

A History of Race and Ethnicity in American Cities (HIUS 129/USP 106)
Winter Quarter 2015

Prof. N. Molina

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Communication: Conversations are best had face-to-face rather than on e-mail. I will stay after class in case you have questions or comments and also welcome speaking to you during office hours.

E-mail: nmolina@ucsd.edu-*Please write "HIUS 129/USP 106" in the subject line or the e-mail may be directed to my spam folder.

Office Phone: 858.534.3440

Office hours: By appointment

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>.

- There are no laptops, ipads, e-readers, etc. allowed in class. If you need accommodations, bring in the supporting paperwork from the Office of Students with Disabilities.

Required texts:

- William Deverell. *Whitewashed Adobe: The Rise of Los Angeles and the Remaking of Its Mexican Past*. Berkeley and Los Angeles: University of California Press, 2004.
- Mark Brilliant. *The Color of America Has Changed: How Racial Diversity Shaped Civil Rights Reform in California, 1941-1978*. New York: Oxford University Press, 2010.
- Gaye Johnson. *Spaces of Conflict, Sounds of Solidarity: Music, Race, and Spatial Entitlement in Los Angeles*. Berkeley: University of California Press, 2013.
- Articles are on e-reserve.

The books can be found at the campus bookstore and on reserve at Geisel. Articles and chapters can be found on the library's reserves. Beginning this academic year, the library will be password protecting electronic reserves. You will need to enter a password to view electronic reserves. The password for your page is, **nm129** (The password is not case sensitive.)

Course objectives: This class examines the role of policies, cultural representations, social movements, laws, and political culture in shaping American cities and its diverse populations. It focuses on cities in California both because of its long history of diversity and clashes over diversity. We begin by setting up the historical foundation of how California came to be a diverse state. We then examine the span of the twentieth century to understand how the policies

developed in the postwar, such as those pertaining to suburbanization, fair employment, housing, and education, were experienced differently across communities. We also look at the role that politics, specifically ballot measures, played in challenging civil rights legislation and antidiscrimination measures.

Course requirements:

Week 3, Tuesday- In-class writing assignment, 5%

Week 4, Tuesday- Paper #1, 5 pages 25%, with in-class primary source presentation

Week 6, Thursday- In-class work, 5%

Week 7, Tuesday- Paper #2, primary research, 5 pages 30%, with in-class primary source presentation

Week 9, Tues.- In-class group writing assignment, 5%

Final Paper, primary research, due date of scheduled final, 30%

If you miss the in-class writing assignment, you may turn in a 2-page analysis, not summary, of the readings the following class period. No late papers will be accepted.

Primary Research Paper: For your papers, you will look up at 2 primary documents from the *Los Angeles Times*, *New York Times* or the Ethnic NewsWatch database (You can access these websites by going to the UCSD library's main page, going to databases A-Z, and then looking up these up.) You can access these newspapers through the database on the UCSD website which is restricted to UC campus. If you cannot access the database, contact the library, 858.534.3336. 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 you apply/challenge/add to /overturn the narratives we read in the texts. You may also include and analyze the photographs in the articles.

Late Policy: I deduct 7 points from papers for every 24 hours they are late. Papers are due at the start of class. If you have a medical emergency, please produce a doctor's note and I will do my best to work with you.

Readings: Completing the readings by the day assigned will help you get the most out of lectures and presentations. Your objective is to draw the connections between the readings, lectures and discussions. The lectures will elaborate on some of the key concepts in the readings, but they will not be a review of the readings.

• **Week 1:** Tuesday: Introduction

Thursday: Why study California?

* All readings are on the library course reserves.

Almaguer, Tomás. *Racial Fault Lines: The Historical Origins of White Supremacy*. Berkeley: University of California Press, 1994, 1-41.

Class questions: How does a racial hierarchy develop in California? Consider both cultural and structural forces.

Part 1: How do we begin to associate race with place?

Week 2: Tuesday: Deverell, William. *Whitewashed Adobe*, Introduction, Chapter 1

Thursday: Chapters 2-4

Week 3: Deverell, William. *Whitewashed Adobe*,

Tuesday: Chapters 5-6, Conclusion

*Primary source paper assignment handed out

* What is a primary source? What can you get from it versus secondary sources? This is an important session as you will need this for your papers.

Tuesday: 20 minute in-class writing assignment

Thursday: documentary

Week 4:

Tuesday: Primary source paper due. In-class presentation of primary source due. E-mail your primary source ahead of time.

Thursday: George Lipsitz, *The Possessive Investment in Whiteness: How White People Profit from Identity Politics*. Philadelphia: Temple University Press, 1998, 1-23 (Chapter One)

PART II: What does civil rights mean in the context of California?

• **Week 5:** Tuesday: What does a racial hierarchy mean in California?

Tuesday: *Color of America*, Introduction

Thursday: Chapter One, Chapter Two: Alien Land Laws Acts

• **Week 6:** Challenges to legalized segregation in California (cont.)

Tuesday: *Color of America*, Chapter Three: Mendez vs. Westminster, Chapter Five (different civil rights path-NAACP, CSO)

Thursday: *Color of America*, Chapter 4: FEPC and Housing (Shelley vs. Kramer), marriage, *Color of America*, Chapter 6

Thursday: 20 minute in-class writing assignment at the start of class

• **Week 7:** Tuesday: paper **due**

Part III: Spatial strategies in the post-war city

• **Week 7:** Thursday: Lipsitz, George. 2007. "The Racialization of Space and the Spatialization of Race: Theorizing the Hidden Architecture of Landscape," *Landscape Journal*, 26 (1): 10-23.

• **Week 8:** Spatial strategies in the post-war city

Gaye Johnson, *Spaces of Conflict, Sounds of Solidarity: Music, Race, and Spatial Entitlement in Los Angeles*

Tuesday: intro, chaps 1-2

Thursday: Chap 3-4

• **Week 9:**

Tuesday: Chap 5, epilogue

20 minute in class writing assignment

Thursday: documentary: *Chicano Rock!*

• **Week 10:**

Tuesday: Al Camarillo, "Cities of Color: The New Racial Frontier in California's Minority-Majority Cities," *PHR*

Final paper assignment handed out

Thursday: wrap up

Final: Take-home paper due on the day of the scheduled final, Thursday, March 12 at 11 am (or before, if you like). Turn in your final to the History Department on the 5th floor in the files in front of the elevators.