

ETHNIC DIVERSITY AND THE CITY
Ethnic Studies 105/Urban Studies and Planning 104
Summer Session I 2012
Tuesday and Thursday, 2-4:50pm, HSS 1305

Instructor: Candice Rice

Office/Hours: Social Science Building 242 (SSB)

Tuesday and Thursday, 11a-12:30p

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Course description and overview:

The goal of this course is to explore how urban space takes on racialized meanings and how race serves as an organizing principle within cities. We will analyze how “diversity” in city-spaces has been historically constructed and managed and how differences continue to be organized and mapped in U.S. cities. We will examine issues such as transportation politics, gentrification and urban renewal, and spatial segregation through the lens of race and we will also pay attention to contemporary state discourses, legislation, and practices, especially as they have been informed by “multiculturalism” and “color-blindness.”

The course is loosely organized in a chronological fashion, beginning with the WWII era and ending in the contemporary moment. The first half of the course will analyze state ideologies and practices while the latter half focuses on rebuilding and redefining racial and ethnic communities in response to institutional racism and state neglect.

We will use Los Angeles and the Southern California region as a case study to demonstrate the relationship between race, space, and power. We will explore how people operate within political-economic structures in urban centers to understand how these spaces help produce and re-define state institutions as well as shape people’s politics and identities. As this is an interdisciplinary course, in addition to the required texts and readings, we will draw examples from a variety of sources including film, video clips, images, and other cultural productions.

Required Texts:

- *1. Hunt, Darnell and Ramón, Ana-Christina, eds. *Black Los Angeles: American Dreams and Racial Realities*, 2010.
- *2. Hutchinson, Sikivu. *Imagining Transit: Race, Gender, and Transportation Politics in Los Angeles*, 2003.
- *3. Himes, Chester. *If He Hollers Let Him Go*, 1945.

(Required texts are available at the UCSD Bookstore - All other course reading materials can be accessed through TED ted.ucsd.edu or UCSD Libraries)

• **Participation/Class Discussion:** You should complete the readings for the week by class on Tuesday. Bring your reading materials, notes, and questions each class meeting. Your preparation will help you get the most out of lectures and presentations. I expect democratic participation that involves careful listening and thoughtful speaking to contribute to a productive learning environment. Along with the **UCSD Principles of Community** (<http://www.ucsd.edu/explore/about/principles.html>) the following guiding principles are the basis for building a positive space:

- Assume nothing
- Respect is key (consider all experiences, perspectives and positions)
- Support your arguments by engaging the texts (academic settings necessitate scholarly claims)
- Disagree with the argument, not the person (no personal attacks!)

• **Late Assignments:** I do not accept late assignments. Please read the syllabus carefully for all requirements and plan accordingly.

• **Attendance:** As summer session courses are extremely pressed for time, attendance is mandatory for the entire scheduled time (2-4:50pm). We will screen films and engage other materials in our discussions that are essential to the course and your assignments. Please arrive on time; being late will hurt your grade and is disruptive to your peers.

• **E-mail/ Office Hours Policy:** You may email me at my UCSD e-mail address to schedule an appointment or if you have general inquiries about assignments or class logistics. I check my email during normal business hours, Monday-Friday 9am-5pm. I will do my best to respond to your questions within 24 hours (for example, if you email me on a Friday afternoon, 24 hours later would be Monday afternoon). For questions or concerns that cannot be handled via email, I will ask you to see me during office hours.

• **Disabilities:** If you have a documented disability needing accommodations in this course, please inform me and bring a notification letter outlining your approved accommodations. I will make all reasonable efforts to assist you. If, as a result of a disability, you cannot accept the content or terms of this syllabus, you must notify me in writing within one week of receipt of syllabus. You may also seek assistance or information from the Office for Students with Disabilities, 858-534-4382.

Course Evaluation:

Class Attendance/Participation.....	40%
Critical Essay.....	15%
Research Journal.....	15%
Final Research Project.....	30%

Critical Essay (15%): The critical essay assignment will be based on Chester Himes' novel, *If He Hollers Let Him Go* and will be due Tuesday July 17 at the beginning of section (please see course policies regarding late assignments). The essay will be a critical analysis of the novel and engagement of course materials. I will provide an essay prompt and detailed discussion of assignment on Tuesday July 10.

Research Journal (15%): In order to prepare for the final research project, you will produce a research journal which will consist of at least 2-3 primary sources that you identify as significant to shaping the racial and ethnic diversity of the Southern California region (i.e. Los Angeles, Orange, San Diego, or Imperial counties). Along with your primary source documents, you will write a 2-3 page informal analysis of your sources to explain how they illustrate arguments made in the materials we have covered. The objective is to see how you apply/challenge/add to/overtake the narratives we engage in the texts.

Final research project (30%): In lieu of a final exam, you will produce a final research project (archival) which will count towards 30% of your grade. Each student will present their research findings during in a mini-symposium which will be held during the scheduled final (August 4, 2012). Utilizing archival primary data and sources such as newspaper articles, photographs, and city plans/planning records, etc. you will provide an in-depth analysis of your sources, connecting your ideas to the theories and concepts which we have explored this quarter (3-5 pages). More detailed information to follow.

Part I: Race, Ethnicity, and the City

Week 1: Racial Spatialization and Formation in the City of Angels

Tues. 7/3: *Introduction to course

*Film Screening: *Chavez Ravine: A Los Angeles Story*, dir. Jordan Mechner, 2003

*Film Screening: *The Price of Renewal*, dir. Paul Espinosa, 2006

Thurs. 7/5: *Michael Nevin Willard, "Nuestra Los Angeles" in *American Quarterly*

*Hunt and Ramón, Introduction (1-17) and Chapter 1, "Race, Space, and the Evolution of Black Los Angeles" (21-59)

*Hutchinson, Introduction, "Crossings" (1-16) and Chapter 1, "Dreaming of La Plaza" (17-31)

***Read Chester Himes, *If He Hollers Let Him Go*, by Tuesday 7/10**

Week 2: "Segregated Diversity": Contradictions of the American Dream in LA

Tues. 7/10: *Natalia Molina, "The power of racial scripts: what the history of Mexican immigration to the United States teaches us about relational notions of race" in *Latino Studies*

*Scott Kurashige, "Between 'White Spot' and 'World City': Racial Integration and the Roots of Multiculturalism" in *A Companion to Los Angeles*

*Discussion of Himes novel

***Critical Essay Assignment Overview (Essay will be due Tuesday, July 17)**

Thurs. 7/12: *Film Screening: *The Black Power Mixtape 1967-1975*, dir. Göran Hugo Olsson, 2011

*Hunt and Ramón, Chapter 2, "From Central Avenue to Leimert Park: The Shifting Center of Black Los Angeles" (21-59)

*Hutchinson, Chapter 2, "Whiteness and the City" (33-57) and Chapter 3, "The Northern Drive: Black Women in Transit" (59-76)

Week 3: Representations and Realities of South Central Los Angeles

***Critical Essay due Tuesday July 17**

Tues. 7/17: *Film Screening, *Boyz n the Hood*, dir. John Singleton, 1991

*Josh Sides, "Straight Into Compton: American Dreams, Urban Nightmares, and the Metamorphosis of a Black Suburb" in *American Quarterly*

*Hutchinson, Chapter 4, "Driving While Black" (77-101) and Chapter 5, "Little Patch of Green" (103-127)

*Hunt and Ramón, Chapter 8, "Looking for the 'Hood and Finding Community" (215-231)

Thurs. 7/19: *Film Screening, *Bastards of the Party*, dir. Cle Sloan, 2006

*Hutchinson, Chapter 6, "Station to Station" (129-147)

*Hunt and Ramón, Chapter 5, "Out of the Void: Street Gangs in Black Los Angeles" (140-167), and Chapter 6, "Imprisoning the Family: Incarceration in Black Los Angeles" (168-187)

Part II: Re-Creating and Re-Defining Diverse Communities in Los Angeles

Week 4: Race Riots and Urban Rebellions: Watts and Rodney King

***Bring laptop to class this week (Tues and Thurs) if possible**

Tues. 7/24: *Archival research workshop – Guest presentation with Stevie Ruiz

*Eric Avila, "Social Flashpoints" in *A Companion to Los Angeles*

*Scott Saul, "Gridlock of Rage: The Watts and Rodney King Riots" in *A Companion to Los Angeles*

Thurs. 7/26: *Research workshop continued

*Hunt and Ramón, Chapter 10, "Before and After Watts: Black Art in

Los Angeles" (243-265)
*Hutchinson, Chapter 7, "Waiting for the Bus" (149-163) and
Chapter 8, "The Juggernaut" (165-183)

Week 5: (Re)Building Diverse Communities in the Post-Industrial City

**Research Journal due Tuesday 7/31*

Tues. 7/31: *Film Screening: *The Garden*, dir. Scott Hamilton Kennedy, 2008
*Hunt and Ramón, Chapter 14, "Concerned Citizens: Environmental
(In)Justice in Black Los Angeles" (343-359) and Chapter 15, "A
Common Project for a Just Society: Black Labor in Los Angeles (360-
381)

Thurs. 8/2: *Film Screening: *The New Los Angeles*, dir. Lyn Goldfarb, 2006
*Manuel Pastor, "Contemporary Voice: Contradictions, Coalitions,
and Common Ground" in *A Companion to Los Angeles*
*Hunt and Ramón, "Chapter 13, "Bass to Bass: Relative Freedom and
Womanist Leadership in Black Los Angeles" (323-342)
*Ruth Wilson Gilmore, "You Have Dislodged a Boulder: Mothers and
Prisoners in the Post Keynesian California Landscape" in
Transforming Anthropology

Final: Saturday, August 4, 2012

3-5:59 pm

Attendance for the entire session is mandatory.

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 or www.ethnicstudies.ucsd.edu.