

GLOBAL CITIES IN THE U.S.

AMS 370
Spring 2019
Unique #: 31159
Burdine 436A
2:00pm – 3:30pm T/Th

Professor: Betsy A. Beasley
BUR 402
beasley@austin.utexas.edu
Office Hours: Tuesdays & Thursdays,
3:30-5:00pm
or by appointment

What is a “global city”? Journalists and social scientists alike argue that the global city is a recent invention of the 1990s, brought into being by new technologies, the end of the Cold War, and new immigration legislation. Characterized by transnational residents, dramatic socioeconomic stratification, economic connections between international marketplaces, and high levels of tourism and real estate speculation, the global city is, according to these commentators, a radically new form of urbanism. In this course, we will complicate this narrative by taking a longer view of the global city. In addition, we will seek to examine how placing global cities at the center of our analysis changes our understanding of both urban history and the history of U.S. global power.

Our readings in this course seek to understand the relationships between the local and the global from the mid-nineteenth century through the present. To examine these relationships, we will concentrate on four distinct but overlapping questions: How have the structure and culture of work in the United States been influenced by transnational developments, including war, immigration, and the relocation of jobs? How have cities served as centralized sites for the movement of money, and how can we read these business functions in the landscape? How has U.S. global power been represented culturally in urban space? And what politics are made possible or foreclosed by transnational movements of people, money, and ideas? We will be paying careful attention to how these relationships have shifted over time.

Required Materials

- John Okada, *No-No Boy*
 - On reserve at PCL. Available for purchase online (\$18 on Amazon new, less used, \$13 on Kindle) or at the UT Co-Op.
- Chloe Taft, *From Steel to Slots: Casino Capitalism in the Postindustrial City*
 - On reserve at PCL. Available for purchase online (\$28 on Amazon new, less used, \$25 on Kindle) or at the UT C.
- Course Packet
 - Available for purchase at Jenn's Copies (2518 Guadalupe St.).

Course Format

This is a discussion seminar, and we will spend most of our time discussing the assigned readings. Occasionally, I will give brief lectures to provide a historical overview and place the readings into context. However, the emphasis in each class session will be on discussion of both the assigned reading and primary materials that we will examine together in class. Because of this format, it is essential that you complete all of the assigned reading each week. If you have concerns about keeping up with the reading, please get in touch with me immediately.

The aim of this course is help you to think *historically* and *analytically*. We will work to figure out what we are able to know about the past; which sources can help us to get at that knowledge; and what the limits and silences of various types of sources might be. At the same time, we will consider how the authors we read construct arguments, and we will critically evaluate the persuasiveness of these arguments. Ultimately, you will be working out the tensions inherent in thinking through how the past can—and should—matter in the present.

Learning Objectives

At the end of this course, students will:

1. have a deeper knowledge of the history of the history of U.S. global power and urban history, and how the emergence of global cities have influenced and been influenced by broader social and cultural forces.
2. be able to understand and articulate the ideas and perspectives of historical actors.
3. have a greater understanding of how historians construct arguments based on historical research.
4. be able to evaluate primary source evidence in relation to secondary sources.
5. be able to construct an original argument from an evaluation of primary source evidence.

Flags

This course carries the **Independent Inquiry Flag**. Independent Inquiry courses are designed to engage you in the process of inquiry over the course of a semester, providing you with the opportunity for independent investigation of a question, problem, or project related to your major. You should therefore expect a substantial portion of your grade to come from the independent investigation and presentation of your own work.

This course also carries the **Writing Flag**. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

Attendance and Participation

You are expected to attend every class and to come prepared. Class sessions will primarily involve discussion of the assigned texts, and if you are absent or unprepared, you will not be participating fully in the course and it will adversely affect your grade. You are expected to be an active participant in the class, which means meaningfully contributing to classroom discussions. If you have concerns about classroom participation, please come discuss it with me – we may be able to make modified arrangements if speaking up in class is challenging for you.

You must bring the readings with you to class each day (book or course packet).

If you are going to be absent, you must notify me by email, in advance if possible. If you need to miss class for medical or religious reasons, your absence will be excused as long as you notify me. By UT-Austin policy, you must notify me of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

If you have three unexcused absences, your grade will be lowered by a half of a letter grade for each subsequent absence. Please note that excessive tardiness will also affect your grade.

Laptops may be used for notetaking only. Please do not have your cell phone out during class. (If you are expecting an emergency call or otherwise need to have your phone available during class, please let me know.)

Students adding the course after the first meeting must make up missed assignments. Please contact me immediately in person or via email to make up missed work.

I prefer to communicate by email. I will be communicating to the class via email throughout the semester, and I will be using **only** your UT email address unless you instruct me otherwise. Please make sure that your UT email address is working and that your mailbox has space. You must check your UT email daily. You are responsible for all communications sent via email.

Assignments and Grading

• Attendance and Class Participation	15%	ongoing
• Primary Source Analysis (3-5 pages)	20%	DUE 2/28 11:59p
• Synthesis Essay (5-7 pages)	20%	DUE 3/14 11:59p
• Lead Group Discussion	5%	ongoing
• Final Research Project	40%	
○ Research Proposal (5%)		DUE 4/2 11:59p
○ Annotated Bibliography (10%)		DUE 4/16 11:59p
○ Research Paper (10-12 pages) (20%)		DUE 5/15 NOON
○ Class Presentation (5%)		5/7-5/9

Your attendance and class participation grade depends on your coming to class prepared and participating in discussion. We may also do occasional in-class journaling and reading response exercises that will count toward this part of your grade.

We will discuss your two short papers (the primary source analysis and the synthesis essay) in class. Your final research paper will be a 10-12 paper on a topic relevant to the history of energy and capitalism. We will discuss how to choose a topic more thoroughly in class. You must use at least two primary sources, two secondary sources (not from the course syllabus), and two in-class readings to write this paper. You will present your research to the class during the last week of the term.

All papers should be submitted electronically via the class Canvas site.

You need to secure an excuse from me **at least 3 days before the due date** if you have a *legitimate* reason to turn in work late. Unexcused late work will lose 1/3 of a letter grade per day late and will receive a failing grade after 5 days. No extensions will be granted for more than 3 days beyond the original due date except in the most extreme circumstances.

Lateness policy for the Final Research Paper: Your research paper is due on **May 15 by NOON**. Unless you have prior authorization from me to turn it in late, for each hour that your exam is late, you will be deducted 1/2 a grade.

Grading Guidelines

We will discuss writing expectations clearly and thoroughly in class before the first assignment is due. In general, you should strive for the following in your essays:

- Your essay should not simply summarize the material but **analyze** it.
- You should have a clear and debatable **argument**.
- You should clearly use **evidence** from your sources.
- You should demonstrate **critical thinking** in your writing.
- Your communication should be **clear and grammatically correct**.
- You must follow Chicago style for **citations** of your sources.

Grade Scale:

A 4.0 (93-100)	C 2.0 (73-76)
A- 3.67 (90-92)	C- 1.67 (70-72)
B+ 3.33 (87-89)	D+ 1.33 (67-69)
B 3.0 (83-86)	D 1.0 (60-63)
B- 2.67 (80-82)	D- 0.67 (60-62)
C+ 2.33 (77-79)	F 0.00 (59 and below)

A: Exceptional; shows mastery of the material and fresh, original insight.

B: Above average mastery of material; few grammatical mistakes; interesting argument.

C: Adequate comprehension of material; some grammatical errors.

D: Failure to adequately understand material; many grammatical errors.

F: Lacking basic understanding of course material or failure to fulfill assignment.

University Resources and Policies

I strongly encourage you to use the Undergraduate Writing Center, FAC 211, 471-6222, <http://www.uwc.utexas.edu>. The Undergraduate Writing Center offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis.

Students who are found guilty of academic dishonesty will fail the course and be reported to Student Judicial Services. Plagiarism occurs if you represent as your own work any material that was obtained from another source, regardless of how or where you acquired it. For examples of plagiarism, see http://deanofstudents.utexas.edu/sjs/scholdis_plagiarism.php.

Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 471-6259, <http://www.utexas.edu/diversity/ddce/ssd/>.

Course Outline

****NOTE:** The page numbers below refer to the original text (book or journal). For the page numbers in your course packet on which you can find a particular reading, refer to the packet's table of contents. **

Week 1

- T 1/22: Welcome
- Th 1/24: Theorizing the Global City
 - Reading:
 - 1. Saskia Sassen, "The Global City: Introducing a Concept," *The Brown Journal of World Affairs* XI: 2 (2005), 27-43.
 - 2. Nestor Rodriguez and Joe R. Feagin, "Urban Specialization in the World System," *Urban Affairs Review* (1986), 187-220.
 - 3. David Harvey, "A View from Federal Hill," from *The Baltimore Book*, 227-249.

Week 2

- T 1/29: The Early Global City
 - Reading:
 - 4. "Coming to Work in the City," in Seth Rockman, *Scraping By: Wage Labor, Slavery, and Survival in Early Baltimore* (16-44).
 - 5. "A Person with a Price," in Walter Johnson, *Soul By Soul: Life Inside the Antebellum Slave Market* (1-8).
- Th 1/31: Natural Resources and the Global City
 - Reading:
 - 6 & 7. "Dreaming the Metropolis" and "Rails and Water," in William Cronon, *Nature's Metropolis: Chicago and the Great West* (23-93).

Week 3

- T 2/5: Immigration & Industrialization, Part I
 - Reading:
 - *****ON CANVAS***** "Labor Markets: The World's Peoples as American Workers," in Matthew Frye Jacobson, *Barbarian Virtues: The United States Encounters Foreign Peoples at Home and Abroad, 1876-1917* (59-104).
- Th 2/7: Immigration & Industrialization, Part II
 - Reading:
 - 8 & 9. "Introduction" and "Beyond Chinatown" in Mary Ting Yi Lui, *The Chinatown Trunk Mystery: Murder, Miscegenation, and Other Dangerous Encounters in Turn-of-the-Century New York City*, 1-5, 52-80.

Week 4

- T 2/12: Immigration & Industrialization, Part III
 - Reading:
 - 10 & 11. "Introduction" and "Queer Frontier" in Julio Capo, *Welcome to Fairyland: Queer Miami Before 1940* (1-17, 24-59).
- Th 2/14: Global Circulations of Urban Ideas
 - Reading:

- 12 & 13. “Introduction” and “Camouflaging the Color Line in Chicago,” in Carl Nightingale, *Segregation: A Global History of Divided Cities* (1-16, 295-332).

Week 5

- T 2/19: World War I and the City
 - Reading:
 - 14 & 15. “Introduction” and “The War at Home,” in Beverly Gage, *The Day Wall Street Exploded: A Story of America in Its First Age of Terror*, 1-10, 96-122.
 - 16. Adriane Lentz-Smith, “Fighting the Southern Huns,” from *Freedom Struggles: African Americans and World War I*, 43-79.
- Th 2/21: **PRIMARY SOURCE WORKSHOP – BRISCOE CENTER**
 - Reading:
 - None – work on your Primary Source Analysis!

Week 6

- T 2/26: Consuming in the Global City
 - Reading:
 - 17. Kristin Hoganson, “Cosmopolitan Domesticity: Importing the American Dream, 1865-1920,” *American Historical Review* 107 (2002), 55-83.
 - 18. Dara Orenstein, “Foreign-Trade Zones and the Cultural Logic of Frictionless Production,” *Radical History Review* 109 (2011).
- Th 2/28: World War II and the Global City
PRIMARY SOURCE ANALYSIS DUE
 - Reading:
 - 19. Roger Lotchin, “‘Mars Has a Hand in Your Pocket’: Urban California in the Second Great War,” from *Fortress California, 1910-1961: From Warfare to Welfare*, 131-170.
 - 20. Charlotte Brooks, “‘Glorified and Mounted on a Pedestal’: San Francisco Chinatown at War,” from *Alien Neighbors, Foreign Friends: Asian Americans, Housing, and the Transformation of Urban California*, 135-158.

Week 7

- T 3/5: The Cold War City
 - Reading:
 - 21. “Combatting Communism with Homeownership,” in Nancy Kwak, *A World of Homeowners: American Power and the Politics of Housing Aid* (46-87).
 - 22. Samuel Zipp, “Clearing the Slum Called War,” from *Manhattan Projects: The Rise and Fall of Urban Renewal in Cold War New York*, 33-72.
- Th 3/7: The Multiethnic Global City
 - Reading:
 - 23. Scott Kurashige, “Bronzeville and Little Tokyo,” from *The Shifting Grounds of Race: Black and Japanese Americans in the Making of Multiethnic Los Angeles*, 158-185.

Week 8

- T 3/12: The Aftermath of Internment, Part I
 - Reading:
 - No-No Boy

- Th 3/14: The Aftermath of Internment, Part II
SYNTHESIS ESSAY DUE

- Reading:
 - No-No Boy

Week 9

- Tu 3/19: SPRING BREAK
- Th 3/21: SPRING BREAK

Week 10

- T 3/26: Global Suburbs, Part I
 - Reading:
 - 24. Margaret O'Mara, "'Multiversities,' Cities, and Suburbs," from *Cities of Knowledge: Cold War Science and the Search for the Next Silicon Valley*, 58-96.
- Th 3/28: Capital Flight
 - Reading:
 - 25 & 26. Jefferson Cowie, "Bordering on the Sun Belt" and "The New Industrial Frontier," from *Capital Moves: RCA's 70-Year Quest for Cheap Labor*, 73-126.

Week 11

- T 4/2: Global Suburbs, Part II
FINAL PAPER PROPOSAL DUE
 - Reading:
 - 27. Andrew Friedman, "The Global Postcolonial Moment and the American New Town: India, Reston, Dodoma," *Journal of Urban History* 38(3): 553-576.
 - 28. Andrew Friedman, "The Fabric of Spying: Double Agents and the Suburban Cold War," in *Making Suburbia: New Histories of Everyday America*.
- Th 4/4: **NO CLASS. INSTEAD, WATCH *ROGER & ME* (available for \$2.99 on YouTube)**

Week 12

- T 4/9: Activism in the Global City
 - Reading:
 - 29. Laura Pulido, "Serving the People and Vanguard Politics: The Formation of the Third World Left in Los Angeles," from *Black, Brown, Yellow, and Left: Radical Activism in Los Angeles*, 89-122.
 - 30. Eldridge Cleaver, "Rallying Round the Flag," from *Soul on Ice*, 138-146.
- Th 4/11: A New Urban Era, Part I
 - Reading:
 - ***ON CANVAS*** "Introduction," "Warnings," and "Fear City," in Kim Phillips-Fein, *Fear City: New York's Fiscal Crisis and the Rise of Austerity Politics* (1-27, 129-144).

Week 13

- T 4/16: A New Urban Era, Part II
ANNOTATED BIBLIOGRAPHY DUE
 - Reading:
 - 31 & 32. Sharon Zukin, "Living Lofts as Terrain and Market" and "The Creation of a 'Loft Lifestyle,'" in *Loft Living: Culture and Capital in Urban Change*, 1-22, 58-81.

- Th 4/18: Working in the New Global City, Part I
 - Reading:
 - *****ON CANVAS***** John Bowe, “Tulsa,” from *Nobodies: Modern American Slave Labor and the Dark Side of the New Global Economy*, 89-150.

Week 14

- T 4/23: Working in the New Global City, Part II
 - Reading:
 - 33. Rachel Sherman, “‘Better Than Your Mother’: The Luxury Product,” from *Class Acts: Service and Inequality in Luxury Hotels*, 24-62.
 - 34. “Restructuring the American Dream,” in Louis Hyman, *Temp: How American Work, American Business, and the American Dream Became Temporary* (210-254).
- Th 4/25: Working in the New Global City, Part III
 - Reading:
 - Chloe Taft, *From Steel to Slots*, 1-56, 96-124.

Week 15

- T 4/30: Working in the New Global City, Part IV
 - Reading:
 - Chloe Taft, *From Steel to Slots*, 125-243.
- Th 5/2: Into the Present
 - Reading:
 - 35. Emily Badger, “When the (Empty) Apartment Next Door Is Owned by an Oligarch,” *New York Times* (July 21, 2017).
 - 36. “Keeping Austin Diverse,” in Randy Shaw, *Generation Priced Out: Who Gets to Live in the New Urban America* (74-102).

Week 16

- T 5/7: Research Presentations
- Th 5/9: Research Presentations

FINAL PAPER DUE 5/15 by NOON