Contract/Syllabus for URB STD 987, Seminar-Urban Social Control

THURSDAYS, 4:30PM-7:10PM,

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Introduction:

"Order" of any sort is a difficult matter to pin down in advanced studies, and the resistance of defining "urban social order" clearly follows this pattern. Governance (control) of the city's social order was among the foundational problematics of the social sciences and humanities disciplines in the modern era. Social order has remained a central (and proliferating) set of theoretical and empirical objects of academic knowledge over the last two centuries, while pragmatically establishing, maintaining, modifying, and enforcing legitimate social orders are still a (if not THE) major undertaking in the current arts of governance. The range of tasks that might fit under the umbrella of "urban social control" is overwhelming, including law and criminal justice, the cultural norms of individual and collective behavior in almost every realm of social life, and the problematics of "freedom" within a competitive and unequal economic system, among others. The historical success of these undertakings (both academic and in practice) has been questionable, at best. The urban social order has been a most contentious, continuous, and bloody site of struggle, and the scars of those struggles have created some of the definitive markers of the modern (and current) era. Whether the urban social can or should be controlled is an open question.

READINGS:

Reassembling the Social: An Introduction to Actor-Network-Theory, Bruno Latour. ISBN-13: 978-0199256051 (paperback) Oxford Univ. Press
The Condemnation of Blackness: Race, Crime, and the Making of Modern Urban America, Khalil Gibran Muhammad. ISBN-13: 978-0674062115 (paperback) Harvard UP
Battling the Plantation Mentality: Memphis and the Black Freedom Struggle, Laurie Green. ISBN-13: 978-0807858028 (paperback) U of North Carolina Press
The Culture of Control: Crime and Social Order in Contemporary Society, David Garland. ISBN-13: 978-0226283845 (paperback) U of Chicago Press

Approximately 50 ARTICLES LISTED BELOW, AVAILABLE FROM E-RESERVE, UWM LIBRARY

Graded Work:

The class is discussion-based, with student interests taking the lead, and intermittent lecturettes from Joe as called for in the specifics of a discussion. **The course will adhere to common expectations for advanced graduate seminars, including an expectation that every student contribute to each class discussion.** Written work for class participation consists of 10 "discussion starters" (2-3 pages, 20% of the final grade; see descriptions below). 30% of the final grade is determined by your spoken participation in discussions. Thus, class discussion/participation constitutes 50% of the final grade. A research project of about 20 pages, to be negotiated with Joe, is also worth 50% of the final grade. **See research paper description below.**

<u>Discussion Starters:</u> **2 or more double-spaced pages, responding to the strengths, weakness, and points of particular interest in one or more of the assigned reading(s) for that week**. These short writings will be the main "jumping off points" for our discussions of the readings, as well as a way for the class to collectively or individually "think out loud" about concepts and research. For this short discussion starter, you might include (but need not be limited to) any questions the reading(s) raised for you, your analytical observations and critical reflections on the authors' method(s) of analysis, the selection and types of evidence the author considered, the author's interpretations and arguments, the readings' intersections with other disciplines, subfields and/or debates, or any relationships with prior readings, and/or intersections with your own research. **Extensive**

description and/or quotation of the assigned readings are not acceptable. Assume that everyone in the class has read the material thoroughly; this assignment is not intended to be a summary of the readings. I value papers that take up a few, carefully-considered, significant points over papers that attempt to briefly mention every point of interest. Please use footnotes. Students are selectively asked to read these papers to the class. Our collective discussion of the readings will follow these presentations, with the hope that the critical inquiries undertaken and presented by students' responses will open up an informed discussion of the reading's significance.

Research Projects: 20 or more typed, double-spaced, numbered pages, with standard margins and fonts, footnotes and bibliography. I like papers that use subheadings, but they are not required. Three class sessions are devoted to researching, writing, discussing, and revising your paper; this is a significant assignment, worth half of your final grade. That said, I am open to almost any topic that reasonably fits under the very broad umbrella of "urban social control," and I encourage you to think carefully about what sort of paper might be most useful for your own research agenda (article, thesis, methodology, dissertation). I encourage you to meet or email with me about topic ideas, but this **should be finalized no later than March 29, Session 9. "Final Topics" are due that evening – please submit a paragraph describing your plan for the paper and 3-5 primary sources from outside the class readings.**

Discussion Schedule

Session 1 -- 1/26   Introductions and Initial Disorientations
  Readings for discussion this evening:
- Beckett, Katherine and Steve Hebert. (2008) "Dealing with Disorder: Social Control in the Post-Industrial City," *Theoretical Criminology*, 12(1), 5-30.
- Benjamin, Walter. (1969) "Theses on the Philosophy of History," from Hannah Arendt, ed., *Illuminations: Essays and Reflections* (NYC: Schocken Books), 253-264.
- Scanlan, John. (2005) "Chapter 1: Garbage Metaphorics," from *On Garbage* (London: Reaktion Books), 13-56.
- Weber, Max. (2005) Selections from Economy and Society, from Stephen Kalberg, ed., *Max Weber: Readings and Commentary on Modernity* (London: Blackwell), 179-193.

Session 2 -- 2/2   *Culture of Control*

Session 3 -- 2/9   *The Condemnation of Blackness*

Session 4 -- 2/16   Frameworks for Investigating Social Control #1
  Readings for discussion this evening:
- Selections from *The Rule of Freedom*
- Marcuse, Herbert. (1990, original 1964) "From Consensual Order to Instrumental Control," reprinted in Jeffrey Alexander and Steven Seidman, eds., Culture and Society: Contemporary Debates (Cambridge: Press Syndicate of the University of Cambridge), 283-289.
- Weber, Max. (2005; original) Selections from Economy and Society, from Stephen Kalberg, ed., *Max Weber: Readings and Commentary on Modernity* (London: Blackwell), 209-216.
- Minter, Shannon. (1999) "Diagnosis and Treatment of Gender Identity Disorder in Children," from Matthew Rottnek, ed., Sissies and Tomboys: Gender Noncomformity and Homosexual Childhood (NYC: New York University Press), 9-33.
- Austin, Joe. (1998) "Knowing Their Place: Local Knowledge, Social Prestige, and the Writing Formation in New York City," in Joe Austin and Michael Willard, eds., Generations of Youth: Youth Cultures and History in Twentieth-Century America (NYC: New York University Press) 241-252.

Session 5 -- 2/23   Frameworks for Investigating Social Control #2

Readings for discussion this evening:

- Deleuze, Gilles. (2011, original 1992) "Postscript on the Societies of Control," from Imre Szeman and Timothy Kaposy, eds., Cultural Theory: An Anthology (NYC: Wiley-Blackwell), 139-142.
- Bauman, Zygmunt. (2001) "Ambivalence and Order," from Peter Beilharz, ed., The Bauman Reader (Oxford: Blackwell), 281-297.
- Thompson, Kenneth. (1998). "Chapter 1: 'Why the Panic? – The Topicality of the Concept of Moral Panics," in Moral Panics (NYC: Routledge), 1-30.
- Agamben, Giorgio. (1995). "The Politicization of Life" and "The Camp as the 'Nomos' of the Modern'" in Homo Sacer: Sovereign Power and Bare Life (Stanford: Stanford University Press), p.119-125 & 166-180.
- McDonough, Tom. (2009) "Introduction" in Tom McDonough, ed., The Situationists and the City (NYC: Verso), 1-30.
- Lefebvre, Henri. (1996; original) "The Right to the City," in Writings on Cities (Cambridge: Blackwell), 147-159.

Session 6 -- 3/1   Queer

Readings for discussion this evening:

- Abraham, Julie. (2009). "Chapter 6: Paris, Harlem, Hudson Street – 1961," in Metropolitan Lovers: The Homosexuality of Cities (Minneapolis: University of Minnesota Press), 169-218.
- Howard, John. (1995) "The Library, the Park, and the Pervert: Public Space and Homosexual Encounter in Post-World War II Atlanta," Radical History Review 62 (Spring), 166-187.
- Wittig, Monique. (1990; original) "The Straight Mind," in Russell Ferguson et al, eds., Out There: Marginalization and Contemporary Cultures (Cambridge, USA: MIT Press), 51-57.
- Wolfe, Maxine. (1997) "Invisible Women in Invisible Places: The Production of Social Space in Lesbian Bars," in Gordon Ingram et al, eds., Queers in Space: Communities, Public Places, Sites of Resistance (Seattle: Bay Press), 301-324.
- Chauncy, George. (1994) "Chapter 6: "Lots of Friends at the YMCA: Rooming Houses, Cafeterias, and Other Gay Social Centers," in Gay New York: Gender, Urban Culture, and the Making of the Gay Male World, 1890-1940 (NYC: Basic Books), 148-177.
- Namaste, Viviane. (2006) "Genderbashing: Sexuality, Gender, and the Regulation of Public Space" in Susan Stryker and Stephen Whittle, eds. The Transgender Studies Reader (NYC: Routledge), 584-600.

Session 7 -- 3/8   Foucault, Subjectivity, Governmentality

Readings for discussion this evening:

- Foucault, Michel. (1984) Selections from Madness and Civilization and Discipline and Punish, from Paul Rabinow, ed., The Foucult Reader (NYC: Pantheon), 124-140, 179-213, & 226-233.
- Foucault, Michel, Jean-Pierre Barou, and Michelle Perrot. (1981) "The Eye of Power," from Colin Gordon, ed., Power/Knowledge: Selected Interviews and other Writings, 1972-1977 (NYC: Pantheon), 146-165.
- Butler, Judith. (1997) Selections from The Psychic Life of Power: Theories in Subjection (Stanford: Stanford University Press), 83-131.
- Shapiro, Michael. (2000). "The Politics of the 'Family'," in Jodi Dean, ed., Cultural Studies and Political Theory (Ithaca: Cornell University Press), 269-284.
- Rose, Nicholas. (1999) Selections from Powers of Freedom: Reframing Political Thought (Cambridge: Cambridge University Press), 1-60.
- Ericson, Richard, and Kevin Haggerty. (1999) "Governing the Young" in R. Smandych (ed.) *Governable Spaces: Readings on Governmentality and Crime Control*, Dartmouth: Ashgate. , 163-190.

Session 8 -- 3/15   ***Battling the Plantation Mentality***

3/22 – SPRING BREAK

Session 9 -- 3/29   Space, the Public, and Territorial Controls

"Final Topics" are due this evening – please submit a paragraph describing your plan for the research paper, the sources of evidence you'll be using, and 3-5 primary sources from outside the class readings.

- Lofland, Lyn. (1998). Selections from The Public Realm: Exploring the City's Quintessential Social Territory (London: Aldine Transaction) xi-50.
- Schleuning, Neala. (1997) Selection from To Have and To Hold: The Meaning of Ownership in the United States (London: Praeger), 1-34.
- Glazer, Nathan. (1970) "On Subway Graffiti in New York," The Public Interest 54 (winter), 3-11.
- Hebert, Steve, and Elizabeth Brown. (2006) "Conceptions of Space and Crime in the Punitive Neoliberal City," Antipode, 755-777.
- Williams, Robert. (2008) "Night Spaces: Darkness, Deterritorialization, and Social Control," Space and Culture 11 (4), 514-532.
- Foucault, Michel. (1998; original) "Of Other Spaces," in Nicholas Mirzoeff, ed., The Visual Culture Reader (NYC: Routledge), 237-244.

Session 10 -- 4/5   Youth
- Bush, William. (2010) "Chapter 5: 'Hard to Reach': The Politics of Delinquency Prevention in Postwar Houston," in Who Gets a Childhood? Race and Juvenile Justice in Twentieth-Century Texas (Athens: University of Georgia Press), 126-149.
- Childress, Herb. (2000) Selections from Landscapes of Betrayal, Landscapes of Joy: Curtisville in the Lives of its Teenagers (Albany: SUNY Press), xv-6, 85-100, & 213-236.
- Franklin, V.P. (1998) "Operation Street Corner: The Wharton Center and the Juvenile Gang Problem in Philadelphia, 1945-1958," in Michael Katz and Thomas Sugrue, ed., W.E.B. DuBois, Race, and the City: The Philadelphia Negro and It's Legacy (Philadelphia: University of Pennsylvania Press), 194-215.
- McLaurin, Melton. (1997) "Rituals of Initiation and Rebellion: Adolescent Responses to Segregation in Southern Autobiography," Southern Cultures 3(4), 5-24.
- Lindenmeyer, Kriste. (2005) Selections from The Greatest Generation Grows Up: American Childhood in the 1930s (Chicago: Ivan Dee), 3-7, 110-155, & 206-240.

Session 11 -- 4/12   NO CLASS MEETING; Research week for your project

Session 12 -- 4/19   *Assembling the Social*

Session 13 -- 4/26   Black, White, Immigrant, and Some Final Disorientations
Readings for discussion this evening:
- Green, Adam. (2007) Selections from Selling the Race: Culture, Community, and Black Chicago, 1940-1955 (Chicago: University of Chicago Press), 1-48.
- Jacobson, Matthew. (1998) "Chapter 3: Becoming Caucasian, 1924-1965," in Whiteness of a Different Color: European Immigrants and the Alchemy of Race (Cambridge: Harvard University Press), 91-135.
- Kelly, Robin. (1997) "Chapter 1: Looking for the 'Real' Nigga: Social Scientists Construct the Ghetto," in Yo' Mama's Disfunktional! Fighting the Culture Wars in Urban America (NYC: Beacon), 15-42.
- Buff, Rachel. (2008) "The Deportation Terror," American Quarterly 60 (3), 523-551.
- Alexander, Michelle. (2010) "Chapter 5: The New Jim Crow," in The New Jim Crow: Mass Incarceration in the Age of Colorblindness (NYC: New Press), 173-208.

- Douglas, Davison. (2005) "Chapter 4: The Spread of Northern School Segregation, 1890-1940," in Jim Crow Moves North: The Battle over Northern School Segregation, 1865-1954 (Cambridge: Cambridge University Press), 123-166.

Session 14 -- 5/3   INDIVIDUAL MEETINGS WITH JOE

Session 15 -- 5/10   PAPER WORKSHOP

Final Paper Due 5/17, noon