

ASB 442 Urban Anthropology
ETH 494 ST: Urban Studies
SBS 460 Urban Studies

ASB 598 ST: Urban Studies
MAS 598 ST: Urban Studies
SBS 598 ST: Urban Studies

Prof. Kristin Koptiuch
ASU West Campus
Phoenix, Arizona

Spring 2006

January 20-March 24
Friday 9:30-2:45
CLCC 228

Welcome to
South Mountain
Village



Learning From South Phoenix



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ASB 442 Urban Anthro, ETH 394 ST:Urban Studies, SBS 460 Urban Studies
ASB 598 ST: Urban Studies, MAS 598 ST: Urban Studies, SBS 598 ST: Urban Studies

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Arizona State University West, Spring 2006
Fri 9:30-2:45 Jan 20-March 24
O=543-6031 Mobile=602-463-4742
Course Web Page: www.southphoenixweb.com

Course Goals: The objective of this course is to “learn from South Phoenix.” To do this we take an **interdisciplinary social sciences** approach to urban studies, and engage in **active learning**. Our participatory research will involve both the study *of* South Phoenix, and the study of urban processes, patterns, and everyday practices occurring *in* South Phoenix. In this respect we follow an anthropological maxim, “The locus of study is not the object of study” (Geertz). This part of our metropolitan area is presently undergoing rapid change, and the stakes are high for all parties (which often do not see eye to eye or share the same interests). To better understand and more effectively intervene in these changes, this course takes us on a **collaborative research adventure into the changing urban culture and social space of South Phoenix**.

Part of the goal of this course will be to tell some of the “ten thousand stories in the naked city.” These urban stories may be grand dramas “ripped from the headlines” past and present, or subtler tales told through excavating the practices of “everyday urbanism.” Through our collective observations, documentations, participations, mediations, meditations, peregrinations, conversations, fascinations, and mappings, we will work towards “**making visible**” the changes underway in the urban culture and social space of South Phoenix.

We will need to learn to “read” the cultural landscape, the built environment, the ecology of human relations, the signs, iconography, and sentiments of the city and its inhabitants in all their local/global glory. Can we “excavate the future” of the larger metro area by taking its pulse in South Phoenix? Can we alter the “cognitive mapping” of South Phoenix in the city’s predominant urban imaginary?

CAVEAT EMPTOR: Our schedule means that for all of its nine weeks, ending just after Spring Break, this necessarily will be an *intensive, continually evolving* course. After the first day on campus we will meet in South Phoenix, and back on campus for the final class day. Success of our course depends heavily on students’ active and engaged participation in all activities—field research, collaborative teamwork, individual ingenuity, collective creativity, community interactions, sensitivity to the diverse community desires, styles, needs, struggles, accomplishments. Awareness of and consideration for our social/physical environment and each other’s welfare will help make our work a lively and enriching experience. Flexibility, patience, adaptation to changing plans will be essential too. ***Please be sure this course is for you!***

Field Research: This course is designed to engage you in interdisciplinary urban field research in South Phoenix, and hopefully “service learning” with Habitat for Humanity. This will involve us in many logistics that we will have to work out as we go, e.g. carpool transportation to and

around the field site. Team research strategies will facilitate our mobility and make our day more stimulating. Periodic lectures, workshops, site visits, “ethnographic drive-bys”, individual and collaborative projects will punctuate our day. Because we have only nine weeks, we will **concentrate on guided “mini-research projects.”** We will take a half hour break for lunch.

Scheduling: Mornings—meet with guest speakers whose expertise will enlighten us about key aspects of changes underway in South Phoenix. Afternoons—group or individual research, and wrap-up session. We meet in several different venues. Expect our schedule to change with our evolving interests. **Pay attention to Blackboard announcements.** *Please be flexible!*

Please dress comfortably and respectfully, travel light (a small notebook, media equipment, handy backpack), and be prepared to handle your own particular needs (e.g. water, medications, snacks). Bring a jacket—mornings tend to be chilly! Try to carpool to cut down on complications of traffic, parking, safety. Plus, it’s more fun! Our individual comportment reflects on our entire class and on the reputation of ASU West, so let’s put our best foot forward!

Readings will be somewhat minimalist in order to focus on field research—but we do need to acquire some background to better inform our research and understanding. Please contribute your own expertise and knowledge from other coursework and experiences as well.

Required Reading:

- *Hits and Misses: Fast Growth in Metropolitan Phoenix.* Morrison Institute for Public Policy, 2000 (handout)
- South Phoenix News Items from the *Arizona Republic* (handout; compiled by dr. k)
- Additional articles thru electronic reserves or as handouts.

Blackboard: Electronic reserves and other communications will be handled through our course conference on Blackboard (BB). Students are responsible for checking BB and email regularly; email can be forwarded to students’ off-campus address to facilitate this. On your web browser go to my.asu.edu. Because this course meets only once a week it is crucial to check regularly!

Attendance: Everyone is expected to attend all nine class days, from start to finish. Your presence is necessary in order for you to participate! Attendance will be taken in both morning and afternoon. Please do not schedule appointments, errands, or family obligations during class time. If you are not present in class, you cannot participate--*don't deprive the class of your valuable contributions!*

Assignments and Web Portfolio:

- An innovative aspect of this course is that you will turn all your research into Internet web pages (individual and group projects). Your Web Portfolios will be accessible all over the world—so you should address your writing to this wider audience!
- A workshop to learn the basics of web design using Front Page and Photoshop Elements will be held the first class day. The last class day is dedicated to completing our Web Portfolios.
- Plan to hand in at least one written assignment each week. Hand in a hard copy of assignments, and also post them to the BB Discussion Board. Assignments will receive a provisional grade to give you an idea of how you’re doing and how to revise and improve.
- You should correct errors and improve writing and analysis for your web page and final grade.

Late assignments: Unexcused late assignments will automatically have **10 % deducted** from the grade, and must be turned in by the following week (an additional 10 % will be deducted each week thereafter). Absence from class does not excuse you from delivering your assignments on time.

CAUTION: *Lateness is harmful to your grade!*

Writing guidelines: All work written for this course should be of a level appropriate to college students. **Mechanics and grammar DO count.** Please type and proofread carefully-- *Spellcheck rules!* Everyone can improve their writing skills--even great writers. **ASU West Learning Resource Center** can assist in improving your written work. The **Grading Rubric (Syllabus p. 5)** will be used to grade all written assignments—review it frequently! Remember, your **audience** is not just Dr. K. or even just your classmates—it's as wide as the World Wide Web! So **look good!**

ACADEMIC INTEGRITY: Students are responsible for knowing and observing the ASU West Student Life *Academic Integrity Code*. The introduction to this code states the following:

“The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards *may result in suspension or expulsion from the university and/or other sanctions* as specified in the academic integrity policies of the individual academic unit. Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, **plagiarism**, or facilitating such activities. The university and unit academic integrity policies are available from the Office of the Provost and Academic Affairs and from the deans of the individual academic units.”

For the rest of the code see http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm. Academic dishonesty, e.g. plagiarism, will result in a **failing grade of XE for the course** (see appendix of this web site for definition of XE). About **plagiarism** see, <http://library.west.asu.edu/refguides/integrity/>.

NO EXCEPTIONS, NO SECOND CHANCE! NOT WORTH IT!!!

DISABILITY ACCOMMODATIONS FOR STUDENTS: Students who feel they may need a disability accommodation(s) in class must provide documentation from the Disability Resource Center (DRC; UCB 130) to the class instructor verifying the need for an accommodation and the type of accommodation that is appropriate. Students who wish accommodations for a disability should contact DRC as early as possible (i.e. before the beginning of the semester) to assure appropriate accommodations can be provided. Note: The fieldtrip to Nogales may present special problems. Please consult with instructor.

Another caveat: If necessary or appropriate, the instructor reserves the option to change scheduled class topics, assignments, or due dates. Quizzes may be given if deemed necessary.



WARNING: NO INCOMPLETES !!

If you do not intend to complete the course it is advisable to officially withdraw.
Withdrawal deadlines: in person — 3/31/06, interactive 4/2/06, late or complete 5/2/06.
This is your responsibility!

SYLLABUS

This is a dynamically evolving course! The schedule for each week will be handed out the previous class and posted on Blackboard. Schedule includes meeting places, speakers, and assigned readings. Please contribute to our evolving plans! If there are speakers you'd like to bring, topics you'd like us to cover, places you'd like us to go to, please let us know.

Learning from South Phoenix

Some ideas to get us going:

There is also a dizziness, sometimes exhilarating, sometimes frightening, that comes when the certainties on which we stand are blown away. Such dizziness is intensified by the speed, scale and sometimes height of new development. It is also created, in a more literal sense, by the devices used by shopping malls and theme parks to disorient their visitors, of which the rollercoaster is only the most extreme example. This dizziness is, by another name, **vertigo**.

Rowan Moore, British architecture critic, in his introduction to *Vertigo: The Strange New World of the Contemporary City*. Rowan Moore, ed. London: Laurence King Publishing, 1999. p. 12.

From Dr. K's research on "Vertigo in Phoenix":

On the edge of the US third world, the peril and enchantment of the frontier West takes on a familiar but now nightmarish cast. The frontier is now a fantasy space interior to the edge city, where the Third World grates against the First and bleeds transnational blood. It is a disciplinary space, in which high-tech police, high-minded citizen posses, and INS surrogates valiantly thwart lowly minority youth gangs, homeless people, prostitutes, undocumented immigrants, and other handily demonized subjects that are all the more readily figurable as disciplinary targets than the unseen relations of global corporate restructuring, even as they are dispossessed and displaced by its effects. Colonization of the frontier now proceeds apace via gentrification of newly-desirable inner city neighborhoods, fortified by Block Watch organizations and anti-graffiti brigades that dash the daunting, illegible territorial inscriptions of displaced youth.

Or in the case of black and Latino populated South Phoenix, the abyss of the city's Third World par excellence, brave outposts of new subdivisions and private golf parks controlled by homeowners' or members' associations have begun tentatively to infringe on an area too close to downtown to remain an abject space of dread for whites, now that urban sprawl has gobbled up the desert beyond the sublime subjects' commuting threshold. Do these fatal frontier strategies cultivate the climate of fear and violence that they ostensibly assault, terror and ecstasy of the sublime before the abyss of the US Third World?

(see Koptiuch, "Third-Worlding at Home" 1997; Michel Laguerre, *Minoritized Space: An Inquiry into the Spatial Order of Things*, 1999; Neil Smith, *The New Urban Frontier: Gentrification and the Revanchist City*, 1996)

Kristin Koptiuch

REQUIREMENTS

Dr. K. expects everyone to excel in this course!

- 15% **Attendance** (9 classes; 18 am/pm attendances)—don't forget to sign in!
Because attendance is so important for this course, absentees lose 2 points per half class.
- 15% **Participation** in fieldwork, workshops, in-class and Blackboard discussions, web design—well prepared, active, engaged contributions
Memory map and one-page narrative—required, no grade; scan map and post it with narrative on your personal bio page, add hotlinks to your home town/neighborhood, compare it to a “real” map, etc. Please note: this is *not* considered one of your six required projects.
- 10% **Quizzes**—one or two quizzes on the readings for that particular day
- 45% **Six projects**—*minimum* of one-and-a-half to two *very juicy* pages each, double spaced; max 3 pp.)
- field-based, mini-research assignments (any type you wish)
 - one project* must be based on your field research done *outside of class time* (i.e. visit a day on own)
 - at least one project* must *explicitly* draw on or *directly* address and cite (author/title) the course readings (BUT *see Grading Rubric below for writing expectations—max grade of C without this!*)
 - one or two projects* may be collaborative team efforts, resulting in a team web page. Team members can link the team project to their individual web page. Need not be the same team members for each collaboration. e.g. residential landscape identity survey, Central Avenue storefront documentation, survey interview opinions about changes in South Phoenix, etc.
 - choose your **five best of the six projects** as the basis of your final grade (can put all 6 & more on Web)
- 15% **Web portfolio**, including **Bio**, **Memory Map**, all your **Projects**, any extras you wish, *and* **Open Letter** (2-page reflection on what you/we have *learned* from South Phoenix, based on your field research experiences *and also your classmates' web pages* documenting these experiences. This wrap-up piece should be written in the form of an **Open Letter** to either **a) residents of South Phoenix**, or **b) residents of the larger Phoenix metropolitan area**. Because you will want to review everyone's web pages before you write this, you may **submit the Open Letter by March 31**.

Grading scale: A+ 98-100; A 93-97; A- 90-92; B+ 88-89; B 83-87; B- 80-82; C+ 78-79; C 70-77; D 60-69; E <60

GRADING RUBRIC

- A= Demonstrates effective gathering of “evidence” and description of “data,” plus a strong interpretive analysis that explicitly draws on at least one of our course readings to shape discussion. Skilled analysis and precise argument; incorporates vocabulary and concepts relevant to the course. Sophisticated writing and composition; few errors in grammar, spelling. Original insights, critical thinking, creative applications and syntheses of course content.
- B= Demonstrates effective gathering of “evidence” and description of “data,” plus interpretive analysis that explicitly draws on at least one of our course readings to shape discussion. Active and critical discussion of ideas; may be more descriptive than analytical, or informative but lacking in sharp analysis. Demonstrates critical thinking, good grasp of concepts relevant to the course. Solid and adequate writing and composition; few errors in grammar, spelling. Intellectual creativity and willingness to attempt unique applications of concepts.
- C= Does not meet all requirements of the assignment, incomplete tasks (e.g. no citation of course readings). Basic grasp of the substance of course concepts and materials; while essentially correct, comprehension and arguments do not stretch beyond a superficial application of concepts and ideas. Weak, unclear, or careless writing and composition skills; many errors in grammar, spelling. Imprecise language in presentation of ideas.
- D= Fugaddabowdit. *Do over!*

NOTE: There will be some variation and flexibility in grading, in accordance with uneven strengths and weaknesses. Pluses and minuses in the grade also will reflect this.

***** ANY PAPER WILL THAT MAKES NO EFFORT TO INCORPORATE INSIGHT FROM OUR READINGS CAN EARN A MAXIMUM GRADE OF “C” *****

Assignments

Dr. K. expects everyone to excel in this course!

The big-picture goal of your assignments is to contribute terrific material to the course web pages documenting our research and learning experiences in South Phoenix. This web site is addressed to the public, including South Phoenix community residents, the Phoenix metropolitan area, and beyond. *Take this wider audience into consideration* in writing and devising your assignments. Projects should incorporate your field-based knowledge and concepts informed by the readings, films, and guest discussions. Be insightful, inspired, provocative, sensitive, think relationally, make connections, challenge your audience!

Record field notes during our research experiences. These are *for your own benefit*. Keep a sort of “urban diary” to remind you of what we did. Take brief notes on explorations, observations, synopses of guest speakers or class exercises, “ethnographic drive-by” reports, and places you’d like to visit. Also record your ideas from the readings, include news clippings, etc. Ideally, you should go over your notes at the end of the day and ‘fill in’ more of the details—*don’t wait too long*, you *will* forget too many of the rich details!

Recommendation: **Do not compose your text directly onto the Discussion Board.** Write in a word processing program so that you can use a **spell check**. **Proof read your work!** Remember, the audience is the public so eliminate careless spelling and grammar errors! The quality of your work reflects back not only on you personally, but also on our class collectively, and ASU West too. You may revise your early projects as you gain a more complex grasp of South Phoenix and urban processes.

Submit one assignment each week to keep on track, in these formats:

1. Hardcopy to Dr. K (will receive comments and ‘provisional grade’)
2. Post to Blackboard Discussion Board in the appropriate forum
3. Convert *corrected* project into a web page later, using Front Page to link to your home page. We will devote the last class to creating our web pages—a Web Marathon!

TYPES OF PROJECT ASSIGNMENTS

Let’s try to foreground the people of South Phoenix, as they shape and are shaped by the urban cultural/social/architectural/commercial/environmental landscape.

- Event-scenes (freeze-frame, shot/reverse-shot, storytelling—see instructions later)
- Interviews (e.g. focused on what do folks think about the recent changes in S. Phx, views of long-time residents of their community, views of newcomers, etc)
- Analysis of the day’s field experience—i.e. not just a ‘report’ of what you did, but an assessment, an evaluation, working with ideas drawn from our readings/discussions/films etc.
- Urban images photo essay—with commentary (not just one-liners—give it some critical substance! Photo essays don’t eliminate the requirement to cite our readings.)
- Mini-movies—many digital cameras allow you to take short movies, which we can process to stream on our web site. Do a mini-interview, a mini-documentary, digital story, etc. However, film editing skills are not a part of this course
- Audio pieces (interviews, sound-montages)—if you make a digital recording we can process it to include on your web site, but please avoid long audio pieces
- GIS or other mappings of S. Phx, with written explanation
- Census analyses of S. Phx with graphs or charts and swift assessment of patterns, trends, impacts
- Performance/exhibition?
- Cultural studies of S. Phx—with focus on culture as multicultural (e.g. ethnic/racial/national diversity)
- Historical archival comparison of images of S Phx now and “back in the day”
- Track controversies in S. Phx—e.g. big-box on Baseline, gentrification/revitalization, Habitat for Humanity affordable housing (draw on our collective fieldwork, interviews, news reports, etc)
- S. Phx as a transnational site—e.g. due to immigration, commercial and cultural linkages--foreground the people who make the local global
- Perspective exercises—tracking what different interests are at stake in the changes in S. Phx, especially with an eye for *making visible* those who are “seen” as insignificant by outsiders—e.g.:
 - S. Phx from multiple points of view--based on interviews in the field, observations, news items
 - “Wanted” posters--based on “wants” of long-term locals vs newcomer residents
 - “Who is this” posters (like mini-bios to accompany a photo of someone) or in-depth interviews
 - Angles--same person/site/sight/object/event/issue seen from insider’s and outsider’s gazes
 - Whose city is it? (long-term residents? Developers? New immigrants (From Mexico? North Phx? Elsewhere in the US?))

In addition, you may want to contribute to Discussion Board forums such as “Best of South Phoenix,” “South Phoenix Rising!” “South Phoenix is us!” or devise games, recommend restaurants, sites to visit, etc. You can certainly post these on your web pages. However, **these contributions ordinarily will not fulfill the requirements for one of your project assignments.**

Event-Scenes

Event-Scenes are “cinematic” exercises in keen observation and descriptive writing designed to convey a richly ethnographic sense of the urban culture and social space of South Phoenix.

When an event-scene is called during our fieldwork activities, everyone should stay wherever they are and pause whatever they’re doing. Take a 15 minutes time-out to focus on the event-scene before you. Observe, reflect, and most importantly, take notes that you can later revise and expand upon more fully to compose your event-scene narrative (your memory of details will rapidly recede!). Try to take a photo of the event-scene while you’re there.

For all Event-Scenes: At the agreed upon time, teams should set up wherever they are for 15-20 minutes of serious descriptive observing and writing. Be sure to record your location in South Phoenix so that we may be able to post these on a map on a web page.

Freeze-Frame Event-Scene

- ‘Frame’ a visual spot and zoom in for a close-up
- Zoom out for a wide-angle ‘shot’ (go as wide as you wish—even global; gets us to think about the larger context of a specific event or scene)
- Describe what/who you see inside the frame, both close-up and wide-angle; take notes on details—*notes*, not sentences—you can work on the sentences later
- Consider your gaze (perspective, viewpoint, angle of vision/beliefs/interests), bring in other observations from the day’s fieldwork or ideas and concepts from our readings
- Revise your rough draft notes later to produce a richly ethnographic descriptive piece

Shot/Reverse-Shot Event-Scene

- Again drawing on filmmaking for inspiration, time your description takes in two different points of view, each gaze looking back at the other.
- First, your own gaze and vantagepoint gives one perspective on the scene/seen. Describe what/who you see, consider your gaze, bring in other observations from the day’s fieldwork or readings.
- Second, step into the position of the gaze of the other looking back at you. Imagine a person there, imagine what they’d see and think looking back at you looking at them. [note: they look at ‘you’ not just as an individual but also as a member of the social group you would represent to this other’s gaze]
- As in a film, you may flip back and forth between the gazes, creating a kind of dialogue.

Storytelling Event-Scene

- Pause to reflect on a story unfolding during today’s fieldwork. The story should pertain to our studies of urban culture and social space of South Phoenix.
- A story is always waiting to be told! It can be told for people (or by people), the built environment (e.g. buildings), landscape, objects, symbols/signs, activities, borders, struggles.
- Narrate that story. Take notes now, revise later; you can combine text and images.
- If you do not have all the ‘facts of the case,’ try to find out—ask people! Or look up later in newspapers or other sources, invest your imagination and knowledge in your telling of the tale

Memory Maps

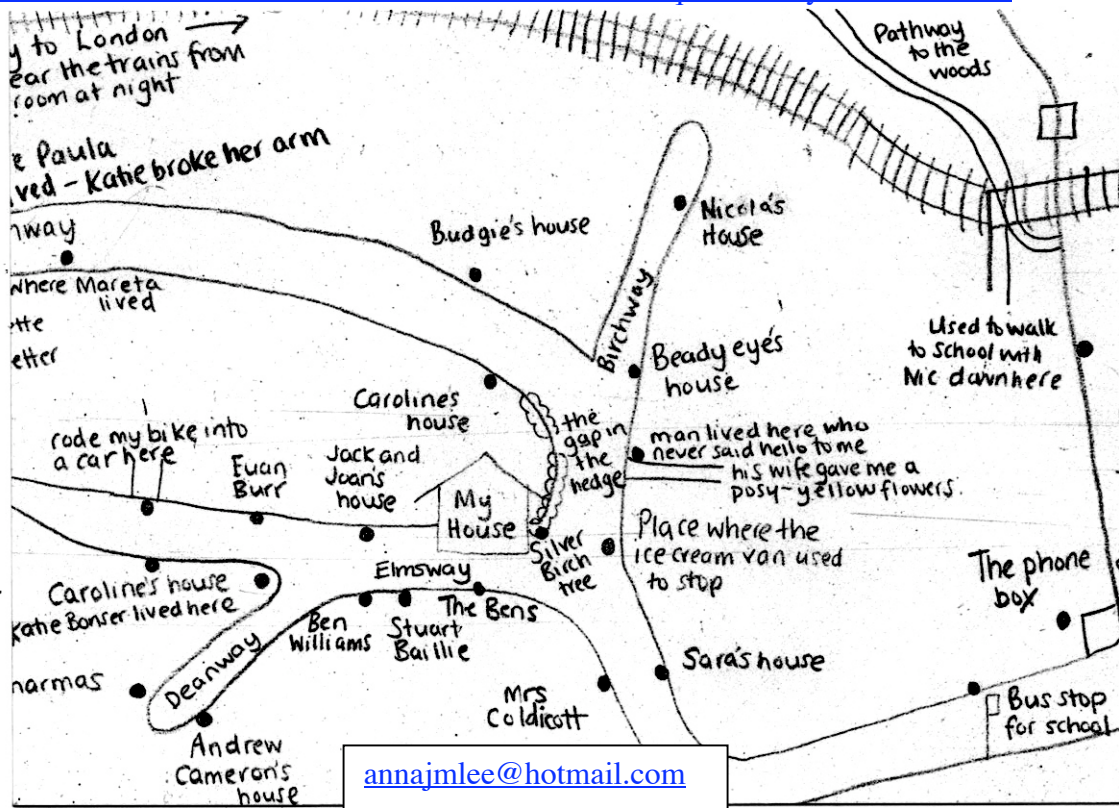
Idea while Dr. K. was "Learning from London"

7/26/01 sitting in Hoxton Square, London

While "learning from London" in July 2001, I (dr. k) stumbled upon a somewhat ramshackle art gallery hosting a show by Young Artists of London. Among the lovely work were several "memory maps" by an artist named Anna Lee. I contacted Anna by email and she gave me permission to copy this fragment of one of her maps, which is on a post card I got at the show.

I was so impressed by the way her map detours the city's straightforward geography into a "cognitive mapping" of what is meaningful and memorable in the individual's salient landscape. Anna Lee's mapping **foregrounds the people** who etch meaning onto the landscape, both physical and memorable. These cognitive mappings re-member a very personal and particular "London."

- Using the model of Anna Lee's map here, **make your own Memory Map** of your significant urban landscape in the city/town/neighborhood of your youth. **Give date and place.** A standard 8.5 x 11 inch map will be easier to scan for the web later. Draw houses etc. Include notations of events that happened at the places you've mapped. Or write brief passages about the events/scenes, and you can "hotlink" them to points in the map on your web page. **Hand in next week the map and a one-page narrative, interpreting the significance of what you mapped,** and post to Blackboard too.
- Project idea: If any of you wish to arrange to work with high school or elementary school kids in South Phoenix, this makes a nice group project. You can run a workshop and collaborate with the kids to get *them* to make memory maps of their South Phoenix neighborhoods. Write up a brief report interpreting their maps, what can we learn from them? Put them all on a web page, with you're your commentary. Check out the research reports from one group who did this in 2002:
- <http://www.west.asu.edu/SouthPhoenix/SPhx2002/luisa/groupproject.htm>
- <http://www.west.asu.edu/SouthPhoenix/SPhx2002/velasquez/ValleyViewVisit.htm>



Web Page Components Guide

We can all finalize our web pages in the computer labs on the last day of class March 25, and our IT support people will be present to assist us. But you *should have everything 'ready to go'* for that day. That is, you should have your project assignment texts finished, revised, corrected, and proofed. You should select pictures/images in advance, plan your homepage design, etc. Bring everything on cd, mini-drive, or place files onto your Digital Drop Box or web space ahead of time. **We WILL run out of time!! Plan ahead!!**

Dr. K will post a Template Page with some standard scripts that we can copy and paste to individual pages. E.g. banner, return link, etc. Archives for Photos and Maps will be available.

Each student's individual web folder should include the following minimum components. Bear in mind that our web pages are addressed to the public. **Be creative, respectful, insightful!**

1. Individual Home Page. Create an individual home page that pulls together all your project pages. This is your index.htm page, designed as a table. Link all other pages to this page. You can design a plan for this page even before having all your linked pages completed.
2. Personal Bio Page. Brief personal biography page about yourself. You can turn this into a full-fledged personal web page if you wish. Just remember to size your photos properly! Or if you already have a bio page elsewhere, you can link it to your home page. Include your email address if you wish people to be able to contact you.
3. Minimum of Five Project Assignments (out of your six required assignments) (1 1/2 –2 pages of *juicy* commentary each). Your choice of any type of assignment, on a topic pertinent to our course. Prepare each project as a separate web page and link to your home page. One or two of the projects can be team projects.
 - Team web page. Teams should together develop a web page on their joint project; store all parts in its own folder on our course site. Team members can link it to their individual home page, counting as one required project each. You can work on this in class but should have all your components planned and ready.
4. Wrap-up Project (two-page commentary) Write in form of an Open Letter to either a) residents of South Phoenix, or b) residents of the larger Phoenix metropolitan area. You will need to read everyone's web pages first—this can be due March 31, add it in Technopolis.
5. Photos/Images/Maps. Insert or link to at least one photo/image/map for each project. Copy photos from our class photo archive to your image folder. Use .jpg images at 72 dpi resolution; *resize* the image using Photoshop Elements *before* you put it on your web page.
6. Return Links. Include a link to return to our course home page on the bottom of each of your web pages. Also include a link to your personal home page.
7. Test All Links. As you finalize your web pages, please test all links one last time to make sure they're all working properly. It's a good idea to check your links from another computer to be sure you've done them correctly. Fix any broken links!

Learning from South Phoenix

January 20, 2006 ORIENTATION AND WEB WORKSHOP

Morning 9:30-12:00 noon (not necessarily in order or complete)

- Introduction to the course: objectives, strategies, format, assignments, expectations etc
- Last three years of awesome course web sites
- Map Allegories, cognitive mapping—make a Memory Maps to turn in next week-see p 8!
- Multimedia presentations
- Brainstorming session
- Writing improvement exercise
- What is gentrification? VIDEO: *Where Can I Live: A Story of Gentrification* (1983 Erik Lewis, 32 min) HT177.N5W441983 Video
- Booster version of Phoenix? VIDEO: *Making Sense Of Place: Phoenix: The Urban Desert* (2003 Lincoln Institute of Land Policy, 58 min) HT168.P46 M35 2003 DVD

Lunch break 12:00-12:30 pm Short but sweet. Please be prompt, our schedule is *very* full today!

Afternoon 12:30-2:45 pm (take a short break around 1:30 if you wish)

Web Page Workshop—John Wilson (Info Technology)

- Software: Microsoft FrontPage and Photoshop Elements
- You will create your Web Portfolio and design web pages for your projects.

ASSIGNMENT for January 27: Get prepared, generate ideas!

1. Read *Hits and Misses*, Morrison Institute for Public Policy, 2000. Peruse for ideas, lots of great resource material to incorporate into your knowledge and your writings. (handout)
2. Skim through handout of South Phoenix News Items, to get informed about events and issues as reported by the *Arizona Republic* over the last several years. Note down places you would like to go to, issues you would like to find out more about, follow up on, challenge.
3. Surf last three years of web pages to learn possibilities, strengths and weaknesses of web design AND effective analysis and communication.
 - Identify three web pages you find to be really terrific, and three web pages that you don't think is so hot. Evaluate written analysis as well as web design. Post the links to our Blackboard, with a brief note explaining WHY you chose them. Review each other's.
4. As you read, think up possible projects that YOU would like to do here in South Phoenix.
 - Send three or four of your ideas to the Blackboard Discussion brainstorming folder.
 - *Think "mini"*—remember, we only have a few weeks!
5. Make your own Memory Map (8.5"x 11") of your own significant urban landscape in the city/town/neighborhood where you grew up. Include a one-page narrative, interpreting the significance of what you have mapped; post to Blackboard (see Memory Map instructions).
5. Read what everyone else posts to Blackboard! You'll get more ideas; make replies.

MEETING PLACE JANUARY 27—meet by 9:30 am

South Mountain Environmental Education Center. Call dr. k if any problems 602-463-4742
Go all the way south on Central Avenue in Phoenix, into the South Mountain Park. Just after the entrance gatehouse take a left at the sign for the Center. You'll see a large, low building; parking is slightly below the hill (you'll see it). We will meet inside the Center lobby. A brief introduction about South Mountain Park and environs will jumpstart our explorations!

Learning From South Phoenix

January 27, 2006

South Side Explorations

Morning 9:30-11:30

- **9:30 am South Mountain Park/Preserve**—meet at picnic tables outside; morning attendance
 - South Mountain Environmental Education Center (602-534-6324). Call dr. k if any problems 602-463-4742
- Class tour the Environmental Center exhibit. Introduction to South Mtn Park and environs.
- Distribution of course materials—maps, old/new comparative ideas sheet, news items addendum
 - Explanation of readings for next week
- **Turn in Assignment Due: Memory Maps & Explanation**—display and discussion



- Discuss **Car Pooling** plans for next few weeks, meeting places, etc.
- **South Side Explorations**
 - Research ideas sent to Blackboard? New ideas?
 - Divide into teams for today's explorations (please be inclusive)
 - Plan communications—walkie-talkies, phones
 - Determine strategies (include "ethnographic drive-bys," freeze-frame plan)
 - **Take field notes** and photos; discuss ideas with your team, scope out project topic possibilities
 - You may want to record notes using Compare/Contrast handout forms for Old/New S. Phx
 - Take advantage of all opportunities to dive right into a mini research moment!

11:30-12:15 Lunch Break—try out some of the fabulous South Phoenix eateries, discover new ones, or bring your lunch/get take-out and eat in the park;

- Even while you're on break you should be alert and observant, talk to people, make connections, get ideas for further exploration, etc

Afternoon 12:15-2:15

- **Team explorations** continue: really try to identify possible topics you'd like to explore further for your mini-research, whether as individuals or as teams; **TAKE NOTES** or *you'll forget!!* Talk to each other about your ideas as you drive around, stop and go into shops, neighborhoods, talk to people you encounter, tell them what you're doing, etc. **TAKE PHOTOS!** (ask permission from people)
- **1:00 Event-Scene:** Teams should pause for a **freeze-frame** at 1:00 pm!
 - teams should set up wherever they are for 15-20 minutes of *serious* observation and descriptive writing; **record your location**—take rough-draft notes of what you observe
 - each person should individually write up their visual observations of that site
 - 'frame' a visual spot, zoom in for a close-up, zoom out for a wide-angle 'shot' of the larger context—describe what/who you see, activities reflect upon your gaze (angle of vision, who you are and the perspective you bring), bring in other observations or ideas from the day's discussions or readings. Use your raw notes to write up an essay later, according to Freeze-Frame instructions.
- **2:20-2:45 pm—Meet back at South Mountain Park Environmental Education Center-tables outside**
 - Wrap-up session, report your explorations, afternoon attendance, plans for next week

ASSIGNMENTS for February 3, 2006**Reminder: Submit one written assignment each week, any type—on BB & hard copy**

- Turn in any type of project (e.g. a freeze-frame), any pertinent topic (draw on *your* expertise! See possible assignments on Syllabus). You will receive a “ballpark grade” and feedback; you should then revise and finalize the assignment to prepare it for your web pages.
- *Revise* the rough draft notes of your freeze-frame description into a rich and juicy ethnographic piece!
- Get your photos to Dr K to post on our web site—select a photo to accompany your freeze frame or other writing (you can copy it to your Word file to remember which one, if you like)
- **Turn in: 1) a hard copy and 2) submit your assignment to Blackboard** Discussion Forum for January 27. Later you will put revised piece on your web page
- CHECK BLACKBOARD FOR COMPLETE SCHEDULE FOR NEXT CLASS FEB 3

READINGS for February 3, 2006 SHORT QUIZ ON THESE READINGS!**Historical precedents, racialized disinvestment, gentrification, revitalization**

At the least, for each article read beginnings and ends, skim around the middle until you grasp what the article is about (don't resist if you get sucked in!).

Baudelaire, Charles

- 1869 “The Eyes of the Poor” (“The Family of Eyes”), in his *Paris Spleen*. With commentary by Peter Jukes, *A Shout in the Street: An Excursion into the Modern City*, 1991 105-107. (Short, poetic, powerful--think how this applies to Old v New S.Phx.)

Smith, Neil

- 1996 “Is Gentrification a Dirty Word?” in *New Urban Frontier: Gentrification and the Revanchist City*. Routledge. 30-47. (Get a fundamental grasp of this important term for our research!)

Brunk, Linda M.

- 1996 “A Federal Legacy: Phoenix's Cultural Geography.” *Palo Verde* (ASU West Magazine of Student Writing and Art), 4(1):60-75 (on historical FHA housing designations rooted in race and class, with long-term legacy—very illuminating!!! Note that S. Phx is off the FHA map)

Bolin, Bob, Sara Grineski, Tim Collins.

- 2005 “The Geography of Despair: Environmental Racism and the Making of South Phoenix, Arizona, USA.” *Human Ecology Review* 12(2):156-168. (Grineski will be our guest speaker, discuss issues from this article and more—skim this, and return later for details)

Luckingham, Bradford

- 1989 *Phoenix: The History of a Southwestern Metropolis*. Tucson: Univ of Az Press—Selections with mention of South Phoenix and/or racial/ethnic minorities: 1-11 (intro), 32-35, 50-53, 94-101, 116-125, 168-177, 212-221, 254-257; (good background material for us; **skim** around and return later for more detail; **read very critically**—this is a ‘booster’ view of Phoenix history with lots of problems in his representation of minorities!) (I may scan fewer pages than listed)

Read more of whatever you didn't get to read from last week's assignment!

MEETING PLACE for February 3, 2006

9:30 am TO BE ARRANGED! Hopefully by end of class today. Will post on BB Announcements. call dr. k if any problems 602-463-4742 (mobile)

Guest Speaker: Sara Grineski, IGERT Fellow and PhD candidate, Department of Sociology, and Center for Environmental Studies, ASU Tempe

- **The Making of Environmental Injustice in South Phoenix**—historical antecedents to contemporary social inequities and environmental injustice in South Phoenix. Based on article above—prepare!

QUIZ ON ASSIGNED READINGS!

Learning From South Phoenix

February 3, 2006

Environmental Injustice and Gentrification

Morning 9:30-11:45

9:30 am Meet at Stardust House, 1302 E. Apollo Road. Go to 16th Street between Baseline and Southern. Turn west into the South Ranch II entrance (tiled name on entryway) at St. Anne St. In about half a block the street ends at a park. Go left around the park on 14th Way. Take the first right onto Apollo. Go west on Apollo, past the intersection at 13th Place. 1302 is the 3rd house on the right.

- call dr. k if any problems 602-463-4742



9:30-10:30 Sara Grineski, IGERT Fellow and PhD candidate, Department of Sociology, and Center for Environmental Studies, ASU Tempe

- **The Making of Environmental Injustice in South Phoenix**—historical antecedents to contemporary social inequities and environmental injustice in South Phoenix.

10:45-11:30 QUIZ ON TODAY'S READINGS! And Discussion of Gentrification

- Discuss readings, concepts, implications of Sara's presentation in relation to our readings, etc.



Stardust House—At a convenient point we hope to have a quick tour with director Gail LeGrander to learn about this wonderful community center.

11:30-12:15 Lunch Break—try out some of the fabulous S. Phx eateries, discover new ones, or bring your lunch/get take-out and eat in the park;

- Even while you're on break you should be alert and observant, talk to people, make connections, get ideas for further exploration, etc

Afternoon 12:30-2:30 Research Time—travel in teams, collaborate, discuss, engage, absorb, enjoy!

- Take this time to work on some mini-projects. Give yourselves time limits to initiate a couple of different projects, rather than spending two hours on one. *Don't just sit in the car* the whole time—get out and walk around, go into shops, neighborhoods, talk to people, ask questions!
- Explore ways that you can see the impact of historical precedents from this morning's discussion, or gauge how the concept of gentrification might need some tweaking in the case of South Phoenix.
- **Shot/Reverse-Shot:** Teams might wish to at some point to try out this type of Event-Scene. If you keep Baudelaire's "Family of Eyes" in mind, along with our other readings, you may find a sort of "edge" across which two sets of South Phoenix people/businesses/homestyles "eye" each other (With desire? Warily?)
- (NOTE: Whenever you are stuck for what to do next, one of our event-scenes can always come in handy; it will give you something concrete to write about and it may generate new ideas for your next project. Not everyone on the team has to do the same type of event-scene.)

2:30-2:45 pm—Meet at the park in the South Ranch community, down the street from Stardust House where we met this morning.

- Wrap-up session, report your insights and discoveries, afternoon attendance, plans for next week

Don't forget to turn in your assignment!

ASSIGNMENTS for February 10, 2006**Reminder: Submit one written assignment each week, any type—on BB & hard copy****READINGS for February 10, 2006**

- The Rojas article opens up our rich topic for this week. Read also *at least one* of the two lowrider articles (Sandoval or Bright) to prepare for our guest. Be sure to think about compare/contrast of Blake&Arreola v Guterson for our landscape identity survey!! And contrast these to the articles on Latino urban culture/social space!

Rojas, James, 1999. The Latino Use of Urban Space in East Los Angeles. In *La Vida Latina en L.A.: Urban Latino Cultures*. Gustavo Leclerc, Raul Villa, Michael Dear, eds. Sage. 131-138.

•••**Very useful ideas for provoking our thinking about Latino use of space in South Phoenix.**

Bright, Brenda, 1998. "Heart like a car: Hispano/Chicano Culture in Northern New Mexico," *American Ethnologist* 25 (4):583-609.

Sandoval, Denise Michelle, 2002. "Cruising Through Low Rider Culture: Chicano/a Identity in the Marketing of Lowrider magazine." In *Velvet barrios: Popular Culture & Chicana/o Sexualities*. Alicia Gaspar de Alba, ed. Palgrave Macmillan.

Blake, Kevin S. & Daniel D. Arreola, 1996. "Residential Subdivision Identity in Metropolitan Phoenix," *Landscape Journal* 15(1):23-35

Guterson, David, 1992. "No Place Like Home: On the Manicured Streets of a Master-Planned Community," *Harpers Magazine* Nov. 55-64.

Phillips, Susan A., 2001. "El Nuevo Mundo: The Landscape of Latino Los Angeles. Photographs by Camilo Jose Vergara," *American Anthropologist* 103(1):175-188. This discussion gets into the politics and ethics of *representing* urban landscapes and the people who live in them—which is exactly what we are doing! So let's take some valuable lessons from this piece.

COMPLETE SCHEDULE IS STILL IN PLANNING!

We will most likely meet with William Calvo, who has researched the industrial/social redesign of automobiles by lowriders in South Phoenix. Also possibly a muralist/visual artist, to help us track Latino redesigning of place in S Phx. Will be posted on Blackboard during the week.

Everyone should also prepare for the following (based on the above readings):

Subdivision Identity & Landscape Survey (class and team project)

Based on Blake & Arreola, "Residential Subdivision Identity in Metropolitan Phoenix"

- In their landscape study of Phoenix area subdivisions, these ASU social geographers surveyed "housescapescapes" and "streetscapes" to assess how place "identity" is projected. They wanted to see if "sprawl" subdivisions do have an "identity." We'll use their basic field methods to conduct our own survey of both 'old' and 'new' South Phoenix. Very helpful to compare/contrast this article with the reading by Guterson. And if we keep in mind the contrast between Blake/Arreola and Guterson on the one hand, and Rojas and Phillips (above) on the other, we'll have great guidance for reading the landscape identity!
- Working in teams, use the handout survey form to record your survey data. Be sure to take photos and also do a quick "interview"/chat with at least one person as part of your survey.
- If time, each team should survey both one older neighborhood and one nearby new subdivision (can survey these even if still being built; may need to request permission!!).

MEETING PLACE for February 10, 2006

9:30 am TO BE ARRANGED! Still negotiating with City of Phoenix meeting facilities. Hopefully will know by end of class today. Will post on BB announcements.
call dr. k if any problems 602-463-4742 (mobile)

Learning From South Phoenix

February 10, 2006 Culture of Place/Place of Culture; Urban ReDesign & Landscape Identity

Morning 9:30-11:00

9:30 am Meet in the Ocotillo Room in the South Mountain Community Center, 212 E. Alta Vista Road (about 2 blocks south of Southern Ave., just east of 2nd St., by El Reposo Park). When you go thru the gates to the Center, walk to your right and you'll find the room in what they call the 'new' building there. **call dr. k if any problems 602-463-4742 (mobile)**

9:30-10:30 William Calvo, PhD candidate in industrial design, School of Architecture, ASU

- **Lowriders on the South Side: ReDesigning Urban Culture/Social Space**



10:45-11:45 Martin Moreno, muralist & artist

- **Murals & Latino Culture** Take note of mural locations to map out a self-guided tour of key South Phoenix murals!

11:45-12:30 Lunch Break—try out a fabulous S. Phx eatery, or get take-out/bring your lunch.

- Even on break be alert and observant, talk to people, make connections, get ideas

Afternoon 12:30-2:30 Subdivision Identity & Landscape Survey?? (Possible class project)

Based on Blake & Arreola, “Residential Subdivision Identity in Metropolitan Phoenix”

- In their landscape study of Phoenix area subdivisions, these ASU social geographers surveyed “housescapescapes” and “streetscapescapes” to assess how place “identity” is projected. They wanted to see if “sprawl” subdivisions do have an “identity.” We’ll use their basic field methods to conduct our own survey of both ‘old’ and ‘new’ South Phoenix. Compare Guterson’s article too, on masterplanning. Also based on Rojas, James, 1999. The Latino Use of Urban Space in East Los Angeles.
- Rojas’ work will give us insight into how to “read” the landscape identity of the older neighborhoods

Organize into research teams (can have teams of two)

- **Follow instructions on the Subdivision Identity & Landscape Survey handout sheet**
- Each team should survey both one **older neighborhood** and one nearby **new subdivision** (can survey these even if still being built; may need to request permission, be prepared to explain who you are).
- Working in teams, use the handout survey form to **record your data**. Each person should record their own data, but discuss together what you should record.
- **Take photos** to support your survey data—you can use these on your web site
- Try to **do a quick “interview”/chat** with at least one person as part of your survey of the neighborhood. Explain what you’re doing, ask if the neighborhood has a name, ask for help answering your data sheet questions, ask how long the person has lived there, how they like it, etc. If the person lives in an older neighborhood, ask them what they think of the new ones—and vice versa!

Team report

- Each team can prepare a single report about its comparative survey results. Teams can decide how best to do this, although some comparability across the teams will enhance our class project and make it easier for our readers to “get” it. E.g. In the Central Avenue survey that we did three years ago, every team did such a different sort of report that it’s hard to put it all together. Let’s do better this time! It might be good if we use two strategies:
 1. Type our data onto one of the survey forms for each subdivision/neighborhood, and post on BB and later web (use the survey form posted on BB to download and fill out on computer)
 2. Get *at least* one person from each group to write up a narrative about the report, summarizing and interpreting, rather than just listing the data. This could be the authors’ assignment for next week.
 3. If someone (even with a partner) would like to make a project of comparing all the surveys that we post on BB, this would make a great contribution
 4. Our web site can include all of the above, enlivened with photos, and we can link it all together, as well as post it on your individual web pages. Sound good?!

ASSIGNMENTS for February 17, 2006

Reminder: Submit one written assignment each week, any type—on BB & hard copy

Many of you are not posting your papers to BB!!! You MUST—a great way to get feedback from your colleagues, generate ideas for others, and read everyone else's to stimulate your creative ethnographic writing about your research!

Our guest **William Calvo** recommends the following for further reading on **lowriders**:

- [NR]*** Bright, Brenda. "Nightmares in the New Metropolis: The Cinematics Poetics of Lowriders" in Studies in Latin America Popular Culture. Popular Press. Hayden Call # NX 501.5.578 (v.16/1997)
- [NR]*** Cutler Stone, Michael. "Bajito y suavecito [Low and Slow]: Lowriding and the "Class" of Class" in Studies in Latin America Popular Culture. Popular Press. 1997. Hayden call # NX 501.5.S78 (v.9/1990).
- Bright, Brenda. *Looking High and Low: Art and Cultural Identity*. University of Arizona Press. Tucson. 1995. [ISBN: 0816515166]
- Ganahl, Pat. *Lowriders in American Custom Car*. MBI Publishing Co. St. Paul, MN. 2001. [ISBN: 0-7603-0950-7]
- (Selected Short Articles from Customized: Inspired by Hot Rods, Lowriders and America Car Culture) "The Hot Rod Culture", "Varoom, varoom", "Lowriders", "Cathedrals on Wheels", "Ruben Ortiz Torres: Style Politics and Hydraulic Hijinx", "Garge Wall to Gallery Hall: High Art in Lowbrow Society", "Freedom, Style, Sex, Power and Motion – The cult of Cars" [Various Authors]
- Topic: Car Culture
- [NR] DeWitt, John. "Making Art out of Cars" in *Cool Cars, High Art: The Rise of Kustom Kulture*. Canada, 2001. [ISBN: 1-57806-402-3]

And when you have a chance, *google* ["**Martin Moreno**" and mural], to discover quite a few mentions of our guest Martin and lots of images of murals!

COMPLETE SCHEDULE IS STILL IN PLANNING for next week!

We will most likely meet with **Teclo Garcia**, editor of the Friday *!Extra!* section of the *Arizona Republic*, which covers the South Phoenix area with special emphasis on the Latino community. Also possibly (hopefully!) **Clovis Campbell, Jr.**, publisher of *Arizona Informant* newspaper, whose constituency is the African American community. Confirmed schedule will be posted on Blackboard during the week.

READINGS Because schedule remains uncertain at this point, not sure which readings to assign yet! Hopefully will be able to determine this by Saturday and post them on BB. Will email everyone and post on BB.

MEETING PLACE for February 17, 2006

9:30 am **Unlimited Potential**, 6520 South Central Avenue, southwest corner of Central & St. Catherine's St. St. Catherine's is the third street south of Southern Ave. Park in parking lot; look for the smallish Unlimited Potential sign on one of the two buildings on south side of parking lot. call dr. k if any problems 602-463-4742

Learning From South Phoenix

Schedule for February 17, 2006—Representing Ethnic Communities

MEETING PLACE for February 17, 2006

9:30 am **Unlimited Potential**, 6520 South Central Avenue, southwest corner of Central & St. Catherine's St. (602) 243-7376. St. Catherine's is the third street south of Southern Ave. Park in parking lot; look for the smallish Unlimited Potential sign on one of the two buildings on south side of parking lot. call dr. k if any problems 602-463-4742

9:30-11:00-ish Panel discussion with two special guests

- **Elvia Diaz**

editor of the Friday *iExtra!* weekly section of the *Arizona Republic*, which is specifically designed for Latino residents of South Mountain Village, Maryvale, downtown and Laveen.

<http://www.azcentral.com/arizonarepublic/centralphoenix/>

iExtra!

- **Cloves C. Campbell, Jr.**

co-publisher of the *Arizona Informant* newspaper, whose

constituency is the African American community in Arizona. Founded in 1971, it is the only African American-owned weekly newspaper in the state.

ARIZONA  **INFORMANT**

11:15-11:30 approx

Brief introduction to and quick tour of Unlimited Potential, if staff are available.

11:45-2:30 Research Time—Grab lunch on the way! Travel in teams, collaborate, discuss, engage, absorb, enjoy! Here are some possibilities to help focus your afternoon on outcomes:

1. **Landscape identity surveys.** Refer to last week's explanation and your survey handout sheet to do a walk-through comparison of old and new neighborhoods—very illuminating.
2. **Try doing something indoors!** Go to shops, talk to people about their community!
3. **Be an active participant observer:** Get a car wash, buy some *pan dulce*, grab a latte, call an "Available" sign posted on agricultural land, go as a potential buyer to learn about a new subdivision, pick out a piñata, etc. (but if you want to play a round of golf, do it another day!)
4. **Track religion in South Phoenix** by going to churches, mosques, temples
5. **Interview seniors** at the South Mountain Community Center (where we met last week)

For all of the above:

- Observe, discuss in relation to our readings, take photos and notes to write up in detail later.
- Ask people about ethnic communities in South Phoenix.
- Pause for some Event-Scenes (freeze-frame, shot/reverse-shot, storytelling) if stuck for ideas or just to get a concrete handle on a complex situation.

2:30-2:45 Meet for wrap-up back at Unlimited Potential, or other site to be agreed upon.

Reminder: Submit one written assignment each week, any type—on BB & hard copy

READINGS FOR FEBRUARY 24 SHORT QUIZ ON THESE READINGS!

On walls, gates, fear, and control in urban neighborhoods

Kuppinger, Petra

2004 "Introduction: Exploring Urban Segregation," *City & Society* 16(2):5-9. [This gives a great brief glimpse of how gated, walled urban segregation is a global phenomenon]

Blakely, Edward J. and Mary Gail Snyder

1997 "Divided We Fall: Gated and Walled Communities in the United States" in *Architecture of Fear*, Nan Ellin, ed. Princeton Architectural Press, 85-99

Caldeira, Teresa P.R.

1999 "Fortified Enclaves: The New Urban Segregation" in *Theorizing the City: The New Urban Anthropology Reader*, Setha M. Low, ed. Rutgers University Press, 83-107

McKenzie, Evan

1994 "Conclusion: Reflections on Privatopia and the city" in *Privatopia: Homeowner Associations and the Rise of Residential Private Government*. New Haven: Yale Univ Press, 175-197

Kirby, Andrew

2004 "When Extreme Political Ideas Move into the Mainstream," in *Spaces of Hate: Geographies of Discrimination and Intolerance in the U.S.A.*, Colin Flint, ed. Routledge, 209-225.

Vergara, Camilo José

1995 "Bunkering the Poor: Our Fortified Ghettos," In *Mortal City*, Peter Lang, ed. Princeton Architectural Press, 18-27

Online terrific reading—if time or interest (not on quiz)

Davis, Mike

1995 "Beyond Blade Runner: Urban Control and the Ecology of Fear" *Mediamatic* 8(2/3); go to web site http://www.mediamatic.nl/Magazine/8_2/Davis-Urban.html

MEETING PLACE for February 24, 2006 at 8:00 am!

NOTE TIME CHANGE! PLEASE BRING YOUR LUNCH!

Villas Esperanza, the park. Directions: I-17 south to 19th Ave. Go south on 19th Ave to Southern Ave; go left (east) on Southern Ave. Turn right (south) onto 15th Ave. Go 3/10 of a mile to St. Catherine. Go left on St. Catherine into the community; you'll see the park. Park cars alongside the park *with* the traffic flow.

- 8:00 Habitat personnel will give us an orientation and instructions for our construction tasks this morning. **PLEASE BE ON TIME SO YOU DO NOT MISS THIS! Quiz now??**
- **8:00-11:30 Construction—DRESS ACCORDINGLY!** Be prepared for anything! Wear work clothes that you won't mind getting dirty or full of paint, and steel-toed boots or sneakers. Minimal jewelry please. It may be chilly at 8:00 am so bring sweatshirts or jackets. Not sure what our construction assignment is yet, but prepared.
- **11:45-1:30 WORKING PICNIC LUNCH!** Dr K will bring the fixings for sandwiches, drinks, chips, etc. We'll have a **working lunch with Habitat staff**, who will tell us about Habitat, affordable housing in South Phoenix, Villas Esperanza's HOA, take questions, etc. Wrap-up. (NO TIME FOR INDEPENDENT RESEARCH THIS DAY)

Learning from South Phoenix

February 24, 2006 Habitat for Humanity/Affordable Housing/Residential Governance

Prepare for this visit: read the assigned articles handed out for this week (on Feb 17 schedule), and read through the web pages for Valley of the Sun Habitat for Humanity <http://www.habitataz.org/>.

8:00 am (Remember TIME CHANGE!) Habitat for Humanity's Villas Esperanza community—Meet at Villas Esperanza Park by 8:00 am *sharp* [please leave adequate time to get there!]

- **WEAR CONSTRUCTION CLOTHES!** Call dr. k if any problems 602-463-4742 (mobile)



Directions to Villas Esperanza—I-17 south to 19th Ave. Turn south on 19th Ave to Southern Ave; Turn left (east) onto Southern Ave. Turn right (south) onto 15th Ave. Go 3/10 of a mile to St. Catherine. Go left on St. Catherine into the community, you'll see the park on the right. Park cars alongside the park *with* the traffic flow. We meet at the picnic tables in the park.

8:00 Beth Franco, Habitat Construction Supervisor will meet us in the park; will collect our **liability waivers** and then give us a brief tour as we walk to our assigned construction location.

ANYONE LATE should call Dr K to find us! 602-463-4742

8:15ish-11:30 Construction. Beth will lead us in our assigned jobs. *No experience necessary!* They'll give us instructions. Be ready for any type of construction. **DRESS ACCORDINGLY! Wear steel-toed boots or sneakers, work clothes. Bring cameras!**

11:45 – 1:30 Working Picnic Lunch in the Villas park (dr. k will provide sandwich fixings/fruit/chips/drinks for everyone; forage as you please!).

- Discussions with Habitat staff members who will speak to us about the history/activities of Habitat for Humanity, its Valley of the Sun chapter, and its presence in South Phoenix. Staff will discuss with us issues such as affordable housing, Habitat programs, explain how families qualify for Habitat homes, family services issues, the South Ranch homeowners association, etc.
- **QUIZ** AT END OF DISCUSSION!!
- **IF TIME:** Walk through the Villas Esperanza community (or do this on your own another day). Or more questions, day's wrap-up, depending on our interests.



- Check out the **Habitat Discount Home Improvement Center**, located at 115 E Watkins, Phoenix, AZ (Southeast corner of Central Ave & Watkins).
- Also go over plans for next week **March 3**. Guest speaker will be **George Young of the South Mountain Village Planning Committee**, 9:30-10:30 or so. This will leave plenty of time for you to concentrate on your mini-research projects. On March 10 we meet with the Rio Salado Project folks and environmental activist, and you may want to pursue this theme in that afternoon's research (e.g. we will identify a self-guiding 'toxic tour' for you to take in the area south of the river). March 10 is our last class day in South Phoenix, because Spring Break is March 17 and we will meet back at the West Campus to wrap up our web portfolios on the final day, March 24.

Reminder: Submit one assignment each week—on BB & hard copy

Please take stock of where you stand with your assignments. You should each have at minimum **six projects**, plus your memory map/narrative, bio, and final Open Letter. We'll have minimal readings for next week, so it is a good time to reread earlier material in order to incorporate insights from our scholarly authors into your papers, to help sharpen your analysis and interpretation. If you are behind on your project submissions, please catch up! If you are having trouble, contact dr. k for assistance.

READINGS FOR MARCH 3

South Mountain Village Planning Committee web site, <http://phoenix.gov/PLANNING/vpsouth.html> A quick review of the web site will help to prepare for our guest speaker, George Young.

Garreau, Joel

- 1991 *Edge City: Life on the New Frontier*. Doubleday. Selections: xi-15 (intro), 183-208 (chapter on Phoenix, ominously entitled "Shadow Government"!). Excerpts from this fun to read, influential book, we can work critically with this.

Gammage, Grady

- 1999 "To Sprawl or Not to Sprawl," in his book, *Phoenix in Perspective: Reflections on Developing the Desert*. ASU Press, 63-74. Short query into a controversial topic by one of the city's most active mover-shaker-developer-attorneys.

Hayden, Dolores

- 1997 "Contested Terrain," the first chapter to her book, *The Power of Place: Urban Landscapes as Public History*. MIT Press, 2-13. Does this short excerpt speak to what we've learned from South Phoenix?

Boyer, M. Christine

- 1994 "The Inversions of Public and Private Space," in her book, *The City of Collective Memory: Its Historical Imagery and Architectural Entertainments*, MIT Press, 7-10. Brief but powerful!

Online terrific reading—if time or interest

Davis, Mike

- 1995 "Beyond Blade Runner: Urban Control and the Ecology of Fear" *Mediamatic* 8(2/3); go to web site http://www.mediamatic.nl/magazine/8_2/Davis-Urban.html

MEETING PLACE for March 3

9:30 am Meet in the Ocotillo Room in the South Mountain Community Center, 212 E. Alta Vista Road (about 2 blocks south of Southern Ave., just east of 2nd St., by El Reposo Park). When you go thru the gates to the Center, walk to your right and you'll find the room in what they call the 'new' building there. [There is a slight possibility that we will change our meeting space. We already met once at this Center, so I am working with George Young on a different location. Will confirm on BB and email.]

- **Make a plan for your activities!!**—Are there any loose ends you need to tie up for projects you've already got going? Are there any new places you wish to visit or people to talk with to try another mini-assignment? Will you work on these with team members, in pairs or alone? You may want to team up part of the day and go it alone for another part of the day, or plan to be a part of a couple of different teams. Point is, **PLAN AHEAD**, use BB communications button to email your classmates and make arrangements. Don't just show up without a plan!

Learning From South Phoenix

Schedule for March 3, 2006—Planning South Mountain Village

MEETING PLACE for March 3

9:30 am Meet in the Ocotillo Room in the South Mountain Community Center, 212 E. Alta Vista Road (about 2 blocks south of Southern Ave., just east of 2nd St., by El Reposo Park).
Call dr. k if any problems 602-463-4742 (mobile)

9:30-10:45 George Young, member of the South Mountain Village Planning Committee
<http://phoenix.gov/PLANNING/vpsouth.html>

- **Planning South Mountain Village.** Visions of the new South Phoenix from one of its key movers and shakers. Now is the time to ask all your most burning questions about the future plans for South Mountain Village!

10:45-2:30 Research Time

Have you made a plan for your activities today?

We only have two more class days in South Phoenix, and today you'll have more available free time than next week (see other side for next week's schedule).

- Did you schedule any advance appointments for today?
- Are there any loose ends you need to tie up for projects you've already got going?
- Are there any new places you wish to visit or people to talk with to try another mini-assignment?
- Will you work on these with team members, in pairs or alone?
- You may want to team up part of the day and go it alone for another part of the day, or plan to be a part of a couple of different teams.
- Make a plan to meet up later before you leave today's guest discussion!

2:30-2:45 Wrap Up—meet back at the picnic tables in El Reposo Park next to the South Mountain Community Center (unless you want to decide to meet at a different location).

Reminder: Submit one assignment each week—on BB & hard copy

Please take stock of where you stand with your assignments. You should each have at minimum **six projects**, plus your memory map/narrative, bio, and final Open Letter. We'll have minimal readings for next week, so it is a good time to reread earlier material in order to incorporate insights from our scholarly authors into your papers, to help sharpen your analysis and interpretation. If you are behind on your project submissions, please catch up! If you are having trouble, contact dr. k for assistance.



Guest speakers and topics for March 10:**9:30-10:45****The Rio Salado Project and Beyond the Banks—Please review web pages to prepare!****Danielle Taddy, Rio Salado Park Manager**

Overview of riparian restoration & recreational amenities already underway

<http://www.ci.phoenix.az.us/NBHDPGMS/rioproj.html>

Susan Sargeant, City of Phoenix Planning Dept

Outline of plans for re/development “beyond the banks” just south of river

<http://phoenix.gov/PLANNING/btbindex.html>

**11:00-12:00**

- **Steve Brittle, environmental activist, Don't Waste Arizona (dwaz@fastq.com)**



<http://www.fastq.com/~dwaz/>

Will speak on environmental (in)justice in S Phx; discussion of toxic sites in the area of the Rio Salado plans, QPC fire, & other issues. His group has actively lobbied *against* the Rio Salado Project.



www.chemicalspill.org to get a feel for emergency response issues and laws.

READINGS FOR March 10 (on BB)

- **Bob Bolin et al**, “Environmental Equity in a Sunbelt City: the spatial Distribution of Toxic Hazards in Phoenix.” *Environmental Hazards* 2(2000)11-24
Study by ASU researchers concludes, "there is a clear pattern of environmental inequity in Phoenix based on the location and volume of emission of [the Environmental Protection Agency's Toxic Release Inventory] facilities." You'll find this and the next Bolin article interesting--South Phoenix is a key area of environmental pollution. **Read one or the other.**
- **Bob Bolin et al**, “The Ecology of Technological risk in a Sunbelt City.” *Environment and Planning A* 2002, v 34:317-339
- **Steve Brittle**, “The Rio Salado Project: the Rest of the Story,” *Environmental Justice Explorer Newsletter* Vol. 5 (June 1998) <http://www.fastq.com/~dwaz/EJE/eje5.html> (By one of our guest speakers; also check out other issues of this online newsletter published 1997-1999)
- **K. David Pijawka et al**, “Environmental Equity in central Cities: Socioeconomic Dimensions and Planning Strategies,” *Journal of Planning Education and Research* 1998, v18:113-123. Case study of impact of QPC fire (1992) on a neighborhood in S Phx, including property values.
- **Elizabeth K. Burns & Patricia Gober**, “Job Linkages in Inner-City Phoenix.” *Urban Geography* 19(1)1998:12-23 (by ASU geographers—a little dry, but provocative study about the *lack* of job linkage between inner-city residents and employers, relevant to SPhx)

Either

or

MEETING PLACE for March 10, 2006

9:30 We meet our speakers at the **Rio Salado Project “gateway” platform** on east side of Central Avenue at the river’s NORTH bank. Just north of the riverbed on the east side of Central Ave. you’ll see a drive leading into a area. Park there and meet under the yellow awning of the platform. Call dr k if you can’t find it. 602-463-4742

Learning From South Phoenix

Schedule for March 10, 2006—Rio Salado Project/Environmental Injustice

MEETING PLACE

9:30 Rio Salado Project “gateway” platform on east side of Central Avenue at the river’s south bank. Just south of the riverbed on the east side of Central Ave. turn into a driveway leading to a dirt parking area. Park and meet under the platform’s yellow awning. Dr K 602-463-4742

9:30-10:45

The Rio Salado Project and Beyond the Banks Planning



Danielle Taddy, Rio Salado Park Manager

Overview of riparian restoration & recreational amenities underway

Susan Sargeant, City of Phoenix Planning Dept

Outline of plans for re/development “beyond the banks” just south of river



<http://www.ci.phoenix.az.us/NBHDPGMS/rioproj.html>

<http://phoenix.gov/PLANNING/btbindex.html>

Zoom over to our next meeting place! Rio Salado Industrial Park (Elwood & 12th Street, on the south river bank), an amazingly forlorn park!

11:00-12:00

- **Steve Brittle, environmental activist, Don’t Waste Arizona (dwaz@fastq.com)**



<http://www.fastq.com/~dwaz/>

Will speak on environmental (in)justice in S Phx; discussion of toxic sites in the area of the Rio Salado plans, QPC fire, & other issues. To get a feel for emergency response issues and laws check out



www.chemicalspill.org

12:00-2:30 Research Time—Grab lunch on the way! Travel in teams, collaborate, discuss, engage, absorb, enjoy! Here are some possibilities to help focus your afternoon on outcomes:

1. **Self-guided “toxic tour” of South Phoenix**, especially in the Beyond the Banks area of the Rio Salado Project. Try to go to all the toxic sites discussed by Steve Brittle (mark on map!).
2. **Explore the “before” scenes of the Beyond the Banks planners’ vision**. Drive on EVERY street in the area just south of the Rio Salado (it’s not hard to do all of them).
3. **Landscape identity surveys**. Add to our comparison of old/new neighborhoods.
4. **If weather is bad, do something indoors!** Go to shops, talk to people about their community!
5. **Wrap up any loose ends** on other projects you’ve got going already.

For all of the above:

- Observe, discuss in relation to our readings, take photos and notes to write up later.
- Ask people what they know about planning or environmental injustice issues at that place.
- Pause for some Event-Scenes (freeze-frame, shot/reverse-shot, storytelling) if stuck for ideas.

2:30-2:45 Meet for wrap-up back at Rio Salado Industrial Park (Elwood & 12th Street, on the south river bank).

Reminder: Did you submit enough assignments projects???—on BB & hard copy

WEB PORTFOLIO MARATHON

LAST CLASS DAY!—MARCH 24

MEETING PLACE: Computer Lab CLCC 228

Our course home page: <http://westinfo.west.asu.edu/classweb/koptiuch/SPhx2006/>

We will finalize our web portfolios on the last two days of class. You should have no trouble completing your web pages in class as long as you are ready--***Your job is to have everything ‘ready to go’!***

- **Bring everything** you’ll need on **CD or flash drive**, or place files in your Blackboard **Digital Drop Box**, or place files in your **website folder**—*do this prior to class!*
Reminder: do not use WordPerfect (.wps) files! (‘save as’ .rtf—rich text format).
 - **We *WILL* run out of time!! Plan ahead!!**
- **PROJECT TEXTS** should be **READY TO GO**: *revised*, cleaned up, proofed
 - **Title** your projects; a title makes the best link from your index page
 - **A helpful touch** is to **prepare a brief introductory comment for your index page** that lets the reader know what each linked piece is about (optional but encouraged).
- **SELECT PHOTOS, IMAGES, MAPS *in advance*** to enliven *each* of your web pages!
 - **No time to choose photos in the lab**—best to know your selection before hand
 - **To get photos from our web photo gallery**: “**copy**” the *large* size to a disk or storage device
 - **If you use your own photos** (digital or scanned), *please* make sure to size them properly using Photoshop Elements (remember: use resolution 72 pixels). Or ask dr K to post them for you.
 - **AVOID CLIP ART**—our photos are so much more interesting!
 - **USE *ONLY* .JPG OR .GIF files for images**—others do not work cross-platform (e.g. may not work on Mac computers, or may not work using other web browsers)
- **DESIGN**—give some *thought* to how you want to design your page (layout, colors, font). Please keep it simple—we will probably not have time to do much fancy stuff!

Reminder: First Step is to **Map your drive** on our course web server site:

- Right-click on MyComputer; Map Network Drive: [\\westfile\\classweb\\koptiuch\\Sphx2006](http://westfile\\classweb\\koptiuch\\Sphx2006)

Check Sheet for Your Web Portfolio: (be sure to change titles on you index page)

- ___ **1. Bio**—your own personal biographical information; include your photo; can be whatever you like!
- ___ **2. Memory Map** and narrative explanation of it
- ___ **3. Minimum of Five Project Assignments** (out of your six required assignments). You may have more projects if you wish, add field notes and commentaries, etc. But let dr. K know which are the five projects you want to use for your grade.
- ___ **4. Open Letter**—(1-2 pages) to either a) residents of South Phoenix, or b) residents of the larger Phoenix metropolitan area. Reflect on what you have learned throughout our course, and highlight a couple of key reflective points that you would like your readers to consider in order to develop a fuller, more complex understanding of the processes of urban change we’ve studied in South Phoenix. You will need to read everyone’s web pages first—so this can be due March 31, add it in Technopolis. You can set up your web page on last class day and just paste in the text later.

Learning From South Phoenix

Summary Schedule of Weekly Topics and Guest Speakers

WK 1 January 20 Course Orientation And Web Workshop

Meeting Place: ASU West Campus, CLCC 204

- Web Workshop—John Wilson (Info Technology)
- Video: *Making Sense Of Place: Phoenix: The Urban Desert* (2003 Lincoln Institute of Land Policy)
- Video: *Where Can I Live: A Story of Gentrification* (1983 Erik Lewis, 32 min)

WK 2 January 27 South Side Explorations

Meeting Place: South Mountain Environmental Education Center, South Mountain Park

- Class tour of the Environmental Center exhibit. Introduction to South Mountain Park and environs
- Teams explore South Phoenix

WK 3 February 3 Environmental Injustice and Gentrification

Meeting place: Stardust House, 1302 E. Apollo Road

Guest Speaker: Sara Grineski, IGERT Fellow and PhD candidate, Department of Sociology, and Center for Environmental Studies, ASU

- The Making of Environmental Injustice in South Phoenix—historical antecedents to contemporary social inequities and environmental injustice in South Phoenix.

WK 4 February 10 Culture of Place/Place of Culture; Urban ReDesign & Landscape Identity

Meeting place: South Mountain Community Center, 212 E. Alta Vista Road

Guest Speakers:

- William Calvo, PhD student in industrial design, School of Architecture, ASU -- Lowriders on the South Side: ReDesigning Urban Culture/Social Space
- Martin Moreno, artist and muralist – murals and Latino culture in South Phoenix
- Self-guided tour of key South Phoenix murals
- Subdivision Identity & Landscape Survey

WK 5 February 17 Representing Ethnic Communities

Meeting place: Unlimited Potential, 6520 South Central Avenue

Guest Speaker:

- Elvia Diaz editor of the Friday !Extra! section of the *Arizona Republic*, covering Central/South Phoenix

WK 6 February 24 Habitat for Humanity/Affordable Housing/Residential Governance

Meeting place: Villas Esperanza (a Habitat subdivision), 15th Ave & St. Catherine

Guest Speakers: Habitat staff: Paul Murphy, construction superintendent; Macario Jimenez, site supervisor

Service Learning Activity: construction on Habitat homes, learning about today's themes

WK 7 March 3 Planning South Mountain Village

Meeting place: South Mountain Community Center, 212 E. Alta Vista Road

Guest Speaker: George Young, South Mountain Village Planning Committee

WK 8 March 10 Rio Salado Project/Environmental Justice

Meeting places: Rio Salado Project “gateway” platform, Central Avenue at the river’s north bank; then South Mountain Community Center, 212 E. Alta Vista Road; wrap-up at Rio Salado Industrial Park, Elwood & 12th St

Guest Speakers:

- Danielle Taddy, Rio Salado Park Manager, Overview of riparian restoration & recreational amenities for the Rio Salado Project, and “Beyond the Banks” planning
- Steve Brittle, Environmental activist, Don’t Waste Arizona, Environmental (in)justice and community activism in South Phoenix; Self-guided toxic tour

WK 9 March 24 Web Marathon

Meeting Place: ASU West Campus, CLCC 228 computer lab

Final project design of student web portfolios. Quick image workshop with Colleen Carmean (IT).

Learning From South Phoenix

Weekly Schedule of Assigned Readings

Spring 2006

WK 2 January 27 South Side Explorations

Morrison Institute for Public Policy, 2000. *Hits and Misses*, ASU Tempe.

Handout Booklet of South Phoenix News Items, from the *Arizona Republic* for the past several years, collected by Kristin Koptiuch

Learning From South Phoenix web pages, created by students in this course from the previous three years, at our own web domain www.southphoenixweb.com.

WK 3 February 3 Environmental Injustice and Gentrification

Baudelaire, Charles, 1869. "The Eyes of the Poor" ("The Family of Eyes"), in his *Paris Spleen*. With commentary by Peter Jukes, *A Shout in the Street: An Excursion into the Modern City*, 1991 105-107.

Smith, Neil. 1996. "Is Gentrification a Dirty Word?" in *New Urban Frontier: Gentrification and the Revanchist City*. Routledge. 30-47.

Brunk, Linda M., 1996. "A Federal Legacy: Phoenix's Cultural Geography." *Palo Verde* (ASU West Magazine of Student Writing and Art), 4(1):60-75

Bolin, Bob, Sara Grineski, Tim Collins. 2005. "The Geography of Despair: Environmental Racism and the Making of South Phoenix, Arizona, USA." *Human Ecology Review* 12(2):156-168.

Luckingham, Bradford, 1989. *Phoenix: The History of a Southwestern Metropolis*. Tucson: Univ of Az Press—Selections with mention of South Phoenix and/or racial/ethnic minorities: 1-11 (intro), 32-35, 50-53, 94-101, 116-125, 168-177, 212-221, 254-257

WK 4 February 10 Culture of Place/Place of Culture; Urban ReDesign & Landscape Identity

Rojas, James, 1999. The Latino Use of Urban Space in East Los Angeles. In *La Vida Latina en L.A.: Urban Latino Cultures*. Gustavo Leclerc, Raul Villa, Michael Dear, eds. Sage. 131-138.

Bright, Brenda, 1998. "Heart like a car: Hispano/Chicano Culture in Northern New Mexico," *American Ethnologist* 25 (4):583-609.

Blake, Kevin S. & Daniel D. Arreola, 1996. "Residential Subdivision Identity in Metropolitan Phoenix," *Landscape Journal* 15(1):23-35

Guterson, David, 1992. "No Place Like Home: On the Manicured Streets of a Master-Planned Community," *Harpers Magazine* Nov. 55-64.

Phillips, Susan A., 2001. "El Nuevo Mundo: The Landscape of Latino Los Angeles. Photographs by Camilo Jose Vergara," *American Anthropologist* 103(1):175-188.

WK 5 February 17 Representing Ethnic Communities

Arizona Republic !Extra! section (Latinos) <http://www.azcentral.com/arizonarepublic/centralphoenix/>
Arizona Informant Newspaper, (African Americans) <http://www.arizonainformantnewspaper.com/>

Laguerre, Michel, 1999. "Technologies of Minoritized Space," in *Minoritized Space: An Inquiry Into the Spatial Order of Things*. Berkeley: Institute of Governmental Studies Press, 95-117.

Goldberg, David Theo, 1993. "'Polluting the Body Politic' Race and Urban Location." In his *Racist Culture*. Blackwell.

- Sassen, Saskia, 2001. "The City: Strategic Site/New Frontier," in *Quaderns d'arquitectura i urbanisme: Frontera*, Barcelona: Col·legi d'Arquitectes de Catalunya, 12-15.
- Ward, Yolanda, 1979?. "Spatial Deconcentration" (circa 1979). <http://eserver.org/art/spatial-deconcentration.txt>

WK 6 February 24 Habitat for Humanity/Affordable Housing/Residential Governance

- Kuppinger, Petra, 2004. "Introduction: Exploring Urban Segregation," *City & Society* 16(2):5-9.
- Blakely, Edward J. and Mary Gail Snyder, 1997. "Divided We Fall: Gated and Walled Communities in the United States" in *Architecture of Fear*, Nan Ellin, ed. Princeton Architectural Press, 85-99
- Caldeira, Teresa P.R., 1999. "Fortified Enclaves: The New Urban Segregation" in *Theorizing the City: The New Urban Anthropology Reader*, Setha M. Low, ed. Rutgers University Press, 83-107
- McKenzie, Evan, 1994. "Conclusion: Reflections on Privatopia and the city" in *Privatopia: Homeowner Associations and the Rise of Residential Private Government*. New Haven: Yale Univ Press, 175-197
- Kirby, Andrew, 2004. "When Extreme Political Ideas Move into the Mainstream," in *Spaces of Hate: Geographies of Discrimination and Intolerance in the U.S.A.*, Colin Flint, ed. Routledge, 209-225.
- Vergara, Camilo José, 1995. "Bunkering the Poor: Our Fortified Ghettos," In *Mortal City*, Peter Lang, ed. Princeton Architectural Press, 18-27

WK 7 March 3 Planning South Mountain Village

- South Mountain Village Planning Committee web site, <http://phoenix.gov/PLANNING/vpsouth.html>
- Garreau, Joel, 1991. *Edge City: Life on the New Frontier*. Doubleday. xi-15 (intro), 183-208
- Gammage, Grady, 1999 *Phx in Perspective: Reflections on Developing the Desert*. ASU. "To Sprawl or Not to Sprawl" 63-74. By one of the city's active mover-shakers.
- Hayden, Dolores, 1997. "Contested Terrain," the first chapter to her book, *The Power of Place: Urban Landscapes as Public History*. MIT Press, 2-13.
- Boyer, M. Christine, 1994. "The Inversions of Public and Private Space," in her book, *The City of Collective Memory: Its Historical Imagery and Architectural Entertainments*, MIT Press, 7-10.
- Davis, Mike, 1995. "Beyond Blade Runner: Urban Control and the Ecology of Fear" *Mediamatic* 8(2/3). http://www.mediamatic.nl/Magazine/8_2/Davis-Urban.html

WK 8 March 10 Rio Salado Project/Environmental In/justice

- Bolin, Bob et al, 2000. "Environmental Equity in a Sunbelt City: the spatial Distribution of Toxic Hazards in Phoenix." *Environmental Hazards* 2(2000)11-24
- Bolin, Bob et al, "The Ecology of Technological risk in a Sunbelt City." *Environment and Planning A* 2002, v 34:317-339
- Brittle, Steve, 1998. "The Rio Salado Project: the Rest of the Story," *Environmental Justice Explorer Newsletter* Vol. 5 (June) (also check out other issues of this online newsletter at <http://www.fastq.com/~dwaz/EJE/eje5.html>)
- Pijawka, K. David et al, "Environmental Equity in central Cities: Socioeconomic Dimensions and Planning Strategies," *Journal of Planning Education and Research* 1998, v18:113-123.
- Burns, Elizabeth K. & Patricia Gober, 1998. "Job Linkages in Inner-City Phoenix." *Urban Geography* 19(1)1998:12-23

Learning From South Phoenix

Course Bibliography of Assigned Readings 2006

- Arizona Republic*, South Phoenix news items compiled from the past several years by Kristin Koptiuch
- Baudelaire, Charles, 1869. "The Eyes of the Poor" ("The Family of Eyes"), in his *Paris Spleen*. With commentary by Peter Jukes, *A Shout in the Street: An Excursion into the Modern City*, 1991 105-107.
- Blake, Kevin S. & Daniel D. Arreola, 1996. "Residential Subdivision Identity in Metropolitan Phoenix," *Landscape Journal* 15(1):23-35
- Blakely, Edward J. and Mary Gail Snyder, 1997. "Divided We Fall: Gated and Walled Communities in the United States" in *Architecture of Fear*, Nan Ellin, ed. Princeton Architectural Press, 85-99
- Bolin, Bob, Sara Grineski, Tim Collins. 2005. "The Geography of Despair: Environmental Racism and the Making of South Phoenix, Arizona, USA." *Human Ecology Review* 12(2):156-168.
- Bolin, Bob et al, "The Ecology of Technological risk in a Sunbelt City." *Environment and Planning A* 2002, v 34:317-339
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- Hayden, Dolores, 1997. "Contested Terrain," the first chapter to her book, *The Power of Place: Urban Landscapes as Public History*. MIT Press, 2-13.
- Bright, Brenda, 1998. "Heart like a car: Hispano/Chicano Culture in Northern New Mexico," *American Ethnologist* 25 (4):583-609.
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- Brunk, Linda M., 1996. "A Federal Legacy: Phoenix's Cultural Geography." *Palo Verde* (ASU West Magazine of Student Writing and Art), 4(1):60-75
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- Caldeira, Teresa P.R., 1999. "Fortified Enclaves: The New Urban Segregation" in *Theorizing the City: The New Urban Anthropology Reader*, Setha M. Low, ed. Rutgers University P, 83-107
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http://www.mediamatic.nl/Magazine/8_2/Davis-Urban.html
- Gammage, Grady, 1999 *Phx in Perspective: Reflections on Developing the Desert*. ASU. "To Sprawl or Not to Sprawl" 63-74.
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- Garreau, Joel, 1991. *Edge City: Life on the New Frontier*. Doubleday. xi-15 (intro), 183-208
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- Hayden, Dolores, 1997. "Contested Terrain," the first chapter to her book, *The Power of Place: Urban Landscapes as Public History*. MIT Press, 2-13.
- Kirby, Andrew, 2004. "When Extreme Political Ideas Move into the Mainstream," in *Spaces of Hate: Geographies of Discrimination and Intolerance in the U.S.A.*, Colin Flint, ed. Routledge, 209-225.
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- Morrison Institute for Public Policy, 2000. *Hits and Misses*, ASU Tempe.
- Phillips, Susan A., 2001. "El Nuevo Mundo: The Landscape of Latino Los Angeles. Photographs by Camilo Jose Vergara," *American Anthropologist* 103(1):175-188.
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- Ward, Yolanda, 1979? "Spatial Deconcentration." http://www.interactivist.net/housing/spatial_d_1.html