity for urban politics and for citizen/neighborhood empowerment. Finally, we will spend some time examining contests over power and influence, through looking at urban social movements and periods of “riots” (or unrest).

**Course goals:** by the end of the semester, you should:

- \*Gain understanding of how power is patterned and enacted at the local level
- \*Think critically about how power can be seen in both formal and informal organizations and activities
- \*Conduct original research on several aspects of community, inequality and power
- \* Hone your written and oral communication skills

### **Assignment Descriptions & Weights:**

#### **Evaluation:**

Quality of contribution to class community: 21%  
Discussion leading: 15%  
Reaction papers: 8% each, 24% total  
Research projects and abstracts: 15%, 15%: (30% total)  
Presentation of one research project: 10%

**Quality of contribution to class community:** A strong, vibrant, engaging class community is not automatic, and it is not purely the result of things that I (the professor) do. Rather, we all have responsibility for contributing to the care and feeding of our class community. Your “quality of contribution to class community” will include: participation in class, listening in class, being respectful to people and ideas throughout the class, responding thoughtfully to discussion posts on canvas, bringing responses to discussion questions in to student-led discussions, sharing things you find relevant to our class on canvas, helping each other talk/think through research projects, and in many other ways shouldering your part of the responsibility for creating an exciting, challenging and supportive class.

When we each do this, it will help you actively engage the readings and the discussion material; and participation by many people with different experiences, insights, and understandings will enrich all of our understandings of our topics. I will try to make the classroom a learning environment where all viewpoints are respected. If you feel uncomfortable participating in class discussion or activities for any reason, please talk with me.

You will have 2 opportunities to evaluate your work on this element.

**Discussion leading:** To further the goal of making this course as participatory as possible, you will lead class discussion of our readings once during the semester. You will be responsible for guiding our discussion of readings for part of one class period (20 mins). You will do this in pairs. Guidelines for this assignment are available on canvas.

**Reaction papers:** You will write 3 short reaction papers in the course of the semester. These will be brief ways for you to summarize and critically assess materials we've been working with in the course. There are 5 possible due dates, choose any 3 you'd like. Further guidelines are on canvas.

**Research projects:** You will complete 2 short research projects in the course of the semester. I have created a "menu" of options for you for these papers. You have a lot of freedom to choose topics and methods that most interest you. Further guidelines are on canvas.

**Presentations:** At the end of the semester, everyone will present one of their research projects to the class. These will be brief presentations that should focus on your substantive findings, and explaining to your peers why these findings are of interest to our course.

**Grading 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: 60-67

Anything below 60 is a failing grade. Those selecting the Pass/Fail option must average a 60. Grades of D or below will be reported as Unsatisfactory on midterm grades.

**Policy Statements:**

**HONOR CODE:** All students are expected to follow the policies of UMW with respect to academic conduct. Anyone engaging in plagiarism, cheating, or any other form of academic dishonesty will be referred to the Honors Council. Please write and sign the following pledge on all assignments and exams:

*I hereby declare, upon my word of honor, that I have neither given nor received unauthorized help on this work. (Signature)*

**Disability Services:** The Office of Disability Resources has been designated by the college as the primary office to guide, counsel, and assist students with disabilities. If you receive services through the Office of Disability Resources and require accommodations for this class, make an appointment with me as soon as possible to discuss your approved accommodation needs. Bring your accommodation letter, along with a copy of our class syllabus with you to the appointment. I will hold any information you share with me in strictest confidence unless you give me permission to do otherwise.

If you have not made contact with the Office of Disability Resources and have reasonable accommodation needs, (note taking assistance, extended time for tests, etc.), I will be happy to refer you. The office will require appropriate documentation of disability. Their phone number is 540-654-1266.

**Class recording policy:** In this class, students may not make audio or video recordings of any course activity unless the student has an approved accommodation from the Office of Disability Resources permitting the recording class meetings. In such cases, the accommodation letter must be presented to the instructor in advance of any recording being done and all students in the course will be notified whenever recording will be taking place. Students who are permitted to record classes are not permitted to redistribute audio or video recordings of statements or comments from the course to individuals who are not students in the course without the express permission of the faculty member and of any students who are recorded. Distribution without permission is a violation of educational privacy law. This policy is consistent with UMW's Policy on Recording Class and Distribution of Course Materials.

**Title IX Statement:** University of Mary Washington faculty are committed to supporting students and upholding the University's *Policy on Sexual and Gender Based Harassment and Other Forms of Interpersonal Violence*. Under Title IX and this Policy, discrimination based upon sex or gender is prohibited. If you experience an incident of sex or gender based discrimination, we encourage you to report it. ***While you may talk to me, understand that as a "Responsible Employee" of the University, I MUST report to UMW's Title IX Coordinator what you share.*** If you wish to speak to someone confidentially, please contact the below confidential resources. They can connect you with support services and help you explore your options. You may also seek assistance from UMW's Title IX Coordinator. Please visit <http://diversity.umw.edu/title-ix/> to view UMW's *Policy on Sexual and Gender Based Harassment and Other Forms of Interpersonal Violence* and to find further information on support and resources.

**Resources**

Stefanie Lucas-Waverly, MS  
Title IX Coordinator  
Fairfax House  
540-654-5656  
[slucaswa@umw.edu](mailto:slucaswa@umw.edu)

Crystal Rawls  
Title IX Deputy for Students  
Assistant Director of Student Activities  
540-654-1801  
[crawls@umw.edu](mailto:crawls@umw.edu)

**Confidential Resources**

*On-Campus*  
Talley Center for Counselling Services –  
Lee Hall 106  
  
Student Health Center, Lee Hall 112

*Off-Campus*  
Empowerhouse: 540-373-9373 (24 hrs)  
RCASA: 540-371-1666

**Required books:**

Hyra, Derek. (2017). *Race, Class & Politics in the Cappuccino City*. Chicago: University of Chicago Press.

Saito, Leland. (2009) *The Politics of Exclusion: the Failure of Race-Neutral Policies in Urban America*. Stanford: Stanford University Press.

Abu-Lughod, Janet. (2007/2012). *Race, Space and Riots in Chicago, New York and Los Angeles*. Oxford University Press.

\*Additional readings will be on canvas, as indicated on the syllabus.

**Schedule of Classes:** This outline is subject to change, as needed.

***I. Intro: What is power? What is community?***

Aug 28-30 \*on canvas: Warren (Older & Newer Approaches to Community); Mills (“The Power Elite”)

**Sept 2 LABOR DAY – NO CLASS**

Sept 4 *More on power*  
\* on Canvas: Sadan (Empowerment Spreads/Theories of Power)

***II. At the level of the CITY***

***A. Formal Governance: elections and governing***

Sept. 6 *Why study urban politics?*  
Saito ch 4

Sept 9-13 *What are urban “machines”?*  
\*Canvas: Kweit & Kweit (Political machines: 176-186)  
Saito ch 5

Sept 16 *Killing the machine: the Progressive era and reforms*  
\*online: Steffens (Philadelphia: Corrupt and Contented); Winders (The Roller Coaster of Class Conflict)  
**\*\*Reaction paper due date #1: 9/16\*\***

Sept 18 *What happens when the disadvantaged get electoral power?*  
\*online: Marschall & Shah (Attitudinal Effects of Minority Incorporation); Hajnal (White Residents, Black Incumbents)  
**Discussion Lead: 9/18**

Sept 20-25 *Case Studies from Saito*  
Saito chs 6, 2, 3  
**Discussion Lead: 9/23, 9/25**

***B. Informal governance: community power debates***

Sept 27 *We all govern, together: Pluralist approaches to urban governance*  
Hyra ch 1

Sept 30-Oct 2 *The deck is stacked: Elite theory, growth machines*  
Hyra chs 2, 3  
**\*\*Reaction paper due date #2 9/30\*\***  
**Discussion Lead 10/2**

Oct 4-7 *State of the art in urban governance*  
Hyra chs 4, 5  
**Discussion Lead 10/7**

Oct 9-11 *What does this look like on the ground? Case studies*  
Hyra ch 6  
\*on canvas: Schindler and Lang  
**Discussion Lead 10/9**

## **OCT 14 – NO CLASS FALL BREAK**

### **II. NEIGHBORHOOD-level power and politics**

Oct 16-18 *Doing it for ourselves – community-based development – CDCs*  
\*canvas: Johnson (CDCs, Participation), and Silverman (Caught in the Middle)  
**Research Project #1: Due Oct 16.**

Oct 21-23 *HOAs, Neighborhood Associations: governing the neighborhood*  
\*canvas: Martin (“Fighting for Control”), McCabe & Tao (Private Government)  
**\*\*Reaction paper due date #3 10/21\*\***

Oct 25-28 *NIMBY Movements*  
\*canvas: Shively (Understanding NIMBY), and Gibson (NIMBY & Civic Good)  
**Discussion Lead 10/28**

Oct 30-Nov 1: *Loss of Neighbors, Loss of Community*  
\*canvas: Clampet-Lundquist; and other TBA  
**Discussion Lead 10/30**  
**\*\*Reaction paper due date #4 11/1\*\***

### **III. REALLY informal governance: popular unrest and uprisings**

Nov 4-6 *Why participate in social movements, protests, uprisings, riots?*  
\*online, TBA  
Abu-Lughod: ch 1  
**Discussion Leading 11/6**

\*For the next section of class, we will cover a variety of riots (to include: historical race riots, esp. those discussed in your book, Stonewall, current protests and unrest related to police violence, sports-related riots, riots rooted in austerity measures and to immigration in Europe, uprisings in Hong Kong...others?). We will do this to expose ourselves to a wide array of examples of this kind of political power. But we will also do this to try to pull together EXPLANATIONS for riots and uprisings. For this whole time, you will keep plugging away at the Abu-Lughod book, and then a few supplemental readings. So, the syllabus lacks some specificity here – it is because we will need to be fluid in our approach.

Nov 8-13 *Case studies of riots to explain their emergence*  
Abu-Lughod: chs 2, 3, 4, 6, 7, 8  
**Discussion Lead 11/8**

Nov 15-20 *Other uprisings, other explanations*  
\*online: Jobard (Rioting as a Political Tool); others TBA  
**Discussion Lead 11/15, 11/18**

Nov 22-25 *Whatever we need to do. More talk about riots? Prep for presentations? Deep, yogic breathing? Food? All possible. Let's decide when we get closer.*  
**\*\*Reaction paper due date #5 11/22\*\***

**Nov 27-Dec. 1: THANKSGIVING BREAK – NO CLASS.**

**Dec 2-6 *AND THE FINAL EXAM PERIOD: Presentations of research projects.***

**Research Paper #2 due Dec 6 – last day of class.**

-Comments on 2 peer abstracts DUE by the start of scheduled exam period.

**FINAL EXAM PERIOD: Monday Dec. 9: 8:30-11:00**