

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

Participation and attendance	20%
Critical Essays (2) (<i>see below</i>)	20% e/a = 40%
Pop Quizzes (2)	5% e/a = 10%
Final Research Paper	30%

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 Minor 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.

Due Date Schedule	
<i>Assignment</i>	<i>Due Date</i>
Unit #1 Critical Essay	Sunday, 10/28 at 11:59pm
Unit #2 Critical Essay	Wed. 11/14 at 11:59pm
Unit #3 Critical Essay	Sunday 12/2 at 11:59pm
*** Remember that you only have to turn in 2 critical essays on 2 thematic units. It's up to you to choose ***	
Final Research Paper	Friday 12/14 at 2:30pm



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)

Lipsitz, George. "The Racialization of Space and the Spatialization of Race: Theorizing the Hidden Architecture of Landscape." *Landscape Journal* 26, no. 1 (2007): 10-23 (13 pp.)

Anderson, Kay J. "The Idea of Chinatown: The Power of Place and Institutional Practice in the Making of a Racial Category." *Annals of the Association of American Geographers* 77, no. 4 (1987): 580-98 (18 pp.).

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)

Villa, Raúl. "Chapter 1: Creative Destruction: Founding Anglo Los Angeles on the Ruins of El Pueblo." In *Barrio-Logos: Space and Place in Urban Chicano Literature and Culture*. 19-66 (47 pp.). Austin: University of Texas Press, 2000.

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

Molina, Natalia. "Chapter 1- Interlopers in the Land of Sunshine: Chinese Disease Carriers, Launderers, and Vegetable Peddlers." In *Fit to Be Citizens?: Public Health and Race in Los Angeles, 1879-1939*. 15-46 (31 pp.). Berkeley: University of California Press, 2006.

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

Sides, Josh. "Chapter 1- African Americans in Prewar Los Angeles." In *L.A. City Limits: African American Los Angeles from the Great Depression to the Present*. 11-36 (25 pp.). Berkeley: University of California Press, 2003.

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

Massey, Douglas S., and Nancy A. Denton. "Chapter 2- the Construction of the Ghetto." In *American Apartheid: Segregation and the Making of the Underclass*. 17-60 (43 pp.). Cambridge, Mass.: Harvard University Press, 1993.

“Restrictive Deed: East San Diego, CA,” “Suburbanite Defends Racial Exclusion in Court”, “The Principles of Urban Real Estate” and Comparisons of HOLC Appraisals. From Nicolaides, Becky M., and Andrew Wiese. *The Suburb Reader*. 234-243 (8 pp.) New York: Routledge, 2006.

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

Macek, Steve. “Chapter 1- the Origins of the Crisis: Race, Class, and the Inner City.” In *Urban Nightmares: The Media, the Right, and the Moral Panic over the City*. 1-37 (37 pp.). Minneapolis: University of Minnesota Press, 2006.

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

Macek, Steve. “Chapter 2- Inventing the Savage Urban Other.” In *Urban Nightmares: The Media, the Right, and the Moral Panic over the City*. 37-71 (34 pp.). Minneapolis: University of Minnesota Press, 2006.

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

Macek, Steve. “Chapter 3- Catastrophe Is Now: The Discourse of the Underclass.” In *Urban Nightmares: The Media, the Right, and the Moral Panic over the City*. 71-139 (68 pp.). Minneapolis: University of Minnesota Press, 2006.

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)

Villa, Raúl. “Chapter 2- from Military Industrial Complex to Urban Industrial Complex: Promoting and Protesting the Supercity.” In *Barrio-Logos: Space and Place in Urban Chicano Literature and Culture*. 66-111 (45 pp.). Austin: University of Texas Press, 2000.

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

Clash, Culture. “Chavez Ravine.” In *Oh, Wild West!: Three New California Plays*. New York: Theatre Communications Group, 2011.

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

Lorch, Benjamin Leland. *Vertical Reservations: Imagining Urban Blight and Renewal in Chicago* (MA Thesis). 6-61 (55 pp.) Chicago: University of Chicago, 2005.

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

Watch: Freidrichs, Chad. “The Pruitt-Igoe Myth.” 79 min. USA: First Run Features, 2011 (available online through electronic reserves).

UNIT 3: Postindustrial Cities

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

Parenti, Christian. “Chapter 4- Discipline in Playland, Part I - Zero Tolerance: The Science of Kicking Ass.” In *Lockdown America: Police and Prisons in the Age of Crisis*. 69-90 (21 pp.). London: New York: Verso, 1999.

— — — . “Chapter 5- Discipline in Playland, Part II- Policing the Themepark City.” In *Lockdown America: Police and Prisons in the Age of Crisis*. 90-111 (21 pp.). London: New York: Verso, 1999.

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

Davis, Mike. “Chapter 4- Fortress L.A.”. In *City of Quartz: Excavating the Future in Los Angeles*. 221-65 (44 pp.). London: New York: Verso, 2006.

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

Smith, Neil. “Chapter 1- ‘Class Struggle on Avenue B’: The Lower East Side as Wild Wild West.” In *The New Urban Frontier: Gentrification and the Revanchist City*. 3-28 (25 pp.). London ; New York: Routledge, 1996.

— — — . “Chapter 2- Is Gentrification a Dirty Word?”. In *The New Urban Frontier: Gentrification and the Revanchist City*. 28-49 (21 pp.). London ; New York: Routledge, 1996.

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

Watch: Cavanaugh, Francine, A. Mark Liiv, and Adams Wood. “Boom: The Sound of Eviction.” 96 min. USA: Mountain Eye Media/ Whispered Media, 2003.

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)

Mele, Christopher. “Chapter 1- the Struggle over Space.” In *Selling the Lower East Side: Culture, Real Estate, and Resistance in New York City*. 1-31 (31 pp.). Minneapolis: University of Minnesota Press, 2000.

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)

Sugrue, Thomas J. “Introduction.” In *The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit*. 3-15 (12 pp.). Princeton, N.J.: Princeton University Press, 1996.

———. “Chapter 5- ‘the Damning Mark of False Prophesies’: The Deindustrialization of Detroit.” In *The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit*. 125-53 (28 pp.). Princeton, N.J.: Princeton University Press, 1996.

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)

Sugrue, Thomas J. “Chapter 7- Class, Status, and Residence: The Changing Geography of Black Detroit.” In *The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit*. 179-209 (30 pp.) Princeton, N.J.: Princeton University Press, 1996.

———. “Conclusion- Crisis: Detroit and the Fate of Postindustrial America.” In *The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit*. 259-72 (13 pp.). Princeton, N.J.: Princeton University Press, 1996.

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)

Rios, Michael. “Chapter 8- Claiming Latino Space: Cultural Insurgency in the Public Realm.” In *Insurgent Public Space: Guerrilla Urbanism and the Remaking of Contemporary Cities*, edited by Jeffrey Hou. 99-110 (11 pp.). New York: Routledge, 2010.

Rojas, James. “Chapter 3- Latino Urbanism in Los Angeles: A Model for Urban Improvisation and Reinvention.” In *Insurgent Public Space: Guerrilla Urbanism and the Remaking of Contemporary Cities*, edited by Jeffrey Hou. 36-44 (8 pp.). New York: Routledge, 2010.

Flores-González, Nilda. “Paseo Boricua: Claiming a Puerto Rican Space in Chicago.” *Centro Journal* XIII, no. 2 (2001): 7-23 (15 pp.).

Watch: Kennedy, Scott Hamilton. “The Garden.” 80 min. USA: Oscilloscope Pictures, 2008 (available online through electronic reserves).