

**A History of Race and Ethnicity in American Cities (HIUS 129/USP 106)
Fall Quarter 2016**

Prof. N. Molina

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E-mail: Conversations are best had face-to-face rather than on e-mail. I regularly stay after class in case you have questions or comments and also welcome speaking to you during office hours.

nmolina@ucsd.edu- *Please write "HIUS 129/USP 106" in the subject line or the e-mail may be directed to my spam folder.

Office hours: By appointment (phone: 858.534.3440)

Creating a learning environment: Only a portion of what you learn in this course will be from your instructors and the readings. Your classmates will play an instrumental role in your learning experience. As such, come to class prepared and be ready to join in the conversation. The more involved you become, the more you will gain. Support your opinions with what you learned in the readings, sections, and lecture. Benjamin Franklin once said, "Seek first to understand, then to be understood." Listen carefully to others before you decide where you stand in relation to their argument and how to respond in a respectful and productive manner. Please also refer to UCSD's Principles of Community, <http://www.ucsd.edu/explore/about/principles.html>.

• There are no laptops, tablets, e-readers, etc. allowed in class. If you need accommodations, bring in the supporting paperwork from the Office of Students with Disabilities.

Required texts:

- Kurashige, Scott. 2008. *The Shifting Grounds of Race: Black and Japanese Americans in the Making of Multiethnic Los Angeles*. Princeton, N.J.: Princeton University Press.
- Avila, Eric. 2004. *Popular Culture in the Age of White Flight: Fear and Fantasy in Suburban Los Angeles*. Berkeley and Los Angeles: University of California Press.
- Cheng, Wendy. 2013. *The Changs Next Door to the Diazes : Remapping Race in Suburban California*. Minneapolis: University of Minnesota Press.

The books can be found at the campus bookstore and on reserve at Geisel. Articles and chapters can be found in the coursepack.

Course objectives: This class examines the role of policies, cultural representations, social movements, laws, and political culture in shaping American cities and its diverse populations. It focuses on cities in California both because of its long history of diversity and clashes over diversity. We begin by setting up the historical foundation of how California came to be a diverse state. We then examine the span of the twentieth century to understand how the policies developed in the postwar, such as those pertaining to suburbanization, fair employment, housing, and education, were experienced differently across communities. We also look at the role that politics, specifically ballot measures, played in challenging civil rights legislation and antidiscrimination measures.

Course requirements:

Week 3, Tuesday- In-class writing assignment, 10 % total for the 3 assignments

Week 4, Tuesday- Paper #1, primary research, 5 pages 25%, with in-class primary source presentation

Week 6, Tuesday- In-class writing assignment, 10 % total for the 3 assignments

Week 7, Tuesday- Paper #2, primary research, 5 pages 30%, with in-class primary source presentation

Week 10, Tuesday- In-class group writing assignment, 10 % total for the 3 assignments

Final Paper, primary research, due date of scheduled final, 35%

If you miss the in-class writing assignment, you may turn in a 2-page analysis, not summary, of the readings the following class period. No late papers will be accepted.

Primary Research Paper: For your papers, you will look up at 2 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). You can access these newspapers through the database on the UCSD website, which is restricted to UC campuses. 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.

Late Policy: I deduct 7 points from papers for every 24 hours they are late. Papers are due at the start of class. If you have a medical emergency, please produce a doctor's note and I will do my best to work with you.

Readings: Completing the readings by the day assigned will help you get the most out of lectures and presentations. Your objective is to draw the connections between the readings, lectures and discussions. The lectures will elaborate on some of the key concepts in the readings, but they will not be a review of the readings.

Week 0:

Thursday: Introduction

• **Week 1:**

Tuesday: How do we begin to associate race with place? How do we begin to associate racial meanings with certain spaces?

Lipsitz, George. *How Racism Takes Place*, Introduction. *Bring the reading to class.

Class questions: How do both cultural and structural forces inform our understandings of race with place?

• **Week 2:**

Kurashige, Scott. 2008. *The Shifting Grounds of Race: Black and Japanese Americans in the Making of Multiethnic Los Angeles*. Princeton, N.J.: Princeton University Press.

Reading: Introduction and chapters 1-4

"Stories from Los Angeles" documentary

Class questions: How does a racial hierarchy develop in California? Consider both cultural and structural forces.

• **Week 3:**

Kurashige, Scott. 2008. *The Shifting Grounds of Race: Black and Japanese Americans in the Making of Multiethnic Los Angeles*. Princeton, N.J.: Princeton University Press.

Reading: Chapters 7-11, conclusion

*Primary source paper assignment handed out

* What is a primary source? What can you get from it versus secondary sources? This is an important session, as you will need this for your papers.

Tuesday: 20-minute in-class writing assignment

“The Rabbit in the Moon” documentary

• **Week 4:**

Tuesday: Primary source paper due. In-class presentation of primary source due. E-mail your primary source ahead of time.

Thursday: Segregation and the City

Read: Camarillo, Albert M. 2013. "Navigating Segregated Life in America's Racial Borderhoods, 1910s–1950s " *Journal of American History* 100 (3):645-662.

• **Week 5:**

Avila, *Popular Culture in the Age of White Flight: Fear and Fantasy in Suburban Los Angeles*

Reading: Chapters 1-3

Reading: Sánchez, George. 2010. "Disposable People, Expendable Neighborhoods." In *A Companion to Los Angeles*, edited by William Francis Deverell and Greg Hise, 129-46. Chichester, West Sussex, U.K.; Malden, MA: Wiley-Blackwell.

• **Week 6:**

Avila, *Popular Culture in the Age of White Flight: Fear and Fantasy in Suburban Los Angeles*

Reading: Chapters 4-6, Epilogue

Documentary: Chavez Ravine

Tuesday: 20-minute in-class writing assignment

• **Week 7:**

Tuesday: Primary source paper due. In-class presentation of primary source due. E-mail your primary source ahead of time.

Thursday: Reading: Sánchez, George. 2004. "'What's Good for Boyle Heights Is Good for the Jews': Creating Multiracialism on the Eastside during the 1950s." *American Quarterly* 56 (3):633-661

• **Week 8:**

Cheng, Wendy. 2013. *The Changs Next Door to the Diazes: Remapping Race in Suburban California*. Minneapolis: University of Minnesota Press.

Tuesday: Reading: Molina, Natalia. 2015. "The Importance of Place and Place-makers in the Life of a Los Angeles Community: What Gentrification Erases from Echo Park." *Southern California Quarterly* 97 (1): 69-111.

Thursday: Introduction, Chapters 1-3

• **Week 9: Thanksgiving break-catch up day!**

• **Week 10:**

Cheng, Wendy. 2013. *The Changes Next Door to the Diazes: Remapping Race in Suburban California*. Minneapolis: University of Minnesota Press.

Reading: Chapters 4-5, Conclusion

Tuesday: 20-minute in-class group writing assignment

Final paper assignment handed out

Thursday: Wrap up

Final: The take-home paper is due on the day of the scheduled final (or before, if you like), Tuesday, December 6. Turn in your final to the History Department on the 5th floor in the files in front of the elevators.