

New York University
Mapping the Urban Ecology: Racial Communities, Ethnic Enclaves, and Multicultural Populations in NYC

SOC-UA 935.001

Spring 2018; Mondays 11:00am-1:45pm; 295 Lafayette, Room 4115

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Office location & hours: 295 Lafayette Street, 4th floor; Room 4111; Tuesdays 10am-12pm; and by appointment

Course Description: This course will examine how places and spaces are imbued with racial and ethnic characteristics by virtue of the people who inhabit them, and how individuals understand their racial and ethnic identity in connection to place and space. It is an intensive research practicum that teaches basic research skills, explores the city, and teaches social science writing. Taking an ethnographic approach, students will be required to explore neighborhoods historically associated with a particular racial or ethnic category, neighborhoods that have or are currently undergoing gentrification, and neighborhoods with a diverse multicultural population. Students may choose to research ethnic enclaves such as Chinatown and Crown Heights (the portion where Hasidic Jews reside); historically black neighborhoods subject to gentrification such as Harlem and Bedford-Stuyvesant; or the ethnically diverse neighborhood Jackson Heights.

Required Texts: All readings are available on NYU Classes. I will sometimes read and refer to passages from the reading, so please bring the assigned readings to class to follow along.

Academic Integrity: “Academic honesty means that the work you submit — in whatever form — is original” This includes but is not limited to “cheating, plagiarism, falsification of data or sources, forgery of academic documents in attempt to defraud.” In short, use your own words and ideas in the assignments and be sure to properly cite any sources that you may have used to arrive at those ideas. For more information on this policy, and sanctions, visit: <http://cas.nyu.edu/page/academicintegrity>.

Grading: There will be no midterm or final exam. Your final grade is a tally of your performance in the following areas:

Attendance [10 points]: I will pass around an attendance sheet each class, and it is your responsibility to sign it. You are permitted one absence, “excused” or “unexcused” (I do not differentiate) without penalty. Hereafter, I will deduct points from this portion of your grade. Given that we only meet once a week, if you miss two or more classes, it will likely affect other components of your grade (i.e. participation, essays, etc.)

In the case of an absence, I strongly encourage you to contact a classmate for notes, a summary of our discussion, and update on assignments. Take a moment now to exchange contact information with a couple of classmates.

Participation and Go to Student [20 points]: You are expected to keep up with the reading and be prepared to contribute to the class discussion. Each week, a “go to” student or discussion leader will have two main responsibilities: (1) post 2-3 critical questions based on the reading for all to access; and (2) lead a discussion during class that distills the main ideas of the readings *and* pushes them further. There will be a separate folder on the website where you may submit these summaries or presentations for my eyes only by **Sunday at 5pm**. While it is not required, I recommend some sort of visual presentation of your summary and questions in class. *Your performance as the discussion leader and questions for that day are worth 10 points.*

All other students will post a brief (i.e. one line) discussion question, comment, or point that they would like to discuss on the NYU Classes “Forums” thread. I expect all students to read and think about their peers’ discussion questions and come to class prepared to enter into an intellectual dialogue about the issues raised. **You must post your question each week by Sunday at 12 noon.** This way, everyone will have an opportunity to read and think about them before class; and the go to student will have some time to organize and incorporate them into his/her presentation. *These questions (when you are not the discussion leader) and your overall participation in class are worth 10 points.*

Here is an example of a discussion question from a former student:

“Is the argument made by Newman and Wily that statistics on displacement that are less significant than anticipated should not discount serious attention paid to the issue effective? Do we agree with the concluding point made on page 51 that because displacement/gentrification is symptomatic of "broader inequalities of class, race, and ethnicity", it should still merit a targeted discussion, or should it be ignored in the face of more statistically significant manifestations of these inequalities (such as disproportionate representation within inmate populations)?

Also really engaged with the delineation made between gentrification and displacement and parsing how and whether the two terms should be differentiated.”

Essays & Response Papers [30 points]: Two 2-page essays based on the readings will be assigned [10 points each]. The essays will require you to answer a question that shows you have critically engaged with the assigned readings. You will be able to answer these essay questions by completing the assigned readings and attending class (additional sources are unnecessary).

You will also have to write a 1-2 paged response paper to either our museum visits or the assigned documentaries [10 points total].

I will announce the essays and response papers at least one week before they are due.

Research Proposal & Annotated Bibliography [10 points]: Students must submit a 3-page description of their research topic, research question, logic of inquiry, proposed methodology, data source, and annotated bibliography. This assignment is due **March 5, 2018**.

Presentations [10 points]: You will make a 15-20 minutes presentation based on your preliminary findings.

Final Paper [20 points]: Students must write an 8-10 paged paper based on original qualitative research. You should choose a general topic and use a category of people, neighborhood, or moment in time in New York City as a case study. Here are a few examples: gentrification in Harlem; residential segregation and the 1980 race riots in Crown Heights, Brooklyn; and the 1970s home burnings in the Bronx. You will have to relate your case study to several themes that we will cover throughout the course (make those connections explicit in your paper). You are required to critically engage with the existing theories on the topic, analyze your selected case, and make an argument based on your findings. The paper must include a minimum of three citations from the course and at least four additional scholarly research articles that are not listed on the syllabus. Research papers are due on **Monday, May 14, 2018 by 10am**.

All assignments must be in the following format unless otherwise noted: Double-spaced, 12 point Times New Roman font, and one-inch margins. For all assignments, you must upload it to NYC Classes and submit a hard copy. At least one point will be deducted (there may be a larger penalty) each day an assignment is late, without exception. I will specify the penalty for lateness when I announce each assignment.

As a final note, it is always best to keep me informed of personal circumstances that may affect your performance in advance, ideally or as they arise throughout the semester rather than at the end. The work outlined here is designed to be completed within the semester—as I will devote a significant amount of class time to guiding you along your final projects. I am reluctant to agree to giving students an “incomplete.”

Tentative Course Schedule

*Disclaimer: I reserve the right to change any aspect of this syllabus, including the readings, assignments, and due dates.

1/22 **Introduction**

1/29 **The Process of and Resistance to Gentrification**

Zukin, Sharon, Valeri Trujillo, Peter Frase, Danielle Jackson, Tim Recuber, and Abraham Walker. 2009. “New Retail Capital and Neighborhood Change: Boutiques and Gentrification in New York City.” *City & Community* 8(1):47-64.

Newman, Kathe and Elvin Wyly. 2006. “The Right to Stay Put, Revisited: Gentrification and Resistance in New York City.” *Urban Studies* 43(1) 23-57.

(Skim): Carpenter, Juliet and Loretta Lees. 1995. “Gentrification in New York, London and Paris: An International Comparison.” *International Journal of Urban and Regional Research* 19(2):286-303.

2/5 **White Flight and the Ones Who Stayed Behind**

Rieder, Jonathan. 1987. *Canarsie: The Jews and Italians of Brooklyn Against Liberalism*. Harvard University Press. [Chapters: TBD]

Jerolmack, Colin. 2013. *The Global Pigeon*. University of Chicago Press. [Chapter 5: Joey's Brooklyn Pet Shop: Cosmopolitan Ties in a Changing Urban Landscape, pages 133-156.]

2/12 **A History of the Five Boroughs**

Visit to the **Museum of the City of New York; Exhibit: "[New York at its Core: 400 Years of NYC History](#)" located at, 1220 5th Ave, New York, NY 10029 (between 103rd and 104th Street). We will meet at our normal class location and commute to the museum together. Please be sure to arrive to class on time, especially today.

2/19 **NO CLASS--PRESIDENT'S DAY**

2/26 **The Legacy of Urban Planning in NYC**

PBS Documentary: "*Jane Jacobs versus Robert Moses: Urban Fight of the Century*" (1999) by Ric Burns (part of *New York: A Documentary Film*) **Watch the documentary in advance. It is available at: <https://viewing.nyc/documentary-covers-new-york-citys-urban-fight-of-the-century-jane-jacobs-vs-robert-moses/>

Park, Robert E., Ernest Burgess, and Roderick McKenzie. 1925. *The City*. The University of Chicago Press. [Chapter 2: "The Growth of the City: An Introduction to a Research Project"; Chapter 3: "The Ecological Approach to the Study of the Human Community"; pages 47-79.]

(skim) Wirth, Louis. 1938. "Urbanism as a way of life." *American Journal of Sociology*. 44(1)1-24.

3/5 **Environmental Racism**

Bullard, Robert and Beverly Wright. 1990. "The Quest for Environmental Equity: Mobilizing the African-American Community for Social Change." *Society and Natural Resources: An International Journal* 3(4):301-11.

Sze, Julie. 2007. *Noxious New York: The Racial Politics of Urban Health and Environmental Justice*. MIT Press. [Chapter 1: What's Old in New: Public Health and Planning as Historical Antecedents to New York City's Environmental Justice Activism, pages 27-48.]

****Research Proposals & Annotated Bibliography Due****

3/19 **Undesirable Residences and Privileged Geographies: The Ghetto, Housing Projects, and Gated Communities**

Lipsitz, George. 2007. "The Racialization of Space and the Spatialization of Race." *Landscape Journal* 26:1-07.

Dinzev-Flores, Zaire. 2013. "Islands of Prestige, Gated Ghettos, and Nonurban Lifestyles in Puerto Rico." *Latin American Perspectives* 40(2): 95-104.

Shinn, Marybeth, J. Gottlieb, J. Wett, and A. Bahl. 2007. "Predictors of Homelessness among Older Adults in New York City." *Journal of Health Psychology*. 12(5) 696–708.

(skim) Marcuse, Peter. 1997. "The Enclave, the Citadel, and the Ghetto: What Has Changed in the Post-Fordist U.S. City." *Urban Affairs Review*. 33(2):228-264.

3/26 **Creating Local and Transnational Identities in Marked Spaces**

Jackson Jr., John L. 2001. *Harlem World: Doing Race and Class in Contemporary Black America*. Chicago: University of Chicago Press. [Chapter 1: Making Harlem Black: Race, Place, and History in "African Americans' Africa"; pages 17-54. Chapter 5: White Harlem: Toward the Performative Limits of Blackness; pages 159-190]

Smith, Robert. 2006. *Mexican New York: Transnational Lives of New Immigrants*. University of California Press. [Chapter 5: Gender Strategies, Settlement, and Transnational Life in the First Generation; Pages 94-122; Chapter 6--"In Ticuani, He Goes Crazy": The Second Generation Renegotiates Gender; Pages 123-146.]

(skim) Hartigan, John. Locating White Detroit in *Displacing whiteness: Essays in social and cultural criticism* (1997): pages 180-213.

4/2 **Ethnic Enclaves**

Model, Suzanne. 1985. "A Comparative Perspective on the Ethnic Enclave: Blacks, Italians, and Jews in New York City." *The International Migration Review* 19(1):64-81.

Zhou, Min and John Logan. 1989. "Returns on Human Capital in Ethnic Ethnic Enclaves: New York City's Chinatown." *American Sociological Review* 54(5):809-820.

Kim, Dae Young. 1999. "Beyond Co-Ethnic Solidarity: Mexican and Ecuadorean Employment in Korean-owned Businesses in New York City." *Ethnic and Racial Studies* 22(3): 581-605.

[skim] Wingfield, Adia Harvey. 2008. "Doing Business with Beauty: Black Women, Hair Salons, and the Racial Enclave Economy." Rowman & Littlefield Publishers. [Chapter 1: Introducing the Racial Enclave Economy; Chapter 2: The History of Black Entrepreneurship; Pages 1-38.]

4/9 **The White Immigrant Experience in New York**

Visit to the **Tenement Museum, the [Irish Outsiders](#) tour at 97 Orchard Street, NY, NY 10002
We will meet at our normal class location and commute to the museum together. Please be sure to arrive to class on time, especially today.

4/16 **Immigrant Women and Work**

Kasinitz, Philip. 1992. *Caribbean New York: Black Immigrants and the Politics of Race*. Cornell University Press. [Chapter 3: From Ghetto Elite to Service Sector: The Changing Roles of West Indian in New York's Economy; pages 90-110.]

Brown, Tamara Mose. 2011. *Raising Brooklyn: Nannies, Childcare, and Caribbeans Creating Community*. New York University Press [Chapter 2: Public Parks and Social Spaces- Surveillance and the Creation of Communities; pages 37-70.]

Gilbertson, GA. 1995. "Women's Labor and Enclave Employment: The Case of Dominican and Columbian Women in New York City." *International Migration Review* 1:657-670.

Kang, Milliann. 2003. "The Managed Hand: The Commercialization of Bodies and Emotions in Korean Immigrant-Owned Nail Salons." *Gender and Society* 17(6):820-839.

4/23 **The Case of Jackson Heights, Queens**

Kasinitz, Philip. Mohamad Bazzi, and Randal Daone. "Chapter 8: Jackson Heights, New York." *Cityscape* (1)161:177.

Miyares, Ines. 2004. "From Exclusionary Covenant to Ethnic Hyper-diversity in Jackson Heights, Queens." *Geographical Review* 94(4):462-483.

Khandelwal, Madhulika. 1995. "Indian Immigrants in Queens, New York City: Patters of Spatial Concentration and Distribution, 1965-1990" in *Nation and Migration*, pages 178-96.

4/30 **Presentations**

5/7 **Presentations**

Final Papers Due: Monday, May 14, 2018 by 10am