

URBAN CULTURAL LIFE

SCA-UA 608-001 (608-060, pre-college)

Instructor: Jackson Smith
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Summer Session II, 2017
July 3 to August 13
T/Th 3:00 – 6:00 PM
20 Cooper Square
4th Floor Conference Room

Office Hours: Thursdays, Noon to 2:00 PM
20 Cooper Square, Room 493

DESCRIPTION

Few cities enjoy as rich a cultural life as New York City, with its plethora of neighborhoods, cuisines, museums, theatres, concert halls, parks, and alternative spaces. Through walking tours, attendance at cultural events, and visits to local cultural institutions, students will engage diverse urban cultures from downtown Manhattan all the way to the end of the 7 train in Queens. The course readings draw from interdisciplinary urban studies scholarship to investigate processes of community formation and cultural expression in the city. Students will be encouraged to consider the political and economic contexts through which urban culture is forged and to appreciate the distinctive conjunction of global and local forces in New York City. As we make our way through (most) of the five boroughs this summer, we will be especially attentive to how immigrant experience, political struggle, and neighborhood history shape the contemporary fabric of the city.

TEXTS

All required readings are posted on NYU Classes. ***NO BOOKS ARE REQUIRED FOR THIS COURSE***, but I recommend purchasing a copy of Keeanga-Yamahtta Taylor's *From #BlackLivesMatter to Black Liberation*, as we will be reading most of the book. Other books you may want to purchase (and from which we are reading a chapter or two) include: David Harvey, *Rebel Cities: From the Right to the City to the Urban Revolution*; Moustafa Bayoumi, *How Does It Feel to be a Problem?: Being Young and Arab in America*; Sharon Zukin, *Naked City: The Death and Life of Authentic Urban Places*; Annie Hauck-Lawson, Jonathan Deutsch, and Michael Lomonaco, eds., *Gastropolis: Food and New York City*; and Amy Starecheski, *Ours to Lose: When Squatters Became Homeowners in New York City*.

REQUIREMENTS

Participation is a crucial component of this course, especially given the condensed schedule. Students are expected to attend every class and field trip, to complete all required readings, and to actively participate in class discussions.

Students are expected to arrive to class on time and to have hard copies of the day's assigned texts. ***THE USE OF LAPTOPS, PHONES, AND ELECTRONIC NOTEBOOKS SUCH AS IPADS IS NOT PERMITTED IN THIS CLASS.*** Accommodations to this policy can be arranged for students with documentation from NYU's Moses Center or a doctor's note.

Final grades will be evaluated as follows:

Attendance and Participation (25% of final grade): This course is short and will proceed quickly, making it especially important that students attend all class meetings and field trips. Unexcused absences will result in the lowering of your grade. If you are unable to attend a class or field trip, you must *notify me in advance* so that we can discuss how you can make up for lost work *or* present me with a doctor's note immediately upon your return. Active participation involves not merely being present and speaking, but demonstrating awareness of and engagement with the course readings, earlier course discussions and field trips. During class students will be asked to share the questions and comments that they have developed in their field trip journals, described below.

Field Trip Journal (25% of final grade): Students will keep a weekly journal in which they reflect on the weekly field trips, critically consider course readings in relation to the trips, and pose questions or insights for classroom discussion. Though the journal will not be collected until the completion of the class, you will be called upon to share the questions or comments that you have developed in your journal during classroom discussions. The journal should not be a collection of notes from class lectures, or reading notes, but rather a weekly reflection of how your experiences in the city relate to what you are learning in the course.

You must record eight entries in your journal throughout the class (one for the people watching activity during our first meeting, one for each of the six field trips, and one for an additional field trip conducted on your own time). Journals will be evaluated both on the quality and quantity of entries. *Notebooks will be distributed to students on the first day of class.* Students are encouraged to take notes during field trips and are required to write narrative entries of roughly three to five pages for each field trip. These entries should raise questions and offer preliminary analysis of those experiences. *The journal is due to me at the end of our final meeting on Thursday, August 10.*

Final Essay (50% of final grade): Students will compose a final paper (six to eight pages), *due to me at the end of our final meeting on Thursday, August 10.* In this paper you should develop an original argument, appraisal, or interpretation of two related field trips. One of the trips must be one of our six class field trips. The other field trip must be pre-approved and must thematically relate to the class trip that you will be discussing. Consult the attached list of additional field trip ideas, or run your own idea by me. You are required to use three to five readings from the syllabus as you develop your argument (you may also use readings from outside the syllabus). You are encouraged to use your journal entries as a springboard for the final paper.

I strongly encourage you to begin working on this paper early in July and to meet with me no later than the first week of August – and ideally much earlier – to discuss your plans for the paper. The final paper must be double-spaced, 12-point Times New Roman font, and have one-inch margins.

LATE ASSIGNMENTS

Students are expected to turn in all assignments on time. A late final paper or field trip journal will be downgraded a full letter (A to B, A- to B-, etc.) for each day that they are late, unless alternative arrangements are made with the instructor for extenuating circumstances prior to the day the paper is due. Late papers will not be accepted after Sunday, August 13.

ACADEMIC INTEGRITY

NYU treats cases of plagiarism and cheating very seriously and offers rather severe penalties for those caught violating the University's Honor Code. I encourage you to visit <http://cas.nyu.edu/page/academicintegrity> to refresh your memory of that code and of the consequences for breaking it. When in doubt, always cite your sources! And if you have any citations questions, please do not hesitate to ask.

ACCESSIBILITY AND ACCOMMODATION

If you require special accommodations, please let me know as soon as possible so that your learning needs can be met. You will need to provide documentation from the Moses Center for Students with Disabilities (726 Broadway, 2nd Floor; 212-998-4980; <http://www.nyu.edu/csd>).

WEEK 1: INTRODUCTION

Thursday, July 6: Class at 20 Cooper Square and brief field trip to downtown parks

Readings (complete by Thursday, July 6)

Jane Jacobs, "The uses of sidewalks: contact," in *The Death and Life of Great American Cities* (New York: Random House, 1961), 55 – 73.

Harvey Molotch, "The City as a Growth Machine: Toward a Political Economy of Place," *American Journal of Sociology*, Vol. 82, No. 2 (September, 1976), 309 – 332.

David Harvey, "Preface: Henri Lefebvre's Vision" and "The Right to the City," in *Rebel Cities: From the Right to the City to the Urban Revolution* (London and New York: Verso, 2012), ix – xviii, 3 – 26.

Ananya Roy, "The 21st-Century Metropolis: New Geographies of Theory," *Regional Studies*, Vol. 43.6 (July 2009), 819 – 830.

Media

"Queens," *Anthony Bourdain: Parts Unknown*, CNN, 2017.

***EXCERPTS TO BE SCREENED IN CLASS**

WEEK 2: GLOBAL QUEENS, PART 1

Tuesday, July 11: Food walking tour of Jackson Heights with Jeff Orlick

Thursday, July 13: Class at 20 Cooper Square

Readings (complete by Tuesday, July 11)

Martin F. Manalansan IV, “Race, Violence, and Neoliberal Spatial Politics in the Global City,” *Social Text* Vol. 23, Nos. 3 – 4 (Fall-Winter 2005), 141 – 155.

Martin F. Manalansan IV, “The Empire of Food: Place, Memory, and Asian ‘Ethnic Cuisines,’” in *Gastropolis: Food and New York City* (New York: Columbia University Press, 2009), 93 – 107.

Moustafa Bayoumi, “Akram,” in *How Does it Feel to be a Problem?: Being Young and Arab in America* (New York: Penguin, 2008), 1 – 12, 117 – 148.

Sharon Zukin, “A Tale of Two Globals: Pupusas and IKEA in Red Hook,” in *Naked City: The Death and Life of Authentic Urban Places* (New York: Oxford University Press, 2010), 159 – 192.

Media

Tara Raghuvver, “An Activist Describes How the JFK Protests Took Shape,” *Vice News*, 5/16/2017.

Mohamed Sadek, “Photos from the Powerful Protests at JFK Airport,” *Vice News*, 1/29/2017.

The Street Vendor Project website.

Queens Migrant Kitchens video series, Culinary Backstreets and Sarah Khan.

WEEK 3: GLOBAL QUEENS, PART 2

Tuesday, July 18: Class at 20 Cooper Square

Thursday, July 20: Field trip to Queens Museum and walking tour through Flushing Meadows Corona Park and Downtown Flushing with Queens Borough Historian Jack Eichenbaum

Readings (complete by Tuesday, July 18)

Robert Caro, “Introduction: Wait Until Evening” and “The Great Fair,” in *The Power Broker: Robert Moses and the Fall of New York* (New York: Vintage, 1975), 1 – 21, 1082 – 1114.

Lawrence Samuel, “Introduction” and “Conclusion,” in *The End of the Innocence: The 1964 – 1965 New York World’s Fair* (Syracuse, New York: Syracuse University Press, 2007), xiii – xxiii, 198 – 200.

Jan Lin, "The Growth of Satellite Chinatowns," in *Reconstructing Chinatown: Ethnic Enclave, Global Change* (Minneapolis: University of Minnesota Press, 1998), 107 – 120.

Jan Lin, "Ethnicity in America From World's Fair to World City," in *The Power of Urban Ethnic Places: Cultural Heritage and Community Life* (New York and London: Routledge, 2011), 57 – 80.

Media

Jack Eichenbaum, "Flushing Meadows Corona Park and the Queens Museum: A History."

Jon Snyder, "1939's 'World of Tomorrow' Shaped Our Today," *Wired*, 4/29/2010.

Alan Taylor, "1964: The New York World's Fair," *The Atlantic*, 6/2/2014.

WEEK 4: POLICING AND PROTEST, PART 1

Tuesday, July 25: Class at 20 Cooper Square

Thursday, July 27: Field trip to Interference Archive and Brooklyn Museum

Readings (complete by Tuesday, July 25)

James Baldwin, "A Report from Occupied Territory," *The Nation*, 7/11/1966.

Audre Lorde, "The Uses of Anger: Women Responding to Racism," in *Sister Outsider: Essay's and Speeches* (New York: Ten Speed Press, 2007), 124 – 133.

Keeanga-Yamahtta Taylor, *From #BlackLivesMatter to Black Liberation* (Chicago: Haymarket Books, 2016), excerpts.

Media

Photos of Eric Garner protests in New York City, December 2014 (*New York Times* and *Slate*).

Michelle Alexander, "America's new Jim Crow system," *The Guardian*, 3/31/2011.

WEEK 4.5: POLICING AND PROTEST, PART 2

Saturday, July 29: Walking tour with journalist Steven Thrasher
***SATURDAY MEETING FROM 1PM TO 4PM**

Readings (complete by Saturday, July 29)

Keeanga-Yamahtta Taylor, *From #BlackLivesMatter to Black Liberation* (Chicago: Haymarket Books, 2016), excerpts.

Cristina Beltrán, A.J. Bauer, Rana Jaleel, and Andrew Ross, "Introduction: Is This What Democracy Looks Like?," *Social Text Periscope: What Democracy Looks Like* (December 2012).

Stuart Schrader, "Policing Political Protest: Paradoxes in the Age of Austerity," *Social Text Periscope: What Democracy Looks Like* (December 2012).

Media

Selected pieces by Steven Thrasher on NYU Classes (in *The Guardian US* and *The Village Voice*).

Graham Rayman, "The NYPD Tapes: Inside Bed-Stuy's 81st Precinct," *The Village Voice*, 5/4/2010.

–OR–

"414: The Right to Remain Silent," *This American Life*, Chicago Public Media, WBEZ, Chicago, 9/10/2010.

WEEK 5: GENTRIFICATION AND THE CULTURAL ECONOMY OF NEIGHBORHOOD HISTORY
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Tuesday, August 1: Class at 20 Cooper Square

Thursday, August 3: Field trip to Museum of Reclaimed Urban Space and Essex Street Market

Readings (complete by Thursday, August 3rd)

Suzanne Wasserman, "Hawkers and Gawkers: Peddling and Markets in New York City," in *Gastropolis: Food and New York City* (New York: Columbia University Press, 2009), 153 - 173.

Lena Sze, "Chinatown Then and Neoliberal Now: Gentrification Consciousness and the Ethnic-Specific Museum," *Identities* Vol. 17, No. 5 (2010), 510 – 529.

Benjamin Shepard, "Notes on Floods, Reclaiming Urban Space Through Community Gardens, Crickets, and Even a Radical History Museum," *Journal of Aesthetics & Protest: Museum of Reclaimed Urban Space Opening – A Moment's Catalog*, 12/8/ 2012, 8 – 25.

Amy Starecheski, "The Eleven Buildings" and "Making Claims on the Past and the Future: Debt, Kinship, History, and the Temporality of Homeownership," in *Ours to Lose: When Squatters Became Homeowners in New York City* (Chicago: University of Chicago Press, 2016), 9 – 13 and 191 – 256.

Media

Dossier on NYU Classes about real estate development on Delancey Street.

WEEK 6: NEW YORK AT ITS CORE

Tuesday, August 8: Field trip to the Museum of the City of New York

Thursday, August 10: Class at 20 Cooper Square

***NO READINGS THIS WEEK – WORK ON FINAL PAPERS**

ADDITIONAL FIELD TRIP IDEAS

Choose one trip from this list – or create your own field trip itinerary – that you will write about in both your field trip journal and your final paper. The trip you choose should thematically relate to the class field trip (and course readings) that you plan to discuss in your final paper.

APPROVE YOUR PLANS (FOR BOTH YOUR FIELD TRIP AND YOUR FINAL PAPER) WITH ME PRIOR TO YOUR TRIP.

1. *Visit a couple of small museum* (choose one or more of the following: El Museo del Barrio, Museum of Chinese in America, Lower East Side Tenement Museum, Museum of Contemporary African Diasporan Art)
2. *Explore the history of Brooklyn abolitionists* (visit the *In Pursuit of Freedom* exhibition at the Brooklyn Historical Society and/or the Weeksville Heritage Center)
3. *Spend the afternoon on the beach at Coney Island* (visit the Coney Island Museum and stroll along the Coney Island boardwalk; ride the Wonder Wheel and the Cyclone if you are up for it!)
4. *Dive deeper into issues around policing and protest* (visit the *Hansel & Gretel* exhibit at the Park Avenue Armory and/or the *Unfinished Conversations: New Work from the Collection* exhibit at The Museum of Modern Art)
5. *Take a tour of downtown Manhattan memorials* (visit the African Burial Ground National Monument, the Irish Hunger Memorial, and the National September 11th Memorial)
6. *Ride the bus to a neighborhood in Queens beyond the reach of the subway* (people watch in a park or square, grab a bite to eat, and walk around a bit)
7. *Ride the ferry to Governors Island* (stroll around the island and attend an event or visit an exhibit there)
8. *See a couple of summer films* (attend one free summer movie in a New York City park or a film in a community garden at the Museum of Reclaimed Urban Space's annual Film Fest and one film from the "New York in the 70s" film series at Film Forum or from another film event of your choice)
9. *Go for a bicycle ride* (ride your own bicycle or a Citi Bike during Summer Streets on Saturday, August 5th and take a break in a square or park along the route to people watch in a neighborhood with which you are unfamiliar)
10. *Attend an event at a New York City cultural institution* (e.g. at the Lincoln Center for the Performing Arts, at the Flushing Town Hall, a Broadway or off-Broadway play, or whatever else you might come up with)

11. *Read your way through New York City* (visit landmark libraries, favorite neighborhood bookstores, and/or street booksellers throughout the city – consult me for suggestions and to devise your plans)
 12. *Continue eating your way through the city* (attend the Queens Night Market *or* a food event or tour of your choice).
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STUDENT RESOURCES

Wellness Exchange

NYU offers many resources for those facing medical and mental health issues of all sorts. If you are feeling ill or overwhelmed, please call **212-443-9999** or visit **www.nyu.edu/999**.

Moses Center for Students with Disabilities

The Henry and Lucy Moses Center for Students with Disabilities (CSD) determines qualified disability status and assists in obtaining appropriate accommodations and services for those who qualify. For more information call **212-998-4980** or visit **www.nyu.edu/csd**.

American Language Institute

An especially helpful resource for students for whom English is a second language, the American Language Institute (ALI) provides comprehensive English language instruction and evaluation. For more information visit **www.scps.nyu.edu/ali**.

NYU Writing Center

Need help putting your thoughts on the page? The Writing Center is here to help. For more information or to schedule an appointment to meet with a writing tutor, call **212-998-8866** or visit **www.nyu.edu/cas/ewp/html/writing_center.html**.

University Learning Center

Need studying tips or a little extra help processing the material covered in class? The University Learning Center offers tutoring and academic skills workshops. You can learn more by visiting this (absurdly long) link: **<http://www.nyu.edu/students/undergraduates/academic-services/undergraduate-advisement/academic-resource-center/tutoring-and-learning.html>**

NYU Lesbian, Gay, Bisexual, Transgender and Queer Student Center

Located at the Kimmel Center for University Life, Suite 602, the LGBTQ Student Center offers services, programs and resources supportive of varying sexual and gender expressions. For more information call **212-998-4424** or visit **www.nyu.edu/lgbt/**.