ETHN 105/USP 104: Ethnic Diversity and the City
Fall Quarter, 2012
Tu. & Th., 12:30-1:50pm, Cognitive Science Building, Room 005
Instructor: Prof. José I. Fusté

Office Hours: Mon. & Wed. 4-5pm @ Perks Coffee (inside Price Center Bookstore), or by appointment
Email: jfuste@ucsd.edu

This course will arm you with an interdisciplinary, critical understanding of the history of ethnic and racial conflicts in the modern American city. We will examine the origins of cities as key nodes/hubs for the U.S.’ early colonial, imperial, and slave-based economies and how space was both signified and physically divided according to the racial and ethnic notions that served to legitimize these enterprises. This course is divided into three units. The first unit covers the creation of the modern American city along with its ghettos and suburbs. The second unit will examine the effects of mid-20th century “urban renewal” and public housing policies on racially fragmented cities such as Los Angeles and Chicago. In the third unit, we will learn about the interruption and reorganization of racially and ethnically segregated urban spaces and places in the U.S. during the postindustrial era (i.e., post-1970s), particularly through militarized security policies and gentrifying “revitalization” projects.

Required Readings

All readings for this class will be available for download via our course’s blackboard website which can be accessed at http://ted.ucsd.edu and through electronic reserves.

***NOTE: Readings and assignments are subject to change. This syllabus is not a contract, so make sure you stay up to date on any possible changes to the readings or the schedules. If I do make changes, I will post an updated copy of the syllabus on the front page of our blackboard portal along with an “announcement” I will also mention it in class and email you notifying you of these changes ***

Projects, Assessment, and Grade Distribution

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<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Participation and attendance</td>
<td>20%</td>
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<tr>
<td>Critical Essays (2) (see below)</td>
<td>20% e/a = 40%</td>
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<tr>
<td>Pop Quizzes (2)</td>
<td>5% e/a = 10%</td>
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<tr>
<td>Final Research Paper</td>
<td>30%</td>
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For due dates, please see “Weekly Schedule” below
Attendance and Participation

I expect you to attend all class meetings and participate actively. I will take points off for every absence (I only make exceptions if you bring me a valid medical or written excuse). I will also take points off if you don’t participate in class and show me that you’re keeping up to date with the reading and the discussion. If you are a shy person and do not feel as comfortable as others speaking in class, please try to make up for this by stopping by my office hours for a chat, which also counts toward participation or by emailing me your questions or observations about the readings or lectures.

Critical Essays (2 of them)

You will have to complete two 5pp. long “critical essays” over the course of the quarter. As you can see in the schedule below, there are three main thematic units in this course. It’s up to you to choose two units and write one paper for each of them. I will send you a writing prompt for each of these units to help you think about things you can write about, or you can choose to come up with an original argument (as long as you clear it with me at least a week in advance before the paper is due). For paper deadlines, please see weekly schedule below. Remember, you only have to write two papers on two out of the three units.

Final Research Paper

Instead of a Final Exam, you will have to write a 10-12 pp. long final research paper. For this assignment, you will look up at least 3 primary documents from the Los Angeles Times, New York Times or the Ethnic NewsWatch database (You can access these websites by going to the UCSD library’s main page, going to databases A-Z, and then looking up these up. If you cannot access the database, contact the library, 858.534.3336). You will analyze the sources within the context of the time period and explain how the documents illustrate arguments made or shed new light on the readings. The objective is to see how you apply/challenge/add to /overturn the narratives we read in the texts. You may also include and analyze the photographs in the articles. The deadline for this final research paper will be our scheduled final exam date, which is Friday, December 14, at 2:30pm.

Late Work Policy

All papers will be uploaded to Turnitin.com via our course’s blackboard website (i.e., ted.ucsd.edu). Late submission of assignments will be accepted only in verifiable emergencies, and only by arrangement with me prior to 2:00 p.m. on the due date. Assignments turned in late without prior approval will be graded down 7 points for each 24-hour period past the due date (no exceptions).

Academic Dishonesty

Scholastic dishonesty is any act by a student that misrepresents the student’s own academic work or that compromises the academic work of another. Examples include cheating on assignments or exams, unauthorized collaboration on assignments or exams, sabotaging another student’s work and plagiarizing. Plagiarism is presenting someone
else's work as your own, intentionally or not, by failing to put quotation marks around passages taken from a text or failing to properly cite quoted material. The University guideline for penalizing academic misconduct is determined by the professor of the course. Any act of academic dishonesty may result in one's failing the course.

**My Email Policy**

Please email me with questions and/or concerns about the course. I will respond within the next 24 hours. If you have an important personal question such as inquiring about a grade or class discussion, please visit me during office hours or schedule an appointment with me.

**A Note About Reading Volume**

Research indicates that the average U.S. college student reads about 20 pages per hour. As you will notice below, I’ve assigned about 80-100 pages of reading per week (i.e., 4-5 hours of reading per week). Please make sure that you stay on top of the readings.

**Majoring or Minoring in Ethnic Studies at UC San Diego**

Many students take an Ethnic Studies course because the topic is of great interest or because of a need to fulfill a social science, non-contiguous, or other college requirement. Often students have taken three or four classes out of “interest” yet have no information about the major or minor and don’t realize how close they are to a major, a minor, or even a double major. An Ethnic Studies major is excellent preparation for a career in law, public policy, government and politics, journalism, education, public health, social work, international relations, and many other careers. If you would like information about the Ethnic Studies major or minor at UCSD, please contact Daisy Rodríguez, our Ethnic Studies Undergraduate Advisor, at 858-534-3277 or d1rodriguez@ucsd.edu.

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<th><strong>Due Date Schedule</strong></th>
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<tr>
<td><strong>Assignment</strong></td>
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<tr>
<td>Unit #1 Critical Essay</td>
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<td>Unit #2 Critical Essay</td>
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<td>Unit #3 Critical Essay</td>
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***Remember that you only have to turn in 2 critical essays on 2 thematic units. It’s up to you to choose***

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<td>Final Research Paper</td>
<td>Friday 12/14 at 2:30pm</td>
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Weekly Reading/Film Viewing Schedule

***Remember, all these readings will be posted as PDF files on our blackboard homepage as well as through electronic reserves***

**Introduction**

Session 1A- 10/2- **Theoretical Lens: The Racialization of Space/The Spatialization of Race**  
(approx. 1.5 hrs of reading)


**UNIT 1- Ghettoes v. Suburbs: The Making of Modern, Racially Fragmented Cities**

Session 1B- 10/4- **The Origins of Racialized Space/ Spatialized Race in Los Angeles, Part 1** (approx. 2 hrs of reading)


Session 2A- 10/9- **The Origins of Racialized Space/ Spatialized Race in Los Angeles, Part 2**  
(approx. 1.5 hrs of reading)


Session 2B- 10/11- **The Origins of Racialized Space/ Spatialized Race in Los Angeles, Part 3**  
(approx. 1.25 hrs of reading)


Session 3A- 10/16- **By Law and By Fact: the Institutional Roots of America’s Ghettoes and Suburbs** (approx. 2.25 hrs of reading)


Session 3B- 10/18- Moral Panics Over Inner Cities, Part 1 (approx. 2 hrs of reading)


Session 4A- 10/23- Moral Panics Over Inner Cities, Part 2 (approx. 3 hrs of reading)


Session 4B- 10/25- Moral Panics Over Inner Cities, Part 3 (approx. 3.5 hrs of reading)


UNIT 2- Urban “Renewal” or Removal?

Session 5A- 10/30- Tearing the Ghetto Apart, Barrio by Barrio, Freeway by Freeway, Part 1 (approx. 2.25 hrs of reading)


Session 5B- 11/1- Tearing the Ghetto Apart, Barrio by Barrio, Freeway by Freeway, Part 1 (approx. 2.25 hrs of reading)


Session 6A- 11/6 – Of Vertical Ghettoes and Architectural Functionalism, Part 1 (approx. 2.5 hrs of reading)


Session 6B- 11/8 – Of Vertical Ghettoes and Architectural Functionalism, Part 2 (approx. 1.5 hrs of video watching)

UNIT 3: Postindustrial Cities

Session 7A - 11/13 – **Disciplining the Postindustrial City, Part 1** (approx. 2.25 hrs. of reading)


Session 7B - 11/15 - **Disciplining the Postindustrial City, Part 2** (approx. 2.25 hrs. of reading)


Session 8A - 11/20 - **Gentrifying the Postindustrial City, Part 1** (approx. 2.25 hrs. of reading)


Session 8B - 11/22 - **Thanksgiving Break** (approx. 3 hrs. of video viewing)


Goode Bryant, Linda. “Flag Wars.” 86 min. USA: Zula/Pearl Films Inc./ DitlevFilms 2003. (both are available online through electronic reserves)

Session 9A - 11/27 - **Gentrifying the Postindustrial City, Part 2** (approx. 1.5 hrs. of reading)


Session 9B - 11/29 - **Postindustrial Detroit: City of Abandonment or Hope?, Part 1** (approx. 2 hrs. of reading and 1.5 hrs. of video viewing)


Watch: Temple, Julien. “Requiem for Detroit.” 76 min. USA: BBC, 2010 (available online through electronic reserves)

Session 10A- 12/4- Postindustrial Detroit: City of Abandonment or Hope?, Part 2 (approx. 2.25 hrs. of reading)


Conclusion – What is to be done?

Session 10B- 12/6- Retaking the City through Guerilla Urbanism (approx. 2 hrs of reading and 1.5 hrs. of video viewing)


