This course will arm you with an interdisciplinary, critical understanding of the history of ethnic and racial conflicts in the modern American city. We will examine the origins of cities as key nodes/hubs for the U.S.’ early colonial, imperial, and slave-based economies and how space was both signified and physically divided according to the racial and ethnic notions that served to legitimize these enterprises. This course is divided into three units. The first unit covers the creation of the modern American city along with its ghettos and suburbs. The second unit will examine the effects of mid-20th century “urban renewal” and public housing policies on racially fragmented cities. In the third unit, we will learn about the interruption and reorganization of racially and ethnically segregated urban spaces and places in the U.S. during the postindustrial era (i.e., post-1970s), particularly through militarized security policies and gentrifying “revitalization” projects.

**Required Readings**

All readings for this class will be available for download via our course’s blackboard website which can be accessed at http://ted.ucsd.edu and through electronic reserves.
***NOTE: Readings and assignments are subject to change. This syllabus is not a contract, so make sure you stay up to date on any possible changes to the readings or the schedules. If I do make changes, I will post an updated copy of the syllabus on the front page of our blackboard portal along with an “announcement” I will also mention it in class and email you notifying you of these changes ***

Projects, Assessment, and Grade Distribution

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Participation and attendance</td>
<td>20%</td>
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<tr>
<td>Critical Essays (2) (see below)</td>
<td>25% e/a = 50%</td>
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<tr>
<td>Pop Quizzes (2)</td>
<td>5% e/a = 10%</td>
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<tr>
<td>Final Exam</td>
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For due dates, please see "Weekly Schedule" below

Attendance and Participation

I expect you to attend all class meetings and participate actively. I will take points off for every absence (I only make exceptions if you bring me a valid medical or written excuse). I will also take points off if you don’t participate in class and show me that you’re keeping up to date with the reading and the discussion. If you are a shy person and do not feel as comfortable as others speaking in class, please try to make up for this by stopping by my office hours for a chat, which also counts toward participation or by emailing me your questions or observations about the readings or lectures.

Critical Essays (2 of them)

You will have to complete two 5 pp. long “critical essays” over the course of the quarter. As you can see in the schedule below, there are three main thematic units in this course. It’s up to you to choose two units and write one paper for each of them. I will send you a writing prompt for each of these units to help you think about things you can write about, or you can choose to come up with an original argument (as long as you clear it with me at least a week in advance before the paper is due). For paper deadlines, please see weekly schedule below. Remember, you only have to write two papers on two out of the three units.

Late Work Policy

All papers will be uploaded to Turnitin.com via our course’s blackboard website (i.e., ted.ucsd.edu). Late submission of assignments will be accepted only in verifiable emergencies, and only by arrangement with me prior to 2:00 p.m. on the due date. Assignments turned in late without prior approval will be graded down 7 points for each 24-hour period past the due date (no exceptions).
**Academic Dishonesty**

Scholastic dishonesty is any act by a student that misrepresents the student’s own academic work or that compromises the academic work of another. Examples include cheating on assignments or exams, unauthorized collaboration on assignments or exams, sabotaging another student’s work and plagiarizing. Plagiarism is presenting someone else’s work as your own, intentionally or not, by failing to put quotation marks around passages taken from a text or failing to properly cite quoted material. The University guideline for penalizing academic misconduct is determined by the professor of the course. Any act of academic dishonesty may result in one’s failing the course.

**My Email Policy**

Please email me with questions and/or concerns about the course. I will respond within the next 24 hours. If you have an important personal question such as inquiring about a grade or class discussion, please visit me during office hours or schedule an appointment with me.

**A Note About Reading Volume**

Research indicates that the average U.S. college student reads about 20 pages per hour. As you will notice below, I’ve assigned about 100 pages of reading per week (i.e., 5 hours of reading per week, on average). Please make sure that you stay on top of the readings.

### Majoring or Minoring in History at UC San Diego

History offers students the option of a major, double major, minor, and a new lease on life. This 4-unit course counts big-time towards a major or minor. A history major is more than just a career path (in public policy, law, advertising, producing content for the digital world, teaching, journalism, politics, business administration, international studies, graduate studies, etc.); it also turns you into an interesting person. If you would like information about the History major or minor at UCSD, please contact Maggie Tilley, Undergraduate Student Affairs Adviser, H&SS 5041, (858) 534-8940, mtilley@ucsd.edu.

<table>
<thead>
<tr>
<th>Due Date Schedule</th>
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<tbody>
<tr>
<td><strong>Assignment</strong></td>
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<tr>
<td>Unit #1 Critical Essay</td>
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<tr>
<td>Unit #2 Critical Essay</td>
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<tr>
<td>Unit #3 Critical Essay</td>
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<tr>
<td>*** Remember that you only have to turn in 2 critical essays on 2 thematic units. It’s up to you to choose ***</td>
</tr>
<tr>
<td>Final Exam</td>
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Weekly Reading/Film Viewing Schedule

***Remember, all these readings will be posted as PDF files on our blackboard homepage as well as through electronic reserves***

**Introduction**

**Session 1B- 1/8: Theoretical Lens: The Racialization of Space/The Spatialization of Race** (approx. 1.25 hrs of reading)


**Session 1C- No Reading**

**UNIT 1- Ghettoes v. Suburbs: The Making of Modern, Racially Fragmented Cities**

**Session 2A- 1/13: The Origins of Racialized Space/Spatialized Race in Los Angeles, Part 1** (approx. 2.25 hrs of reading)


**Session 2B- 1/15: The Origins of Racialized Space/ Spatialized Race in Los Angeles, Part 2** (approx. 1.5 hrs of reading)


**Session 2C- 1/17: The Origins of Racialized Space/ Spatialized Race in Los Angeles, Part 3** (approx. 1.75 hrs of reading)


**Session 3A- 1/20: MLK Holiday - no class – time to catch up!!**

**Session 3B- 1/22: By Law and By Fact: the Institutional Roots of America’s Ghettoes and Suburbs** (approx. 2.25 hrs of reading)


**Session 3C- 1/24: Tearing the Ghetto Apart, Barrio by Barrio, Freeway by Freeway, Part 1** (approx. 2 hrs. of reading)


**Session 4A- 1/27: Of Vertical Ghettoes and Architectural Functionalism, Part 1** (approx. 2.5 hrs of reading)


**Session 4B- 1/29: Of Vertical Ghettoes and Architectural Functionalism, Part 2** (approx. 1.5 hrs of video watching)


**UNIT 2: Moral Panics Over Inner Cities**

**Session 4C- 1/31: Moral Panics Over Inner Cities, Part 1** (approx. 3.5 hrs of reading)


**Session 5A- 2/3: Moral Panics Over Inner Cities, Part 2** (approx. 3.5 hrs of reading)

Session 5B- 2/5: Moral Panics Over Inner Cities, Part 3 (approx. 1.25 hours of reading)


Session 5C- 2/5: Moral Panics Over Inner Cities, Part 4 (approx. 1 hour of reading)

Fusté, José I. (2010). “Colonial Laboratories, Irreparable Subjects: The experiment of ‘(B)ordering’ San Juan's Public Housing Residents” Social Identities, 16:1, 41-59 (18pp.).

UNIT 3: Postindustrial Cities

Session 6A- 2/10: Disciplining the Postindustrial City, Part 1 (approx. 2.25 hrs. of reading)


Session 6B- 2/12: Disciplining the Postindustrial City, Part 2 (approx. 2.25 hrs. of reading)


Session 6C- 2/14: Gentrifying the Postindustrial City, Part 1 (approx. 2.25 hrs. of reading)


Session 7A- 2/17: President’s Day Holiday -no class (approx. 3 hrs. of reading)


Session 7B- 2/19- Gentrifying the Postindustrial City, Part 2 (1.5 hrs. of film viewing)

WATCH: Goode Bryant, Linda. “Flag Wars.” 86 min. USA: Zula/Pearl Films Inc./DitlevFilms 2003. (both are available online through electronic reserves)
Session 7C- 2/21- Gentrifying the Postindustrial City, Part 3 (1.5 hrs. of video viewing)


Session 8A- 2/24 – Gentrifying San Diego, Part 1 (approx. 1.75 hrs. of reading)


Session 8B- 2/26- Gentrifying San Diego, Part 2 (approx. 1.75 hrs. of reading)


Session 8C- 2/28- Gentrifying San Diego, Part 3 (approx. 1.5 hrs. of reading)


Session 9A- 3/3- Postindustrial Detroit: City of Abandonment or Hope?, Part 1 (approx. 2.75 hrs. of reading)


Session 9B- 3/5- Postindustrial Detroit: City of Abandonment or Hope?, Part 2 (approx. 2.25 hrs. of reading)


Session 9C- 3/7 (1.5 hrs. of film viewing)

WATCH: “Detropia.” 91 min. USA: 2012 (available online through electronic reserves)
Conclusion – What is to be done?

Session 10A- 3/10 Readings To Be Announced Soon

Session 10B- 3/12 –


Session 10C- 3/14- No Reading – Time to Review!