

JUS 394E: THE JUST CITY: WHOSE CITY IS IT?

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Office Hours: T/Th, 4:30-5:30, or by appt.

Spring Semester 2007
T/Th, 3:15pm-4:30pm
Class Location: Coor 184

COURSE DESCRIPTION

This course is designed as a survey of urban studies which approaches the study of the city from a justice-oriented perspective. Therefore, we will frame our explorations of the American city with the question, "Whose city is it?" Should "the city" serve the interests of the elite? Of immigrants? Of capital? Of the working poor? Of the middle-class? In seeking to answer these questions, we will explore the ways in which the city both reflects and (re)produces power relations. In other words, how do the voices heard, and the choices made in the development of urban space, both reflect and uphold social injustice? Likewise, how do struggles over the constitution of urban space and urban development resist injustice? After taking this class, my hope is that you will look at the city not as an *inevitable* landscape, but as a landscape which both reflects and reproduces social and political inequalities.

In order to reach this goal, we will explore the city's past, present, and future. How did things come to be the way they are? How have people theorized, understood, and written about the city? What are the most pressing urban problems and the different approaches taken to address these problems? Which approaches have succeeded and which have failed? What should be done in the future? The course covers a wide range of issues relevant to contemporary American cities (for example: urban development, the built environment, housing and homelessness, public health and the environment, and transportation), as well as the processes which constitute them (industrialization and deindustrialization, segregation, immigration, globalization, gentrification, etc.). Course readings and materials will focus primarily on cities in the United States.

READINGS

All readings are in the *Just City* course reader, available at Alternative Copy, 715 South Forest Avenue, Tempe 85281; 480.829.7992.

OVERVIEW OF GRADES, ASSIGNMENTS, AND EXAMS

1. Reading response papers (40%)
2. In-class midterm exam (20%)
3. In-class final exam (25%)
4. Group presentation on environmental or transportation justice (5%)
5. Participation and attendance (10%)

ASSIGNMENT AND EXAM SPECIFICS

I have designed this course so that the assignments and exams are spread somewhat evenly throughout the semester. In other words, the workload should not be overwhelming, but it is *constant*. Every week, you will have one or more assignments due or exams to take. If you won't be able to attend this class and commit to the workload on a regular and weekly basis, this isn't the class for you.

1. Reading Response Papers (40%): As you can see by the weight I've assigned to the reading response papers, I consider the readings to be an integral part of your experience and learning in this course. In order to get the most out of the readings, you will write a 350-700 word response (approximately one-page, single- or double-spaced) to each day's readings (usually one reading, but occasionally two). I will discuss the reading response papers at further length in class, but briefly:

- The first paragraph of your response should be a summary of the reading(s). A sophisticated reading response will not simply provide a "blow by blow" of the reading, but rather an overall summary or abstract of the author's main arguments and examples.

- The second paragraph of your response should be your *critical* and *analytical* response to the reading(s). In writing your response, you should NOT just tell me if you liked or disliked the reading. Rather, you should address any or all of the following issues: how did the content of the reading engage with, expand upon, contradict, and/or add nuance to the themes of other readings and lectures? What were the strengths and weaknesses of the argument presented? What was the most compelling issue addressed in the reading in your opinion, and why? What insight does this reading add to our overall question, “whose city is it”?

There are 23 days on which readings are assigned. The due dates for the reading response papers vary, depending on what we’ll be doing in class each day.

- The response papers for the readings indicated below **in bold type** (8 in total) are ***all mandatory***, and are due **PRIOR** to the class in question, as we’ll be discussing the reading in class.
- The response papers for the readings in normal type are due ***by midnight*** on the Saturday following the class in question. These readings provide additional context and further illustration for the corresponding lecture. There are 15 days of these readings, and you must complete 12 of them.
- The due dates for the reading response papers on Robert Moses (2/6 and 2/8) are slightly different. See below for details.
- As you see, you have a little bit of wiggle room: you can choose not to write three of the non-mandatory reading response papers. However, you can earn 2 extra credit points for each additional response paper you write (for a possible total of six extra credit points). Just as with the 12 required reading responses, these extra credit response papers must be turned in by Saturday of the week during which they are assigned. In other words, you can’t hand in extra credit responses retroactively.

And a few more notes:

- Response papers will be graded with zero (you did not hand it in, or your work is insufficient), one (your work is of average quality), or two (above average or excellent work) points.
- Reading response papers will not be accepted after their corresponding deadline.
- Please post your reading responses to Blackboard, through the “Assignments” tab (NOT “digital dropbox”).
- **When you upload your reading response papers to Blackboard, please give them the following title: “YOURLASTNAME, lastnamesofauthor(s)”. For instance, “VARSANYI, Mitchell”.**
- I recommend that you sit down early in the semester and make decisions about which responses you will be writing and taking note of when you need to write them, so that you don’t fall behind or miss deadlines. The best strategy, of course, is to write all of the reading response papers, and to turn them in either prior to the class or by the following Saturday, as specified.

2. In-class midterm exam (20%): There will be an in-class midterm exam (short answer format) on **Thursday, 8 March**, which draws upon and synthesizes materials presented in lectures, films, and readings up to and including March 1. At least one week before the exam, I will provide you with a list of potential exam questions, a subset of which will appear on the actual exam.

3. In-class final exam (25%): There will be an in-class final exam (short answer format) on **Tuesday, 1 May**, on the last day of class, which draws upon and synthesizes materials presented in lectures, films, and readings. This exam will focus primarily on materials we’ve covered from March 6 onward, though you will need to engage with themes we have been developing throughout the entire semester. At least one week before the exam, I will provide you with a list of potential exam questions, a subset of which will appear on the actual exam.

4. Group presentation on environmental or transportation justice (5%): You and one (or two) other classmates will give a brief presentation on a chapter from one of several books edited by Robert Bullard, and on reserve at Hayden Library. I will discuss these presentations at further length in class, but briefly, you will be required to read the chapter you have chosen, and with your partner(s), present the contents of the chapter to the rest of the class. As you and your partner(s) are the only ones who will have read

your chapter, remember that you are responsible for presenting the material clearly, so that your fellow classmates are able to take notes on your presentation and use these notes in studying for the midterm or final exams. Feel free to prepare audiovisual aids, handouts, etc. These presentations will be brief, most likely around 10 minutes long, so you will need to be concise, as well. I will grade your presentation based on its overall quality (including handouts, organization, presentation quality, etc.).

- Transportation justice presentations will be on **Thursday, February 22**, and will be drawn from: *Highway Robbery: Transportation Racism and New Routes to Equity* (2004), or *Just Transportation: Dismantling Race and Class Barriers to Mobility* (1997)
- Environmental justice presentations will be on **Tuesday, April 17**, and will be drawn from: *Unequal Protection: Environmental Justice and Communities of Color* (1994), or *The Quest for Environmental Justice: Human Rights and the Politics of Pollution* (2005)

I'll do signups for these presentations early in the semester, so you can plan accordingly. You'll only do one of these presentations, not both.

5. Attendance and participation (10%): I will take attendance sporadically and there will be regular in-class activities, discussions, and writing assignments. In addition, I urge you to come to class prepared with questions from the readings and pose those questions to your fellow classmates. In order to earn all ten "attendance and participation" points, therefore, the best strategy is to attend class every day. There will be no opportunities to make up these points.

MISCELLANEOUS

- I use email to communicate with the class, so please be sure to check your email regularly. Be sure that I have your current email address *and that your inbox is not full*.
- The syllabus is subject to change. If I adjust the readings, I will give you at least a week of lead time, so you can plan accordingly.
- No makeup exams will be offered. Exceptions will be made only as a result of a documented medical or other emergency (i.e. you must provide a doctor's note, evidence of a family emergency, etc.) *I will be the final judge as to which excuses are acceptable*.
- And finally, **I will not tolerate plagiarism in any of your written work**. Among other things, plagiarism includes copying text (phrases, sentences, paragraphs, etc.) and ideas directly from a source without citing them and/or claiming text, ideas, and research as your own. I urge you to quote directly from the readings in your reading response papers, but be sure to include a page number and proper citation! It is imperative that you cite your sources properly. Whether intentional or unintentional, claiming another's work as your own is plagiarism. Intentional plagiarism will result in a failing grade and expulsion from the course. For more on what constitutes plagiarism, please see: <http://www.lib.berkeley.edu/TeachingLib/Guides/Citations.html>. As with the ASU site provided above, this site has links to various citation style guides. Again, please feel free to ask me if you have questions about what constitutes plagiarism. For more information on the ASU Student Academic Integrity Policy, see: http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm#sanctions

COURSE OUTLINE, READINGS, AND ASSIGNMENT DUE DATES

	Date	Class Topic(s)	Readings/Assignments	Due Dates
1	T 1/16	Introduction to the course	no reading	
	R 1/18	Urban origins: The mercantile city and interurban competition in the 1800s	Edwin G. Burrows and Mike Wallace, "One body corporate and politic?" and "The road to city hall," <i>Gotham: A History of New York City to 1898</i> (Oxford University Press, 1999), pp.138-149 and 353-370	
	Sat. 1/20			Burrows/Wallace reading response due by midnight.
2	T 1/23	Urban origins: The transportation revolution	Kenneth Jackson, "The transportation revolution and the erosion of the walking city," and "The time of the trolley" <i>Crabgrass Frontier: The Suburbanization of the United States</i> (New York: Oxford University Press, 1985), pp. 20-44, 103-115	
	R 1/25	Urban origins: Industrialization and immigration	Jacob Riis, <i>How the Other Half Lives: Studies Among the Tenements of New York</i> (New York: Dover Publications, 1971). <ul style="list-style-type: none"> • Introduction • 5. The Italian in New York • 9. Chinatown • 10. Jewtown 	
	Sat 1/27			Jackson and Riis reading responses (two separate papers) due by midnight.
3	T 1/30	Early theorizations of the city: Chicago School	Ernest W. Burgess, "The growth of the city: An introduction to a research project," in Park, Burgess, and McKenzie, <i>The City: Suggestions for Investigation of Human Behavior in the Urban Environment</i> (Chicago: University of Chicago Press, 1925), pp. 47-62.	Burgess reading response due prior to class TODAY .
	R 2/1	Who governs? Pluralist theories vs. Marxist theories	<ul style="list-style-type: none"> • Robert A. Dahl, <i>Who Governs? Power and Democracy in an American City</i> (New Haven, CT: Yale University Press, 1961), pp. 89-103. • Ira Katznelson, "The crisis of the capitalist city: Urban politics and social control," in Michael Lipsky et al, <i>New Theoretical Perspectives on Urban Politics</i> (Englewood Cliffs: PrenticeHall, 1976), pp. 214-229 	Dahl/Katznelson reading response due prior to class TODAY (you should write one response paper which incorporates both readings).
	Sat 2/3			

4	T 2/6	Robert Moses and the evolution of New York 1: <i>New York: A Documentary Film</i>	<ul style="list-style-type: none"> • Marshall Berman, "In the forest of symbols: Some notes on modernism in New York," from <i>All that is Solid Melts into Air: The Experience of Modernity</i>, reprinted in Philip Kasinitz (ed) <i>Metropolis: Center and Symbol of our Time</i> (New York: NYU Press, 1995), pp. 130-159. • Robert Caro, "The City-Shaper," <i>The New Yorker</i> (5 Jan 1998), pp. 38-55 	<i>Note different deadline below.</i>
	R 2/8	Robert Moses and the evolution of New York 2	<ul style="list-style-type: none"> • Jane Jacobs, "The uses of sidewalks," <i>The Death and Life of Great American Cities</i> (1961), reprinted in Philip Kasinitz (ed) <i>Metropolis: Center and Symbol of our Time</i> (New York: NYU Press, 1995), pp. 111-129. • Phillip Lopate, "Ode to the Projects," <i>Waterfront: A Journey Around Manhattan</i>. (NY: Crown Publishers), pp.348-372 	Berman/Caro and Jacobs/Lopate reading response papers due PRIOR to class today (2 separate papers).
	Sat 2/10			
5	T 2/13	History of Suburbanization	Kenneth Jackson, "The new age of automobility," and "Federal subsidy and the suburban dream: How Washington changed the American housing market," <i>Crabgrass Frontier: The Suburbanization of the United States</i> (New York: Oxford University Press, 1985), pp. 157-171,190-218.	
	R 2/15	The Creation of the Ghetto	Douglas Massey and Nancy Denton, "The construction of the ghetto," <i>American Apartheid: Segregation and the Making of the Underclass</i> (Cambridge, MA: Harvard University Press, 1993), pp. 17-59.	Massey/Denton reading response due today , prior to class.
	Sat 2/17			Jackson reading response due by midnight tonight.
6	T 2/20	The Spatial Mismatch Hypothesis	Joe Grengs, "The abandoned social goals of public transit in the neoliberal city of the USA," <i>City</i> 9(1): 51-66.	

	R 2/22	Transportation Justice	Student Presentations	Group presentations today in class.
	Sat 2/24			Grengs reading response due by midnight tonight.
7	T 2/27	Deindustrialization	Thomas J. Sugrue, "The damning mark of false prosperities': The deindustrialization of Detroit," <i>The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit</i> (Princeton University Press, 1996), pp. 124-152.	

	R 3/1	Immigration and the City	Nancy Foner, "Who they are and why they have come," <i>From Ellis Island to JFK: New York's Two Great Waves of Immigration</i> (New York: Yale University Press and Russell Sage Foundation, 2000) pp. 9-35.	
	Sat 3/3			Sugrue and Foner reading response papers due by midnight (two separate papers).
8	T 3/6	New Orleans and Hurricane Katrina I	Spike Lee film, <i>When the Levees Broke</i> .	
	R 3/8	IN-CLASS MIDTERM	IN-CLASS MIDTERM	MIDTERM TODAY (on readings and lectures up to and including March 1).
	Sat 3/10			Film viewing response due by midnight tonight.
		SPRING BREAK	SPRING BREAK	
9	T 3/20	Global economic restructuring and the global city	Saskia Sassen, "Cities in a World Economy," in Susan S. Fainstein and Scott Campbell (eds) <i>Readings in Urban Theory (2nd edition)</i> (Malden, MA: Blackwell, 2002), pp. 32-56.	
	R 3/22	The Urban Growth Machine	John Logan and Harvey Molotch, "The city as a growth machine," <i>Urban Fortunes: The Political Economy of Place</i> (Berkeley: UC Press, 1987), pp. 50-98	Logan/Molotch reading response paper due today prior to class.
	Sat 3/24			Sassen reading response due by midnight tonight.
10	T 3/27	Gentrification	Neil Smith, "Class struggle on Avenue B: The Lower East Side as wild, wild west," <i>The New Urban Frontier: Gentrification and the Revanchist City</i> (New York and London: Routledge, 1996), pp. 3-29.	
	R 3/29	Postmodern urban spaces and the decline of public space	Mike Davis, "Fortress LA," <i>City of Quartz: Excavating the Future in Los Angeles</i> (NY: Vintage, 1990), pp. 221-264.	Davis reading response due today prior to class.
	Sat 3/31			Smith reading response due by midnight tonight.

11	T 4/3	Surveillance in the City	Torin Monahan (2006) "Electronic fortification in Phoenix: Surveillance technologies and social regulation in residential communities," <i>Urban Affairs Review, 42(2): 169-192.</i>	Monahan reading response paper due today prior to class.
	R 4/5	"Privatopias" and Gated Communities	Setha Low, "Fear of Others" and "Don't Fence Me In," <i>Behind the Gates: Life, Security, and the Pursuit of Happiness in Fortress America</i> (NY: Routledge, 2004), pp. 133-152 and 219-232.	
	Sat 4/7			Low reading response due by midnight tonight.

1 2	T 4/10	Exurbs, Exopolis, Edge Cities	Edward W. Soja, "Exopolis: The restructuring of urban form," <i>Postmetropolis: Critical Studies of Cities and Regions</i> (Malden, MA: Blackwell Publishers, 2000), pp. 233-263.	
	R 4/12	Homelessness, Policing, and Social Control in the City	<ul style="list-style-type: none"> • Don Mitchell, "No right to the city: Anti-homeless campaigns, public space zoning, and the problem of necessity," <i>The Right to the City</i> (NY: Guilford Press, 2003), pp. 195-226. • Steve Herbert, reading TBA 	
	Sat 4/14			Soja, and Mitchell/Herbert reading response papers due by midnight tonight (two separate papers)
1 3	T 4/17	Environmental Justice	Student Presentations	Group presentations today in class.
	R 4/19	New Orleans and Hurricane Katrina II	Spike Lee film, <i>When the Levees Broke</i> .	
	Sat 4/21			Response paper to <i>When the Levees Broke</i> due at midnight tonight.
1 4	T 4/24	Undocumented immigration and the city	Mike Kamber (25-31 July 2001) "New York's undocumented day laborers fight for their piece of the Big Apple: on the corner," <i>The Village Voice</i> , pp. 1-8.	
	R 4/26	The future: what next?	Peter Dreier, John Mollenkopf, and Todd Swanstrom, "Regionalisms old and new," <i>Place Matters: Metropolitcs for the Twenty-first Century</i> (Lawrence, KS: University of Kansas Press, 2001), pp. 216-246	
	Sat 4/28			Kamber and Dreier <i>et al.</i> reading responses due tonight by midnight (2 separate papers).
1 5	T 5/1	IN-CLASS FINAL EXAM	IN-CLASS FINAL EXAM	Final exam in class today (covering material mostly from 3/6 through the end of class, but drawing on themes from the entire class).