

**Ethnic Studies 105/Urban Studies & Planning 104**  
**Ethnic Diversity and The City, Spring 2016**  
**Solis 111, Tu/Th 3:30-4:50pm**

**Prof. Gabriel N. Mendes**

**Office:** Social Science Building 229 (next to RIMAC)

**Mailbox:** Department of Ethnic Studies, Social Science Building 201

E-mail is the best way to contact me: [gmendes@ucsd.edu](mailto:gmendes@ucsd.edu)

\*Please write "105/104" in the subject line or the e-mail might be directed to my spam folder.

**Office Phone:** 858-822-5118

**Office Hours:** Wednesday 11am-12noon and 1:00-2:30pm **by appointment only. Please set a meeting time with me prior to arrival.**

**Overview:**

- The goal of this class is to explore how urban space takes on racialized meanings and how the city itself structures and reinforces the significance of racial distinctions. The course asks you to correlate the relationship between race, place, and power. We will answer a fundamental question: how is the city experienced and imagined differently when using race as our analytic lens?
- This is an interdisciplinary course, which means we will draw upon a range of disciplines, including anthropology, history, urban planning, media studies, and even literary fiction. The class itself is organized by historical periodization. Through readings, lectures, and course work, you will establish a deep understanding of urban racial geography.
- 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 gentrification, grassroots organizing, spatial segregation, as well as the politics of cultural self-definition, with especial attention to how the built environment informs people's politics and identities.

**Logistics**

You can reach me by email, in my office hours, or by appointment at any time during the quarter. I respond to students' emails by 11am every weekday; I do not answer students' emails on weekends.

This syllabus is a guide, not a contract, and is therefore subject to change; any changes will be announced well in advance in class or by email.

**Computers of any type are not allowed in this 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.

**Policy on Late Papers and Make-up Assignments:** Excepting emergencies, I do not allow late papers and do not allow make-up assignments. You have the syllabus well enough in advance to know what is due and when.

**Primary Ground Rules:** (a) The number one ground rule to which we will all adhere is to engage in respectful and considerate debate and discussion in the classroom. You will be expected to approach this course with a patient, open mind, ready to absorb new facts and new ideas about topics that are, by their nature, subjects of controversy and disagreement. A good classroom environment should stimulate you to think for yourselves and raise critical questions based upon a thorough survey of the evidence before you. Please take note that abusive and harsh language will not be tolerated in this classroom. These ground rules are reflected in the UCSD Principles of Community to which we are all expected to adhere (<http://www-vcba.ucsd.edu/principles.htm>).

(b) Academic dishonesty will not be tolerated in any form. This means plagiarism and other forms of dishonesty such as producing assignments for others. Please become familiar with the UCSD Policy on Academic Integrity (<http://senate.ucsd.edu/manual/Appendices/app2.htm>). Any academic work that you submit in this course, which violates the UCSD Policy on Integrity of Scholarship will automatically receive an “F” for the assignment and may result in you failing the course.

**Other Ground Rules:** All phones and portable electronic devices (PDA/ Smartphones/ iPads/etc.) must be turned off and may not leave your bag in the classroom. With the exception of students with a documented need for accommodation, laptop computers cannot be used in lecture or section. Students with permission to take notes on their laptops must mute all sounds, disable their wireless connections, and sit in the front row of class. For all cases of students texting/facebooking/instant messaging, I have a zero tolerance policy: you will promptly be asked to leave class and your participation/attendance grade will drop 5 points. The same goes for students who are sleeping or reading. Rest assured, I will notice. You are not invisible and not anonymous in my classroom.

#### **REQUIRED TEXTS** (Available at the UCSD Bookstore)

Listed in the order in which we’ll read them.

- Natalia Molina, *Fit To Be Citizens?: Public Health and Race in Los Angeles, 1879-1939* (UC Press, 2006).
- Kevin J. Mumford, *Interzones: Black/White Sex Districts in Chicago and New York in the Early Twentieth Century* (Columbia University Press, 1997).
- Mike Davis, et al., *Under the Perfect Sun: The San Diego Tourists Never See* (New York: The New Press, 2005).
- Paule Marshall, *Brown Girl, Brownstones* (New York: Random House, 1959).
- Jeff Chang, *Can’t Stop, Won’t Stop: A History of the Hip-Hop Generation* (New York: Picador, St. Martin’s Press, 2005).

- Octavia Butler, *Parable of the Sower* (Grand Central Publishing, 2000).

**ALL OTHER ASSIGNED READING WILL BE AVAILABLE ON COURSE TED PAGE (TED.UCSD.EDU)**

**Please print out each reading you've obtained from TritonEd and bring it to class on the day(s) we discuss that reading.**

## **COURSE REQUIREMENTS**

*Attendance, Participation, Reading:*

1. I expect each student to attend all class sessions—there are only 20 of them. You may miss **two class sessions**, no questions asked. **But if you have more than those two unexcused absences you will fail the course.**
2. Since each regular class session will consist of a lecture and discussion it is vital that you keep up with the reading so that you can contribute to the class. You should expect to spend **at least five hours per week on the assigned readings.** (There are 168 hours in a week.)

**Please feel free see me to discuss strategies for productive reading for the course.**

*In Class Quizzes:* These brief quizzes will each consist of writing five identifications that substantively demonstrate your knowledge of the key concepts, historical/cultural individuals, and/or events drawn from assigned the reading/viewing and course lectures.

**QUIZ #1 April 14<sup>th</sup>**

**QUIZ #2 Surprise**

**QUIZ #3 May 12<sup>th</sup>**

*Midterm:* This exam will be a pretty standard test consisting of several identifications and an essay question, for which you'll have a choice between two prompts. **(I will provide a general study guide one week prior to exam.) In-class, Tuesday, May 3<sup>rd</sup>.**

*Take Home Final Exam:* This exam will consist of two brief essays (approximately 3-4 pgs. Double-spaced, typewritten) derived from three possible prompts. **DUE MONDAY, JUNE 6<sup>TH</sup> ON TritonEd/Turnitin, 3:00-6:00pm.**

## **Grade Distribution**

Attendance and Participation:	15% (more than 2 absences will result in a failing grade)
Three Quizzes	30%
Midterm Exam	25%
Final Exam	30%

**\*\*\*If you are taking this course P/NP, you must take the quizzes, take the midterm, and submit a final paper, attend class and participate in order to get a passing grade\*\*\***

**Obviously the same goes for those enrolled for a letter grade.**

**Course Reading Schedule**

Week 1— Tu. 03/29—Th.03/31

- Tues. ⇒ George Lipsitz, “The Racialization of Space and the Spatialization of Race: Theorizing the Hidden Architecture of Landscape,” *Landscape Journal*, Volume 26, Number 1 (2007), pp. 10-23.
- Thurs. ⇒ Lipsitz, “The Racialization of Space and the Spatialization of Race” & Rebecca Solnit, “Death by Gentrification: The Killing That Shamed San Francisco,” *The Guardian* (March 21, 2016) <http://www.theguardian.com/us-news/2016/mar/21/death-by-gentrification-the-killing-that-shamed-san-francisco>.
- Recommended: Ruth Wilson Gilmore, “Fatal Couplings of Power and Difference: Notes on Racism and Geography,” *The Professional Geographer*, 54 (1) 2002: 15–24.
- Recommended Film: *Brother from Another Planet*, Dir. John Sayles (1984)  
Available at <https://www.youtube.com/watch?v=-m8HcHhkSHo>

**Book Talk & Signing:** Gabriel N. Mendes, *Under the Strain of Color: Harlem’s Lafargue Clinic and the Promise of an Antiracist Psychiatry* (Cornell University Press, 2015), Weds. March 30<sup>th</sup>, 4:30-6:00pm, Cross-Cultural Center-Library.

Week 2—Tu. 04/05— Th. 04/07

- Tues. ⇒ Natalia Molina, “Introduction” and “Interlopers in the Land of Sunshine” in *Fit To Be Citizens?: Public Health and Race in Los Angeles, 1879-1939* (UC Press, 2006), pp. 1-45.
- Thurs. ⇒ Molina, “Caught between Discourses of Disease, Health, and Nation” and “Institutionalizing Public Health in Ethnic Los Angeles in the 1920s” in *Fit To Be Citizens?*, pp. 46-115.
- Optional: Nayan Shah, “Regulation, Segregation, and Removal,” in *Contagious Divides* (Berkeley: University of California Press, 2001), pp. 63-76.

Week 3— Tu. 04/12—Th. 04/14

- Tues. ⇒ Kevin J. Mumford, Chapters: Introduction, Two, and Three in *Interzones: Black/White Sex Districts in Chicago and New York in the Early Twentieth Century* (Columbia University Press, 1997).
- Thurs. ⇒ Mumford, Chapters Four, Five, and Six in *Interzones*.
- Recommended: Roderick A. Ferguson, “The Knee-pants of Servility: American Modernity, the Chicago School, and *Native Son*,” in *Aberrations in Black: Toward a Queer of Color Critique* (Minneapolis: University of Minnesota Press, 2004), pp. 31-53.

**QUIZ #1: Thursday, April 14<sup>th</sup>**

Week 4— Tu. 04/19— Th. 04/21

- Tues. ⇒ Grace Kyungwon Hong, "Something Forgotten that Should Have Been Remembered: Private Property and Cross-Racial Solidarity in the Work of Hisaye Yamamoto." *American Literature* Vol. 71, Issue 2 (1999): pp. 291-310.
- Thurs. ⇒ Josh Sides, "Straight Into Compton: American Dreams, Urban Nightmares, and the Metamorphosis of a Black Suburb," *American Quarterly*, Volume 56, Number 3 (2004): pp.583-605.
- Required Film: ***Devil in a Blue Dress*, Dir. by Carl Franklin (1995)**

Week 5— Tu. 04/26— Th. 04/28

- Tues. ⇒ Jim Miller, "Just Another Day in Paradise? An Episodic History of Rebellion and Repression in America's Finest City," in Mike Davis, et al., *Under the Perfect Sun: The San Diego Tourists Never See* (New York: The New Press, 2005), pp. 159-261.
- Thurs. ⇒ Kelly Mayhew, "Life in Vacationland: The 'Other' San Diego," in Mike Davis, et al., *Under the Perfect Sun: The San Diego Tourists Never See* (New York: The New Press, 2005), pp. 271-360.

Week 6— Tu. 05/03—Th. 05/05

- Tues. ⇒ IN-CLASS MIDTERM EXAM
- Thurs. ⇒ Gabriel N. Mendes, "Between the Sewer and the Church: the Emergence of Lafargue Clinic," in *Under the Strain of Color: Harlem's Lafargue Clinic and the Promise of Antiracist Psychiatry* (Ithaca, NY: Cornell University Press, 2015), pp. 141-182.

<b>IN-CLASS MIDTERM EXAM, TUESDAY, MAY 3<sup>rd</sup></b>
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Week 7— Tu. 05/10— Th. 05/12

- Tues. ⇒ Paule Marshall, *Brown Girl, Brownstones* (New York: Random House, 1959), Book One and Book Two
- Thurs.⇒Marshall, *Brown Girl, Brownstones*, Book Three & Book Four.

**EXTRA-CREDIT OPPORTUNITY: DR. ROBIN D.G. KELLEY, UCLA,  
FRIDAY, MAY 13<sup>TH</sup>, 3-5PM, GREAT HALL**

Week 8—Tu. 05/17—Th. 05/19

- Tues. ⇒Jeff Chang, "Loop 1: Babylon is Burning: 1968-1977," in *Can't Stop, Won't Stop: A History of the Hip-Hop Generation* (New York: Picador, St. Martin's Press, 2005).
- Thurs.⇒Chang, "Loop 2: Planet Rock: 1975-1986," in *Can't Stop, Won't Stop*.

Week 9—Tu. 05/24—Th. 05/26

- Tues. ⇒Richard Rothstein, "The Making of Ferguson: Public Policies at the Root of its Troubles," Report by the Economic Policy Institute, October 15, 2014.  
<[www.epi.org/publication/making-ferguson/](http://www.epi.org/publication/making-ferguson/)>

- Thurs.⇒Mindy Thompson Fullilove, “Root Shock,” *Journal of Urban Health*, Volume 78, Issue 1 (March 2001): 72-80; Ryan Holeywell, “When ‘diverse’ neighborhoods are more segregated than they appear,” *The Urban Edge Blog*  
<<https://kinder.rice.edu/Blog/holeywell061115/>>
- **Required Films:** *Do the Right Thing*, Directed by Spike Lee (1989); *The Pruitt-Igoe Myth*, Directed by Chad Freidrichs (2011)

### **QUIZ #3**

Week 10—Tu. 05/31—Th. 06/02

- Tues. & Thurs. ⇒ Octavia Butler, *Parable of the Sower* (Grand Central Publishing, 2000)

<p><b>*FINAL EXAM DUE MONDAY, June 6<sup>TH</sup>, 3:00-6:00 PM (NO EXCEPTIONS)</b></p>
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#### **General Course Grading Standards:**

- A = **Superior** performance; meets assignment requirements, and demonstrates exceptional execution of those requirements (meaning that your work exceeds the ordinary effort and execution); reflects outstanding insight and depth; grammatically and stylistically excellent; would be considered a model example of assignment completion.
- B = **Good**, solid performance; meets assignment requirements, and demonstrates competent execution of those requirements; reflects insight and depth; grammatically and stylistically strong; may have one or more problem areas.
- C = **Average** performance; meets assignment requirements, minimally; grammatically and stylistically adequate; may have two or more problem areas; papers have more than two factual, typographical, or grammatical errors per page.
- D = **Below average** performance; does not meet minimal assignment requirements; has several fundamental problem areas; has several errors throughout the paper.
- F = **Inferior** performance; does not meet assignment requirements; not deserving of credit.

#### **Majoring or Minor in Ethnic Studies**

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 do not 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, education, medicine, public health, social work, counseling, journalism, government and politics, international relations, and many other careers. If you would like information about the Ethnic Studies major or minor, please contact:

Daisy Rodríguez, Ethnic Studies Department Undergraduate Advisor  
858-534-3277 or [d1rodriguez@ucsd.edu](mailto:d1rodriguez@ucsd.edu) or visit [www.ethnicstudies.ucsd.edu](http://www.ethnicstudies.ucsd.edu)