

Ethnic Studies 105/Urban Studies & Planning 104
Ethnic Diversity and The City
Fall 2013
Center Hall 222, Tu/Th 9:30-10:50am

Prof. Gabriel N. Mendes

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*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 1:30-3:00pm & Thursday 1:30-3:00pm, **by appointment**

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 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.

1. Steve Macek, *Urban Nightmares: The Media, the Right, and the Moral Panic over the City* (University of Minnesota Press, 2006) ISBN: 081664361
2. William Deverell, *Whitewashed Adobe: The Rise of Los Angeles and the Remaking of Its Mexican Past* (University of California Press, 2004) ISBN: 9780520246676
3. Rachel Buff, *Immigration and the Political Economy of Home* (University of California Press, 2001) ISBN: 0520221214
4. Leland Saito, *The Politics of Exclusion: The Failure of Race-Neutral Policies in Urban America* (Stanford University Press, 2009) ISBN: 9780804759304
5. Octavia Butler, *Parable of the Sower* (Grand Central Publishing, 2000) ISBN: 978-0446675505

Selected chapters and journal articles will be placed on electronic reserve (<http://libraries.ucsd.edu/services/reserves.html>)

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.)
3. **Please also begin reading Butler’s *Parable of the Sower* soon after the midterm, so you’ll be finished by the tenth week.**

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

Daily In Class Three Minute Essays—**Given at the end of the class session**, these mini-essays are both diagnostic (checking in to see what you’re learning from the session) and evaluative (aimed at measuring your engagement and comprehension). I will score them on a scale of 0-3. Zero being a failure to engage the course material and three being mastery of the course material.

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.

Take Home Final Exam: This exam will consist of two brief essays (approximately 3-4 pgs. Double-spaced, typewritten) derived from three possible prompts.

Grade Distribution

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

General 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.

*****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 Schedule

Week 0: Thursday, 9/26

Reading: George Lipsitz, "The Racialization of Space and the Spatialization of Race: Theorizing the Hidden Architecture of Landscape," *Landscape Journal*, Volume 26, Number 1 (2007), 10-23. (Portions to be read together in class. Please read this brief article in full prior to Tuesday's Class.)

Moral Panics in the City

Week 1—Readings: Tu. 10/1—Macek, *Urban Nightmares*, Introduction and Chapter One
Th. 10/3—Macek, *Urban Nightmares*, Chapters 2-3

Week 2—Readings: Tu. 10/8—Macek, *Urban Nightmares*, Chapter 4
Th. 10/10—Macek, *Urban Nightmares*, Chapter 5

Shaping the City, Shaping Race and Ethnicity

Week 3—Readings: Tu. 10/15—Deverell, *Whitewashed Adobe*, Introduction and Chapter 1
Th. 10/17—Deverell, *Whitewashed Adobe*, Chapters 2-3

Week 4—Readings: Tu. 10/22—Deverell, *Whitewashed Adobe*, Chapters 4-5
Th. 10/24—Deverell, *Whitewashed Adobe*, Chapter 6 and Conclusion

Week 5—Readings: Tu. 10/29—Midterm
Th. 10/31—Mendes, "Psychiatry Comes to Harlem," from *A Deeper Science: The Lafargue Clinic and the Promise of Antiracist Psychiatry**

MIDTERM EXAM, TUESDAY, OCTOBER 29TH

Citizenship, Denizenship, and Indigeneity

Week 6—Readings: Tu. 11/5—Buff, *Immigration and the Political Economy of Home*, Introduction and Afterword
Th. 11/7—Buff, Chapter 2-3

Week 7—Readings: Tu. 11/12—Buff, Chapter 4-5
Th. 11/14—Nicholas DeGenova, "Locating a Mexican Chicago in the Space of the U. S. Nation-State" in *Working the Boundaries*, 95-146.

The Colorblind City (?)

Week 8—Readings: Tu. 11/19—Josh Sides, “Straight Into Compton: American Dreams, Urban Nightmares, and the Metamorphosis of a Black Suburb,” *American Quarterly*, Volume 56, Number 3, 583-605.
Th. 11/21—Saito, *The Politics of Exclusion*, Introduction

Week 9—Readings: Tu. 11/26—Saito, *The Politics of Exclusion*, Chapters 2-3
No Class Thursday—Thanksgiving Holiday

Week 10: Tu. 12/3—Th. 12/5
Reading: Octavia Butler, *Parable of the Sower*

***FINAL EXAM DUE BY THURSDAY, DECEMBER 12TH 5 PM**

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 or visit www.ethnicstudies.ucsd.edu