

Professor Alyosha Goldstein

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Office Hours: Wed. 1:30-3:30pm, by appt.

Wednesday 4:00pm-6:30pm

Dane Smith Hall 229

Course Description

This course looks at cities and suburbs as vital sites for struggles over the meaning of community, the divisions between public and private, and the social uses of space and place. New Orleans and the aftermath of Hurricane Katrina will serve as one in depth example of how the political economy of “growth” shapes access and exclusion in the U.S. metropolis today. Course readings and discussions will broadly focus on the development of cities and suburbanization in the United States, conflicts over the use and definition of urban space, and the globalization of urban networks.

Among the questions we will explore are the following: How has the distribution of wealth and power in the larger society influenced the economic, social, and physical conditions of cities and metropolitan areas? What are the causes of urban/suburban poverty and racial segregation? How and why did the suburbs grow, especially after World War II? In what ways have people worked together in the name of social justice to address and/or transform the uneven development of urban and suburban life in the United States?

In order to provide an expanded context for our discussion of course readings, each week includes film selections related to themes addressed in the assigned reading. Films have been carefully chosen for each session to both further ground and broaden our discussion. Each screening selection is not simply a “visual aid” for the topic under discussion, but will be treated as an additional document or “text” for analysis.

Required Books: (Available at UNM Bookstore)

- Kevin M. Kruse and Thomas J. Sugrue, eds., *The New Suburban History* (University Of Chicago Press, 2006)
- Chester Hartman and Gregory D. Squires, ed., *There is No Such Thing as a Natural Disaster: Race, Class, and Hurricane Katrina* (Routledge, 2006)

All other readings are available on eReserve: [<http://ereserves.unm.edu/courseindex.asp> (the password for the course is “lobo310”)]

Students are expected to bring the required readings to class on the day of discussion as noted below.

COURSE REQUIREMENTS & POLICIES

Student Participation (25% of final grade).

This course involves both thoughtful and engaged participation in class discussion. You are thus expected to complete all reading assignments before seminar each class. Your class participation grade will be assessed on the basis of your attendance, your in-class group and individual exercise participation, and thoughtful contributions to class discussions. *You are allowed up to three missed classes. Students who have four or more absences will receive a failing grade for the course.* If you anticipate problems with this attendance policy, speak with me *at the beginning of the semester.*

Written Reading Responses (25% of final grade)

Each week students will receive **two questions** to consider for the upcoming week's reading. Students are expected to write a paragraph (**100 to 300 words**) **in response to each question**. Written responses to the two questions must be *posted on the course's WebCT page by 10pm Tuesday* (the evening before class). The purpose of written reading responses is to assess student comprehension of the course readings and to help students prepare for class discussion, the mid-term, and the final exam. Your responses will receive a grade of ✓+, ✓, or ✓-. *Please be prepared to discuss your responses in class.*

Midterm Exam (25% of final grade)

This exam will consist of short essay questions covering readings, class discussions, and films from the first half of the semester.

Final Exam (25% of final grade).

The final exam will consist of a short answer section, similar in format to the midterm exam, and a choice of essay questions based on readings, class discussions, and films from the second half of the semester.

ACADEMIC HONESTY:

You are expected at all times to follow university policies concerning academic integrity. Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. "Academic dishonesty,...(includes, but is not limited to)... dishonesty in quizzes, tests, or assignments; claiming credit for work not done or work done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure of misrepresentation in filling out applications or other University records." (*Pathfinder, Student Code of Conduct, 2.4*).

The American Studies Department supports this policy. If you're found guilty of academic dishonesty, you will receive an "F" for the class and be reported to the Dean of Students. If your work shows marked similarity to any other students work, you both will be failed. Take responsibility for your own work and do not leave it anywhere where it can be copied.

STUDENTS WITH DISABILITIES:

If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the office for Services for Students with disabilities. Appropriate accommodations may then be provided for you. Any student in this course who has a disability that may prevent full demonstration of academic ability should contact the professor personally as soon as possible so that we can discuss accommodations necessary to ensure full participation and to facilitate your educational opportunities.

COURSE SCHEDULE

August 27

- [introduction]

September 3

Reading:

- Steve Macek, *Urban Nightmares: The Media, the Right, and the Moral Panic over the City* (University of Minnesota Press, 2006), 37-69.
- Robert Fisher, "Neighborhood Organizing: The Importance of Historical Context," in *The Community Development Reader*, eds. James DeFilippis and Susan Saegert (Routledge, 2008)

Screening:

- *Radiant City* (2006, dir. Gary Burns & Jim Brown)

September 10

Reading:

- Margaret Pugh O'Mara, "Uncovering the City in the Suburb: Cold War Politics, Scientific Elites, and High-Tech Spaces," in *The New Suburban History* eds. Kevin M. Kruse and Thomas J. Sugrue (University Of Chicago Press, 2006)
- Robert O. Self, "Prelude to the Tax Revolt: The Politics of the 'Tax Dollar' in Postwar California," in *The New Suburban History*

Screening:

- *Cul de Sac: A Suburban War Story* (2001, dir. Garrett Scott)

September 17

Reading:

- Robert O. Self, "Black Power," in *American Babylon: Race and the Struggle for Postwar Oakland* (Princeton University Press, 2003)
- Johanna Fernandez, "Between Social Service Reform and Revolutionary Politics: The Young Lords, Late Sixties Radicalism, and Community Organizing in New York City," in *Freedom North: Black Freedom Struggles Outside the South, 1940-1980* (Palgrave Macmillan, 2003)

Screening:

- *Off the Pig* (1968, dir. Newsreel collective)
- *¡Palante, Siempre Palante! The Young Lords* (1996, dir. Iris Morales)

September 24

Reading:

- Vanessa Macias, “‘En Unidad, Hay Poder’: Community Activism and Ethnicity in South Martineztown, 1930-1974,” *New Mexico Historical Review* 82.1 (Winter 2007)
- Robert B. Fairbanks, “The Failure of Urban Renewal in the Southwest: From City Needs to Individual Rights,” *Western Historical Quarterly* 37 (Autumn 2006)

Screening:

- *The Unforeseen* (2007, dir. Laura Dunn)
- *The Water Haulers* (2007, KNME)

October 1

Reading:

- Margaret Weir, “Poverty, Social Rights, and the Politics of Place in the United States,” in *The Urban Politics Reader*, ed. Elizabeth A. Strom and John H. Mollenkopf (Routledge, 2006)
- Rufus P. Browning, et al., “Can People of Color Achieve Equality in City Government?,” in *The Urban Politics Reader*

Screening:

- *Street Fight* (2005, dir. Marshall Curry)

October 8

Reading:

- Margit Mayer, “Contesting the Neoliberalization of Urban Governance,” in *Contesting Neoliberalism: Urban Frontiers*, eds. Helga Leitner, Jamie Peck, and Eric S. Sheppard (Guilford, 2007)
- Sharon Zukin, “The City as a Landscape of Power: London and New York as Global Financial Capitals,” in *The Global Cities Reader*, eds. Neil Brenner and Roger Keil (Routledge, 2006)

Screening:

- *The Bonfire of the Vanities* (1990, dir. Brian De Palma)
- *Giuliani Time* (2005, dir. Kevin Keating)
- **[Review for Midterm Exam]**

October 15

- **[No class – American Studies Association Conference]**

October 22

- [Midterm Exam]

October 29

Reading:

- Peter Marcuse and W. Dennis Keating, “The Permanent Housing Crisis: The Failures of Conservatism and the Limitations of Liberalism,” in *A Right To Housing: Foundation For A New Social Agenda*, ed. Rachel G. Bratt, et al. (Temple University Press, 2006)
- Rob Rosenthal and Maria Foscarinis, “Responses to Homelessness: Past Policies, Future Directions, and a Right to Housing,” in *A Right To Housing*

Screening:

- *Dark Days* (2000, dir. Marc Singer)

November 5

Reading:

- Michael Jones-Correa, “Reshaping the American Dream: Immigrants, Ethnic Minorities, and the Politics of the New Suburbs,” in *The New Suburban History*
- Jennifer Gordon, *Suburban Sweatshops: The Fight for Immigrant Rights* (Harvard UP, 2005), 1-9, 67-111.

Screening:

- *Farmingville* (2004, dir. Carlos Sandoval & Catherine Tambini)

November 12

Reading:

- Avis W. Jones-DeWeever and Heidi Hartmann, “Abandoned before the Storms: The Glaring Disaster of Gender, Race, and Class Disparities in the Gulf,” in *There is No Such Thing as a Natural Disaster*
- Wade Rathke and Beulah Laboistrie, “The Role of Local Organizing: House-to-House with Boots on the Ground,” in *There is No Such Thing as a Natural Disaster*
- Julie Sze, “Toxic Soup Redux: Why Environmental Racism and Environmental Justice Matter after Katrina” (<http://understandingkatrina.ssrc.org/Sze/>)

Screening:

- *Fenceline: A Company Town Divided* (2002, dir. Slawomir Grünberg)

November 19

Reading:

- Sheila Crowley, “Where is Home? Housing for Low-Income People after the 2005 Hurricanes,” in *There is No Such Thing as a Natural Disaster*
- Robert O. Zdenek, et al., “Reclaiming New Orleans’ Working-Class Communities,” in *There is No Such Thing as a Natural Disaster*

Screening:

- *When the Levees Broke* (2006, dir. Spike Lee)

November 26

- [No class – *Thanksgiving Holiday*]

December 3

Reading:

- Jeff Chang, *Can’t Stop, Won’t Stop: A History of the Hip-Hop Generation* (St. Martin’s Press, 2005), 381-405, 437-465.

Screening:

- *Bomb It* (2007, dir. Jon Reiss)

December 10

Reading:

- Mike Davis, *Planet of Slums* (Verso, 2006), 20-49.
- Christopher B. Leinberger, “The Next Slum?,” *The Atlantic Monthly* (March 2008)

Screening:

- *Escape from Suburbia* (2007, dir. Gregory Greene)
- [Review for Final]

Exam week: **Final Exam** [Wednesday, December 17, 5:30-7:30pm]

POSTING WEEKLY READING RESPONSES

WebCT Vista Instructions

<https://vista.unm.edu/webct/entryPageIns.dowebct>

Draft and save your weekly response using a word processing program. Then cut and paste into the message field of WebCT after doing the following:

- **Log on** in the upper right corner of the screen using your UNM Net ID and password.
- Under the Course listings select (click on) **AMST-310-001 (Fall 2008)**.
- In the column on the left of the screen with the heading "Course Tools" select **"Assignments."**
- Select **"Inbox."**
- Click on the assignment title (**usually the date of the upcoming class session**).
- Paste in your reading response in the text box under **"Submission."**
- Click on **"submit"** once you are finished.

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Graduate Student Requirements

Graduate students are expected to fulfill all the requirements stipulated in the AMST 310/510 syllabus with the exception of the midterm and final exams.

In addition to the requirements noted for the undergraduate section of the course, graduate students will write a research paper.

Please arrange a meeting with me during the first several weeks of the semester to discuss your topic and planned research.

Proposal

A one-page research proposal with a preliminary list of primary and secondary sources will be due September 17th.

Research Paper

Final papers are due at the beginning of the last day of class (December 10th). Papers should be 6000 to 7500 words in length, not including bibliography and endnotes/footnotes, and formatted in accordance with the guidelines specified in the current edition of *The Chicago Manual of Style*.