

Ethnic Diversity and the City
Ethnic Studies 105 x Urban Studies and Planning 104
Summer Session I 2011

Instructor: Rebecca J. Kinney

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Class Meets: T/TH 11-1:50 Peterson 102

Office Hours: Tues by appointment, Thurs 2-3pm at the Cross Cultural Center (2nd Floor Price Center East), and by appointment

Final Exam: In-class Presentations Thursday July 28th

Purpose and Rationale

This class seeks to analyze how “diversity” was constructed within U.S. cities through the spatialization of “difference” and how difference continues to be spatialized and mapped within the city. We will begin by analyzing the historical construction of city-spaces and neighborhoods as zones of difference and link this production to the current impulse to “celebrate” diverse spaces through forms such as ethno-tourism and the creation of ethnic historic districts. At its core, this class will question the ways in which racial ideologies of exclusion shaped and continue to structure the U.S. city.

Required Texts

All books are available at Price Center bookstore and on reserve at Geisel Library.

*Deverell, William Francis. 2004. *Whitewashed Adobe*. Berkeley: University of California Press.

*Heap, Chad. 2009. *Slumming: Sexual and Racial Encounters in American Nightlife, 1885-1940*. Chicago: University of Chicago Press.

*Saito, Leland. 2009. *The Politics of Exclusion*. Stanford: Stanford University Press.

*Zukin, Sharon. 2010. *Naked City*. New York: Oxford University Press.

Evaluation

Midterm.....	20%
Research Proposal.....	5%
Annotated Bibliography.....	25%
Final Research Paper.....	30%
“Diversity and the City of San Diego” (Final Exam).....	20%

“Diversity and the City of San Diego”: The ideal place to understand the themes and ideas that we have explored throughout this course are not in the classroom, but in fact are outside the confines of this space and to understand truly how space is a social construct—both constructed by social forces and constructing social space.

In groups of 4-5 students choose a particular site within the county of San Diego to engage with and analyze utilizing the theories that we rely upon in this course. Each group is expected to research the history, significance, and future of their site of focus within the themes of the course. What does an analysis of race and space tell us about this location? Please pick a

neighborhood, community center, plaza or any other approved space that is of interest to your group.

Your group project makes up 20% of the total course grade. Your project will be time consuming and requires creativity and intense group cooperation. You need to design a creative project which includes information on your location, how and why it can be better understood utilizing the ideas learned in the course, and what is the past, present, and legacy of the location. Your project must include a visual component of the space. Possible suggestions include short films, photo exhibits, paintings, banners, spoken word, short plays, murals, etc. The project is due Thursday July 28, 2011. Expect your presentation to run about 15 minutes.

Research Paper: In order to more fully understand the development of narratives of diversity in the city, each person will choose a neighborhood or place in San Diego to research in order to understand the development of a particular “diverse” neighborhood or area in city. First, why is this area considered “diverse”? What marks it as such. What is its primary function? What is the historical background of the location that lead to its production as a “diverse” space? The research papers are intended to allow for each student to connect a specific phenomenon or trend they witness in the group research site to a broader context of literature and ideas. Each student is expected to turn in a research paper of 8-10 pages in length utilizing at least 10 sources. The final paper will be due Tuesday July 26, 2011.

Possible topics to explore in depth in regards to your site may include: gentrification, ethno-tourism, slum/voyeur-tourism, creating ethnic neighborhoods, ethnic historic districts, San Diego’s Spanish Fantasy past, environmental injustice, community activism, or any number of topics that are approved by the instructor.

As part of your paper you will be assigned writing exercises so that I can provide you with feedback along your process. The following is the schedule for these assignments:

1-2 page Paper proposal (5%)	Tuesday July 5
Annotated Bibliography (25%)	Tuesday July 12
Final Draft (30%)	Tuesday July 26

Midterm: An in-class short answer and short essay exam based on readings, lecture, and discussion will take place Thursday July 14, 2011.

Final Exam: Your final exam is the group presentation Thursday July 28 during class.

ADA Statement: If you have a disability or condition that compromises your ability to complete the requirements of this course, you should inform me as soon as possible of your needs. I will make all reasonable efforts to accommodate you. If, as a result of a disability, you cannot accept the content or terms of this syllabus, you need to notify me in writing within one week of receiving it.

Late & Make-up Assignments Policy: I do not accept late papers and do not allow make-up assignments. Please review the syllabus so that you may plan ahead for deadlines.

Absences: In the event of an absence it is your responsibility to arrange to get lecture notes from a classmate. Please do not ask me: “Did we do anything in class?” We always do something in class and you are responsible for any material covered in class.

Email Policy: Please be advised that I only answer and check email during business hours and it may take me up to 2 business days to reply to your email. I also do not reply to emails that have no salutation or in which you do not identify yourself. Remember that emails to professors and instructors are a form of professional, business communication.

Ground Rules: There will likely be a wide range of opinions among students, many of which may be rooted in your personal experiences. Our goal in this classroom is to stimulate critical analysis, challenge paradigms, and raise questions so that as a class we may engage in respectful and considerate debate and discussion. Offensive and insulting contributions to class discussions or behaviors and/or comments that otherwise disrupt the learning process are not acceptable. Abusive and harsh language will not be tolerated in this classroom.

Principles of Community and Academic Integrity: The term “academic integrity” represents a complex of values and practices essential to the successful pursuit of education at UCSD. Students are members of the academic community, with accompanying rights and responsibilities based on honesty, trust, fairness, and mutual respect. UCSD affirms the right to freedom of expression and, at the same time, is committed to the highest standards of civility and respect among the faculty, staff, and students. In keeping with these fundamental ideals, please familiarize yourself with the “UCSD Principles of Community,” available at <http://www.ucsd.edu/principles/>. Academic integrity, however, entails more than is contained in this declaration. It necessarily includes a personal, individual commitment to contribute to and maintain a supportive learning environment for all UCSD students within as well as outside of the classroom. Above all, it means upholding the rules of academic honesty – doing your own work on all assignments and examinations, written or otherwise; and giving credit where credit is due when using the words or ideas of others (that means citing so make sure you do this when is necessary in the response papers, the midterm, and the final, using proper conventions).

COURSE SCHEDULE

Subject to Change

All articles marked with an * are available on ereserves.

Part I: Spatialization of Race, Racialization of Space, Week 1

June 28 (T) *Omi, Michael and Howard Winant. “Racial Formation”

*** Lipsitz, George. 2007. “The Racialization of Space and the Spatialization of Race: Theorizing the Hidden Architecture of Landscape,” *Landscape Journal*, 26 (1): 10-23.**

*** Anderson, Kay J. 1987. "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*, Vol. 77, No. 4 (Dec, 1987), 580-598.**

Part II: Zones of Difference

June 30 (TH) Deverell: Introduction, Chapters 1-2

**July 5 (T) Deverell: Chapters 4-6, Conclusion
Paper Proposal Due**

July 7 (TH) Heap: Introduction, Chapters 1-2

**July 12 (T) Heap: Chapter 3, Chapter 5, and Epilogue
Annotated Bibliography Part II Due**

July 14 (TH) Midterm

Part II: The "Color-blind" City

July 19 (T) *Sides, Josh. 2004. "Straight into Compton: American Dreams, Urban Nightmares, and the Metamorphosis of a Black Suburb," *American Quarterly*, 56(3): 583-605.

Saito: Introduction, Chapters 1-3

July 21 (TH) Zukin: Introduction, Chapter 1-2

**July 26 (T) Zukin: Chapters 4-5, Conclusion
Final Paper Due**

June 28 (TH) Final Exam In-class Presentations

Majoring or Minor in Ethnic Studies at UCSD

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 Yolanda Escamilla, Ethnic Studies Department Undergraduate Advisor, at 858-534-3277 or yescamilla@ucsd.edu.

