

## Ethnic Studies 105/Urban Studies 104: 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, 10:00-10:45 & Thursday, 2-4:30

### **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:**

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

Deverell, William, *Whitewashed Adobe: The Rise of Los Angeles and the Remaking of Its Mexican Past*. University of California Press, 2004

Nicolaides, Becky M. *My Blue Heaven: Life and Politics in the Working-Class Suburbs of Los Angeles, 1920-1965*. Chicago: University of Chicago, 2002

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/Urban Studies 104 Reader

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 first reading is on electronic reserve to give you time to get the reader (<http://libraries.ucsd.edu/services/reserves.html>). 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:**

Primary Research Paper, Due Week 3 or 4, depending on which book you pick, 30%

- Paper on *Contagious Divides* due Thursday, October 13
- Paper on *White Washed Adobe* due Tuesday, October 18

Group Work, Week 5 (October 27) and Week 8 (November 8), 5 % Each

Primary Research Paper, Due Week 7, Tuesday, November 8, 30%

Final Paper, due date of scheduled final, 30%

### **ASSIGNMENTS:**

**Group work:** Break up into groups of five. You will work with the same group for both in class assignments. You will turn in your work at the end of the class and also present your answers to the class. If you are not prepared to participate, you will be asked to work alone.

**Primary Research Paper:** For your papers, you will look up at least 3 primary documents from the *Los Angeles Times* or the *New York Times*. (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. The objective is to see how histories are written and policies are made. You may also include and analyze the photographs in the articles.

**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 7 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. You may turn in up to 3 extra credit assignments. Up to two extra credits can 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 Social Science Building 107. Reports are due within one week of the lecture. Extra credit can be earned by making a presentation on your findings through the primary research you did.

**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:**

**September 22:** Introduction and overview of the class

### **Week 1, September 27 and 29: Race As An Organizing Principle in the Urban Landscape**

**Readings:** Nayan Shah, *Contagious Divides: Epidemics and Race in San Francisco's Chinatown*, Introduction and Conclusion

Kay J. Anderson, "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), pp. 580-598.

**NOTE:** This article is the only article in the course available on electronic reserves (<http://reserves.ucsd.edu/eres/default.aspx>). The rest of the articles are available in the reader available for purchase through University Readers.

**Week 2, October 4 and 6:** Public Health as a Race-Making Institution in the Urban Landscape

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

**Week 3, October 11 and 13:** The Invented City

**Readings:** William Deverell, *Whitewashed Adobe: The Rise of Los Angeles and the Remaking of Its Mexican Past*. University of California Press, 2004

-Introduction, Chapters 1-2, 5-6, and Conclusion

**PAPERS ON *CONTAGIOUS DIVIDES* DUE THURSDAY, OCTOBER 13 AT 11 AM.**

In class presentations of primary sources for extra-credit on Thursday, October 13. You must tell me by Tuesday, October 11, if you are presenting.

**Week 4, October 18 and 20: PART II: Housing: A Tale of Two Cities**

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.

**Readings:** Becky M. Nicolaides, *My Blue Heaven: Life and Politics in the Working-Class Suburbs of Los Angeles, 1920-1965*. Chicago: University of Chicago, 2002.

Introduction, Chapters 1-5, Epilogue

**PAPERS ON *WHITWASHED ADOBE* DUE TUESDAY, OCTOBER 18 AT 11 AM.**

In class presentations of primary sources for extra-credit on Tuesday, October 18. You must tell me by Thursday, October 13, if you are presenting.

Film: "Race: The Power of an Illusion, Episode 3"

**Note:** I hope no student is in the position in which they need to drop a course. Nonetheless, the reality is that some are. The University assigns "W" grades for courses dropped after end of fourth week, October 21<sup>st</sup>.

### **Week 5, October 25 and 27: Ethnic and Racial Segregation**

**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)

Larry Adelman, “A Tale of Two Families” (Reader)

### **Week 6, November 1 and 3: Urban Planning and the Racial Imaginary**

**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)

#### **November 3, Short Film: “Chavez Ravine”**

### **Week 7, November 8 and 10: The Cultural Politics of Urban Space**

What is the relationship between gentrification and Latinization of space work together? How does race and ethnicity shape economic empowerment?

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

#### **PAPERS DUE TUESDAY, NOVEMBER 8 AT 11 AM.**

In class presentations of primary sources for extra-credit on Tuesday, November 8. You must tell me by Thursday, November 3, if you are presenting.

**Readings:** Arlene Davila, *Barrio Dreams: Puerto Ricans, Latinos, and the Neoliberal City* -Chapters 1, 2, 5 and 6

**Film clips:** “Flag Wars”

### **Week 8, November 15 and 17: The Cultural Politics of Urban Space**

**Readings:** “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.

Gloria Ohland, “Renaissance in the Barrio,” (Reader)

#### **November 10, Thursday: In class group assignment**

**Week 9, November 22 and 24:**

**Thanksgiving- no class**

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

**November 22, Tuesday:** *Madres Unidas*

**Week 10, November 29 and December 1:**

Continue discussion on *Mexican American Women Activists*

**Ethnic Studies Major or Minor 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, Undergraduate Advisor, Department of Ethnic Studies at (858) 534-3277 or [yescamilla@ucsd.edu](mailto:yescamilla@ucsd.edu)