

HIST 110 History of Multicultural America: Los Angeles

Goals and Objectives: Participants in this course will examine the history of Los Angeles to understand how people of different races and ethnicities, from a variety of cultures, ascribing to diverse beliefs have created America's second largest city. Beginning in the nineteenth century place promoters portrayed southern California as edenic, a paradise outside the conventions of American history. Images of sunshine, citrus, and surf were disseminated widely to attract tourists and permanent residents whom promoters envisioned as native-born Americans, second- and third-generation descendents of European immigrants. The results exceeded expectations. But what did retired farmers from Iowa; entrepreneurs, financiers, and social workers from Chicago; and aspiring actors from cities and rural settlements find when they arrived? They found people "from the ends of the earth" to borrow Carey McWilliams apt phrase. Contrary to the boosters' conceit, Angelenos have been markedly diverse since the Pueblo's official founding in 1781 when a group of mestizos and mulattos secured a remote outpost for the Spanish crown. Since then race-ethnic, social, and cultural difference has been a factor critical for explaining everything from the region's architecture to its governance.

Understanding demographic diversity is fundamental when assessing how southern California developed and it is the key variable for projecting what the region might become. In this course we will study Los Angeles' history, its current conditions, and its possible future.

Participation and Attendance: This class meets twice a week. In each session I will present examples or case studies you might use as you develop a framework for analysis and interpretation. In addition, we will discuss topics, themes, and interpretations from the lecture and readings. Our conversation will be substantive and instructive if you complete the assigned reading, if you take notes and organize your thoughts beforehand, and if you come to class ready to share ideas. Beginning in Week 3 you will submit "talking points" drawn from lectures and readings that I will use to frame our discussion. (I will distribute sample talking points the week before.) Talking points will be factored into participation and attendance; I will accept late submissions only if you have an excused absence or documented illness.

Evaluation and Grades: In addition to the regular discussion of topics in class you will write a "take home" midterm exam and an in class final exam. Thirty percent (30%) of your grade will be determined by the talking points, participation, and attendance (weighted in that order); thirty percent (30%) by the midterm; and forty percent (40%) by the final exam.

Please note: Midterms submitted after the due date will be evaluated for quality but the grade will be reduced one step each day you extend the deadline. In the event of an emergency please contact me to discuss your timeline for completion.

Integrity: Academic integrity is a concern for every member of the campus community. Principles of academic honesty include and incorporate respect for the intellectual property of others. Each student has an obligation both to protect their own academic work from misuse by others as well as to avoid using another's work as one's own. I will uphold this code and I expect you to do the same.

Disability Services and Programs. Students requesting academic accommodations are required to register with the Disability Resource Center (DRC) located in the Student Services Complex (SCC), Room 137. For additional information go to: <http://studentlife.unlv.edu/disability/>. Please submit a letter of verification to me in a timely manner, preferably before the end of Week 3.

Required reading: Book is available at University Bookstore

Raul Homere Villa and George J. Sanchez, Ed. Los Angeles and the Future of Urban Cultures

Baltimore: 2005 (identified as “Future” in reading schedule).

Essays, excerpts from scholarly and popular literature, and a select set of primary documents posted on Web Campus.

Select websites of interest:

American Memory <http://memory.loc.gov/ammem/collections/finder.html> California Digital Library

<http://www.cdlib.org/>

Form and Landscape: Southern California Edison and the Los Angeles Basin pstp-edison.com/ Japanese-

American Museum <http://www.janm.org/>

Mural Conservancy of LA <http://www.lamurals.org/index.html> Museum of the American West

<http://www.astry-museum.org/>

Regional History Center (USC) <http://www.usc.edu/isd/locations/collections/rhc/> Zoot Suit Riots

http://www.pbs.org/wgbh/amex/zoot/eng_sfeature/sf_lamap.html

Weekly schedule (topics, readings, and tasks):

WEEK ONE

Aug. 24 Introduction to the course

Aug. 26 Pre-contact culture and landscape

Reading: McWilliams, “The Indian in the Closet”

WEEK TWO

Sample Talking Points distributed

Aug. 31 The Spanish and Mexican eras

Reading: Pueblos, “Born Global”

Sept. 2 American conquest and acts of exclusion

Reading: Monroy, “To Join as Neighbors”
“Treaty between the United States of America and the Mexican Republic”

WEEK THREE

Talking Points due Tuesday by 6:00pm (from this week forward)

Reading: Selection from Benjamin Hayes diary Pioneer Notes Tamaki, “Searching for Gold Mountain”

Sept. 9 “Chinatown” and the Chinese Massacre

Reading: McWilliams, “Cathay in the South”

WEEK FOUR

Sept. 14 City of the future: Railroads, water and urban growth

Reading: Fogelson “Private Enterprise, Public Authority” McWilliams, “Years of the Boom”

Sept. 16 Boosters and place promotion

WEEK FIVE

Reading: Bixby-Smith, “El Pueblo” and “More about Los Angeles”

Sept. 21 Yankee pueblo

Reading: Bogardus, “The House-Court Problem”
Engl, “Creating an ‘American’ Community of Faith”

Sept. 23 Identity and social distance

Reading: Hise, “Border City” (Future)

WEEK SIX

Sept. 28 Whitewashed adobe: Anglos recast the pueblo landscape

Reading: Camarillo, “Urban Chicanos in Pre-Depression Southern California” Smythe,
“Significance of Southern California”

Sept. 30 A fantasy Spanish past

Reading: McWilliams, “The Growth of a Legend”

WEEK SEVEN

Oct. 5 Occupation and segregation

Reading: DeGraaf, “City of Black Angels” Romo, “Work and Restlessness”

Oct. 7 Public health and physical planning

Reading: Oeverell, “Plague in Los Angeles” Fuller, “The Mexican Housing Problem”

WEEK EIGHT

Oct. 12 The WWII homefront

Reading: Adler, “The 1943 Zoot Suit Riots” McWilliams, “Blood on the Pavements” Takaki,
“Watershed of World War II”

Oct. 14 “Aliens Among Us!” Japanese-American internment

Reading: Fiset, selections from *Imprisoned Apart*
Selection from Final Report: Japanese Evacuation

WEEK NINE

Oct. 19
Oct. 21

Exam distributed in class Take home exam - no class

WEEK TEN

Exam due beginning of class Monday

Oct. 26 The legacy of wartime discrimination

Reading: Fisher, "The Problem of Violence" Takaki, "Through a Glass Darkly"

Oct. 28 Redevelopment and "urban renewal"

Reading: Davis, "Fortress LA"
Freer, "L.A. Race Woman" (Future)

WEEK ELEVEN

Nov. 2 The politics of culture

Reading: Schrank, "Art of the City" (Future)
Macias, "Bringing Music to the People" (Future)

Nov. 4 Olvera Street

Reading: Kropp, "Citizens of the Past?"
Sterling, "Olvera Street, Its History and Restoration"

WEEK TWELVE

Nov. 9 Bunker Hill and Chavez Ravine

Reading: Hines, "Housing, Baseball, and Creeping Socialism" Parson, "This Modern Marvel: Bunker Hill, Chavez Ravine"

Nov. 11 Veterans Day holiday - no class

WEEK THIRTEEN

Nov. 16 Uprisings: 1965 and 1992

Reading: George, "Waiting for the Rainbow Sign" and "My End of the Bargain" Governor's Commission, "Violence in the City"

Nov. 18 Twilight Los Angeles?

Reading: Bloods/Crips program
George, "Sometimes a Light Surprises" Sides, "Straight into Compton" (Future)

WEEK FOURTEEN

Nov. 23 Post-1965 Immigration

Reading: Fong, "Romona Acres" and "I Don't Feel at Home Anymore" Rojas, "Latino Use of Urban Space"

Nov. 25 "Ethnoburbs"

Reading: Bourne, "Trans-National America"
Kun, "What Is an MC If He Can't Rap to Banda?" (Future) See, "Melting"

WEEK FIFTEEN

Nov. 30

Dec. 1

FINAL EXAM

Dec. 7

A "Multicultural Metropolis"? Exam review

1:00-3:00 (in class)

University Memos

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at:

<https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal

liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information: <https://www.unlv.edu/provost/teachingandlearning>
<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance.

Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

Library: Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.