

## Ethnic Studies 105: Race and the City

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\*Please write "105" in the subject line or the e-mail might be directed to my spam folder

**Office Phone:** 858.822.1580

**Office hours:** Tuesday/Thursday 3:30-5 and by appointment

### Overview:

The goal of this class is to demonstrate how urban space takes on racialized meanings and how race serves as an organizing principle within cities. The course asks you to correlate the relationship between race, place, and power. Using race as an analytical tool, we will answer how the city is experienced and imagined differently when using race as our lens.

A range of disciplines will inform our studies, including sociology, history, urban planning, and literary theory. The class itself is organized by historical periodization. Through readings, lectures, and course work, you will establish a deep understanding of urban racial geography.

In order to understand better how race becomes inscribed in the city, we will look at how national changes in policy affect the local level. In our investigation at both the micro and macro levels, we will study public and private spaces, ranging from leisure, work, civic, and cultural spaces. We will examine issues such as the gentrification, grassroots organizing and spatial segregation.

We will also gain an understanding of how the built environment informs people's politics and identities. People operate within the political-economic structure to try to make these systems reflect their needs and to shape public debates. They appropriate, interrupt, and participate in a range of urban spaces through a range of activities including social movements, protests, cultural productions, and voting alliances.

### Required Books and Readings:

Kurashige, Lon. *Japanese American Celebration and Conflict: A History of Ethnic Identity and Festival in Los Angeles, 1934-1990*. Berkeley: University of California Press, 2002.

Shah, Nayan. *Contagious Divides: Epidemics and Race in San Francisco's Chinatown*. Berkeley: University of California Press, 2001.

Davila, Arlene. *Barrio Dreams: Puerto Ricans, Latinos, and the Neoliberal City*. Berkeley:

University of California Press, 2004.  
Pardo, Mary S. *Mexican American Women Activists: Identity and Resistance in Two Los Angeles Communities*. Philadelphia, Pa.: Temple University Press, 1998.

- Ethnic Studies 105 Reader sold by University Readers.

All books are available at Groundworks Bookstore, 858.452.9625. Readers are for sale through University Readers, [info@universityreaders.com](mailto:info@universityreaders.com), 1.800.200.3908. University Readers representatives will bring readers to lecture the first few class sessions. The books and the reader will be on reserve in the library.

**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-vcba.ucsd.edu/principles.htm>.

### **Requirements and Grading:**

In Class Group Presentation on *Contagious Divides* or *Japanese American Celebration and Conflict*, Week 4, 20%  
Group Work, Weeks 5 & 6, 5 % Each  
Primary Research Paper, Week 7, 25%  
Gentrification Position Paper and Debate, Week 8, 20 %  
Final Paper, due date of scheduled final, 25%

### **ASSIGNMENTS:**

**Group work:** Break up into groups of five. You will work with the same group for the entire quarter. If someone in the group is not participating, you may vote them out of your group. On Thursdays of weeks 5 and 6, we will do group work. You will turn in your work at the end of the class and also present your answers to the class.

**Group Presentation (Week 4): Be the Professor:** Show me how you want to be taught. You will be evaluated on how well you learned the material in Part I of the course and how you can demonstrate your knowledge through a group presentation. You will present on either *Contagious Divides* or *Japanese American Celebration and Conflict*. The goal of the presentation is to teach your fellow students the *concepts* in the

readings. You can do this by doing a presentation, facilitating a discussion, or any other creative way you like. You can teach the concepts in the readings through songs, poetry, fiction, photos, art, and murals. You can rely on the readings but you should bring in outside materials. The presentations should be fifteen minutes long. You will be graded by your peers on mastery of the material, preparation, and presentation style. (Of course, I reserve the right to change the grade if I feel it is warranted). I am available during office hours for consultation on your presentations.

**Primary Research Paper (Week 7):** You will look up at least 3 primary documents from the *Los Angeles Times* or the *New York Times* that relate to the readings in Part II of the course. (You can access these websites by going to the UCSD library's main page, going to databases, and then looking up *Los Angeles Times* or the *New York Times*.) You can access these newspapers through the database on the UCSD website which is restricted to UC campus. 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. Assignment using primary sources: The objective is to see how histories are written and policies are made. You may also include and analyze the photographs in the articles.

**Gentrification Paper and Debate:** We will have a debate on gentrification on Thursday of Week 8. You will come prepared with a 2 page position paper on the issues raised in the lecture and readings.

**Final Paper:** In lieu of a final, you will turn in a paper on the issues raised in Part III of the course.

**Late Policy:** I deduct 10 points from papers for every 24 hours they are late. There is no way to accommodate lateness or absence for group assignments. If you do not participate in them, you will receive a zero.

If you have a medical emergency, please produce a doctor's note and I will do my best to work with you.

**Extra credit:** Extra-credit assignments are worth up to 1 point added to your final score in the course. See syllabus for possibilities for extra credit. You may turn in up to 3 extra credit assignments. Extra credit can also be earned through written reports on the lectures given at the Center for Race and Ethnicity's weekly colloquium held on Wednesdays at 3 PM in Cross-Cultural Studies. Reports are due within one week of the lecture.

**Readings:** You should complete the readings for the week by class on Tuesday. Your preparation will help you get the most out of lectures and presentations. Your

objective is to draw the connections between the readings, lectures and presentations. The lectures will review some of the key concepts in the readings, but they will not be a review of the readings.

### **Schedule and Assignments:**

**Part I: Week 1:** Introduction and overview of the class

**Reading:** Raymond Mohl, "Shifting Patterns of American Urban Policy since 1900" in Urban Policy in Twentieth Century America.

**Week 2:** Immigration Shaped by the Urban Context/Immigrants Shape the City

**Reading:** Lon Kurashige, *Japanese American Celebration and Conflict: A History of Ethnic Identity and Festival in Los Angeles, 1934-1990*, Chapters TBA

**Week 3:** Urban Public Health Reform and Race

**Reading:** Nayan Shah, *Contagious Divides: Epidemics and Race in San Francisco's Chinatown*, Introduction, Chapters 1, 3, 8 and 9.

**Week 4:** Group Presentations graded by the class

### **Part II: Week 5: Ethnic and Racial Segregation**

We've talked about how spaces get coded as raced. Now, we're going to talk about how decisions get made over how space will be used including, housing, freeways, cultural spaces.

**Come to class prepared to answer:** What do Massey and Denton mean by "shoring the bulwarks of segregations"? Terms to know: HOLC, redlining, covenants.

**Thursday:** In class group assignment

**Readings:** Massey and Denton, Chapter Two "The Construction of the Ghetto," in *American Apartheid* (Reader)

Josh Sides, Chapter Four, "Race and Housing in Postwar Los Angeles" in *L.A. City Limits* (Reader)

Becky Nicolaides, Chapter Five, "A Beautiful Place," in *My Blue Heaven* (Reader)

### **Week 6: Urban Planning and the Racial Imaginary**

**Thursday:** In class group assignment

**Readings:** Eric Avila, "Suburbanizing the City Center: The Dodgers Move West," in *Popular Culture in the Age of White Flight* (Reader)

Dana Cuff, Section III, "Provisional Places with Fugitive Plans: Aliso Village," in *The Provisional City* (Reader)

Dana Cuff, Section VII, "Chavez Ravine and the End of Public Housing," in *The Provisional City* (Reader)

**Week 7:**

**Papers due Tuesday:** In class presentations of primary sources for extra-credit on Tuesday. You must tell me by Thursday, May 12, if you are presenting.

**Readings:** Larry Adelman, "A Tale of Two Families" (Reader)

Gloria Ohland, "Renaissance in the Barrio," (Reader)

**Week 8: The Cultural Politics of Urban Space**

**For extra-credit, write a 1-2 page paper on:** What is the relationship between gentrification and Latinization of space work together? How does race and ethnicity shape economic empowerment? Due Week 8.

**Terms to Know:** gentrification, ethnography, and neo-liberalism

Neo-liberalism assumes it is free of race and ethnic tenets

**Readings:** Arlene Davila. *Barrio Dreams: Puerto Ricans, Latinos, and the Neoliberal City*, pages 1-96.

"Los Angeles: Turning a Lens Homeward: A High School Student Chronicles the Effects of Gentrification on Her Neighborhood," Daniel Hernandez, Los Angeles Times, Jan 24, 2005.

"History Repeats Itself in Echo Park," *Los Angeles Times*, Jan 29, 2005.

**Film clips:** "Flag Wars"

**Thursday:** Bring your paper on gentrification and be prepared for an in class debate.

**Week 9:**

**Readings:** Mary S. Pardo, *Mexican American Women Activists: Identity and Resistance in Two Los Angeles Communities*. Chapters 1, 2, 3, 5, 7, 9

Extra credit presentations on *Mexican American Women Activists*.

**Week 10:** Wrap up lectures