

School of Policy, Planning, and Development  
University of Southern California

**PPD 100m: Los Angeles, The Enduring Pueblo**  
4 units, Diversity Requirement, spring 2003

**Instructors:** Associate Prof. David Sloane

**Time and Classroom:** 10:00-11:50 Monday and Wednesday, 101 Lewis Hall

**PURPOSE AND OBJECTIVES:**

Until very recently, when most Americans thought of Los Angeles, they did not image a multiracial metropolis. Instead, Hollywood's portrait of LA shaped their imagination with visions of Jack Webb, the Nelson family, Beaver and his brother, the Brady Bunch, and Donna Reed. Blacks, especially after the catastrophic Watts Revolt or Riot, depending upon your perspective, were viewed as intruders into the suburban dream of Los Angeles. The Japanese, Chinese, and most remarkably of all, the Mexicans and other Latinos, were virtually invisible.

The city's history is often told in a similar manner. That's too bad since it means that some of the most fascinating history of the city, and its economic, cultural and political growth, is ignored or obscured. This course attempts to recapture some of that history, providing students with a more comprehensive history of the city and the region by looking at the interplay between the people who built Los Angeles. The story is at times tragic and painful, at others inspirational. Throughout that history is the foundation for today's city, with its opportunities and challenges.

**REQUIRED TEXTS AND READINGS: (All readings are required)**

Chester Himes. If He Hollers Let Him Go. New York, 1945, 1986.

Rubén Martínez. The Other Side: Notes from the New L.A., Mexico City, and Beyond. New York, 1992.

Carey McWilliams. Southern California: An Island on the Land. Salt Lake City, 1946, 1973.

PLDV 100 Reader: Woolsey, Rodriguez, Takaki, Adler, Waldinger, Hondagneu-Sotelo, George, Day, among others. At University Graphics/Magic Machine in University Village.

George Sánchez. Becoming Mexican American: Ethnicity, Culture and Identity in Chicano Los Angeles, 1900-1945. New York: Oxford University Press, 1993.

**COURSE FORMAT**

The course meets twice a week. Class participation is expected every day, not just during formal discussions. Attendance is mandatory. I take roll every day so that I can get to know your names, so I do know who is around.

**OFFICE HOURS**

My office is in 313 Ralph and Goldy Lewis Hall. My office phone is (213) 740-5768, home phone (310) 577-7907. Please call me at home only after 10:00 a.m. and before 10:00 p.m. My email is dsloane@usc.edu. I check it pretty much every day. My office hours will be Wednesday from 4:00 to 5:00, or by appointment. I look forward to seeing many of you. While many students will want to talk right after class, I strongly recommend that you make an appointment to see me.

## EXPECTATIONS

Your grade will be determined by a combination of attendance, participation, and the timely and effective completion of written and oral assignments. The assignments are participation and weekly question, midterm, paper, and final exam.

Your grade will be calculated using the following table. The class is worth a total of 1000 points.

Minimum	Maximum	Grade
930	1000	A
900	929	A-
875	899	B+
830	874	B
800	829	B-
775	799	C+
730	774	C
700	729	C-
650	699	D
0	649	F

**Participation and Weekly Questions** (200 points): Attendance is mandatory, participation encouraged. We will be having discussions around the readings on a regular basis. You are required to bring a question about that week's assigned readings to class every Thursday.

**Midterm** (250 points): The midterm will be split into three sections, identifications, short essay, long essay. The midterm will cover the lectures, discussions, and readings with an emphasis on diversity issues.

**Paper** (300 points): The 8-12 page research paper is on topic of your choice (but agreed upon by me). You need to decide on a topic by the midterm, and that topic must be historical (something before 1995).

**Final Exam** (250 points): The final will be split into the same three sections. It will cover the lectures, discussions, and readings from the midterm to the end of the class.

## INTEGRITY

As everyone was informed in your initial orientation to USC, academic integrity is of paramount importance. I take this responsibility seriously. The exams will be monitored, the papers will be carefully read, and checked. I want to trust you and treat you as adults, but I also know that the pressures on students to use unethical means to succeed are very strong. Anytime someone cheats that person is not only scamming the system, but also damaging the credibility of each and every student's achievements. For further information, such as the precise definition of plagiarism, please take a look at the Student Conduct Code material reprinted each year in SCAMPUS.

## DISABILITIES

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open early 8:30 a.m. – 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776."

**Class Schedule/Assignment Due Dates**  
**UNLESS SPECIFIED, THE DUE DATES ARE FOR THAT CLASS**

**January 13: MultiEthnic Metropolis**

An introduction to the course structure and the region's physical and social setting.

Reading: None, however, start reading NOW.

**January 15: Indians + Missions, Myths + Realities**

The missions play a very controversial role in California history. Were they torture chambers where Indians were sacrificed to Spanish imperial glory or the foundation stones of modern California? The answers are complicated, as were the consequences.

Reading: McWilliams, 3-48.

Video: "Whispers: Gabrielino/Tongva."

**January 20: Martin Luther King Holiday**

**January 22 : Spanish Colonial Empire**

A look at life in Los Angeles between roughly 1769 and 1860, with emphasis on the evolving pueblo from Spanish to Mexican control.

Reading: McWilliams, 49-83.

**January 27: Rancho Life and the American City**

This lecture examines (1) the decline of the Californios due to the rising American city and (2) problems of crime and punishment in the new American city.

Reading: McWilliams, 96-112.

**January 29: Violence in "Hell Town" and the Chinese Massacre**

The 19th century town was fraught with racial violence and ethnic tensions. The Chinese massacre was a tragic example of violent ethnic conflict in Los Angeles.

Reading: RD: Woolsey; McWilliams, 84-95, 113-137.

**February 3: Visual Portraits of the New LA**

Three videos from the LA History Project depict various aspects of the emerging American metropolis. "Ramona," discusses the novel that established the myth of the missions. "Harris Newmark," chronicles the life of a Jewish merchant who spent 60 years in LA. "The Orange," is an examination of a critical symbol of southern California as well as its fruit of prosperity.

Reading: McWilliams, 156-182.

**February 5: Anglo LA: The Migration**

Starting in the 1870s, escalating in the 1880s, and continuing through the early decades of the 20th century, Los Angeles was the destination of a massive migration of Midwesterners tired of their old lives, pining for new ones.

Reading: McWilliams, 183-226.

**February 10: Constructing the New LA**

The new Midwestern Anglo city emerged out of a small farming village to become a great metropolis.

Reading: McWilliams, 249-272; 314-329.

Video: "William Mulholland"

**February 12: Twentieth Century Los Angeles**

The 1920s boom with all its amazing stories.

Reading: Sanchez, 3-86.

**February 17: President's Holiday**

**February 19: Latino LA**

We will discuss the re-emergence of Latino Los Angeles during the 1920s and 1930s.

Reading: Sanchez, 87-107, 171-208; RD: Rodriguez

**February 24: The Sleepy Lagoon and Zoot Suits**

Discussion of Latino LA, looking at Chicana labor activities, especially the story of Luisa Moreno; the controversial Sleepy Lagoon case, and finally the Zoot Suit Riots.

Reading: Sanchez, 209-274.

Video: "Zoot Suit"

**February 26: Sanchez Discussion and Midterm Review**

<b>March 3: Midterm</b>
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**March 5: "California-Japanese War"**

Many Japanese were interned by US authorities in the early years of World War II. Today, an examination of this decision in the context of decades of tension around Japanese immigration, and the resulting White California movement.

Reading: RD: Takaki.

**March 10: A Time Remembered: Japanese Internment**

We discuss the politics and consequences of Japanese internment during World War II.

Readings: RD: Takaki

Video: "A Time Remembered"

**March 12: City of Black Angels**

How the migration of Blacks to LA and the development of Central Avenue created a black LA.

Reading: Himes, 1-99.

Video: "Ode to Central Avenue"

**March 17, 19: Spring Break**

**March 24: Race and Rage: Watts in 1965**

Los Angeles is supposed to be different, a perfect climate, nice housing, a prosperous economy through many decades. Then, how do we explain the outburst of rage in the Watts riot? How the politics of race and ethnicity in post-W.W.II L.A. changed from the 1950s to 1970s.

Reading: Himes, 100-203

**March 26: Discussion of *If He Hollers . . .***

Chester Himes was one of many African Americans who came to LA looking to find a job and make a better life for himself. *If He Hollers Let Him Go* is not autobiographical, but Himes, like his hero, soon left LA, after finding the city inhospitable.

Reading: Himes, entire book.

**March 31: Changing Face of LA**

Recently, Los Angeles has become more diverse, primarily through immigration. Today, the transformation of Los Angeles, with some initial discussions of the consequences.

Reading: RD: Waldinger.

**April 2: Changing Politics of Immigration**

Recently, political “rage” has been aimed at immigrants, most famously in Proposition 187. Why immigration re-emerged as a political issue? The politics of ethnicity are very complex. The situation is not simply brown and white, but is mixed with many other shades.

Reading: RD: Hondagneu-Sotelo

**April 7: LA’s Growth Machine: Bunker Hill**

Postwar LA became a metropolis stretching from Santa Barbara to Mexico. Bunker Hill is the symbolic project of the postwar “growth machine.”

Reading: RD: Loukaitou-Sideris/Sansbury

**Paper Due**

**April 9: LA’s Growth Machine: The Valley**

The San Fernando Valley is known as the home of the Brady Bunch, but it is also one of the economic engines of Southern California. How do Eden and the Machine co-exist?

Reading: Start Martínez

**April 14: LA’s Growth Machine: Trouble in the Valley**

While the Valley has been a crucial economic engine for LA prosperity, Valley residents often feel ignored by the downtown politicians. These feelings culminated in a campaign for secession. While the vote failed, what does the campaign suggest about contemporary politics.

**April 16: LA's Growth Machine: Downtown/South Central**

The exciting economic rollercoaster has produced many wealthy Angelenos, and a lost generation on the other side of the economic border. Today, some interlinking examples of disparity, including the garment industry and the Los Angeles police department's relationship with the community and the city's gangs.

Reading: Martínez, 3-50.

Video: "Graffiti Verite"

**April 21: 1992 and Its Legacies**

In April 1992, the multicultural oasis of LA exploded. The catalyst was the Rodney King incident, but the fundamental issues were more complex.

Reading: RD: George

Video: "L.A. is Burning: Five Reports from a Divided City"

**April 23: The Other Side: A Discussion**

Students often ask why we read this book, which starts in El Salvador, and wanders through Mexico, Cuba, and other places, in a course on LA. One place to start is with the book's central metaphor, "the other side."

Reading: Martínez, 51-170.

**April 28: Monterey Park**

Monterey Park became the first minority-majority Chinese suburb in America. Its story is telling about the continuing opportunities and conflicts in Southern California.

Reading: RD: Fong

**April 30: Will the Pueblo Endure?**

Has the pueblo endured? How can we describe it, name it and understand it? Some final observations from me, and a discussion with you.

Reading: None, prepare for the final examination

<b>May 12: Final Exam 8:00-10:00 AM</b>
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## PLDV Reader

1. Ronald C. Woolsey, "Crime and Punishment: Los Angeles County, 1850-1856," *Southern California Quarterly* v. LXI, no. 1 (Spring 1979), 79-98.
2. Richard Rodriguez. "An American Writer." In, Werner Sollors, ed., *The Invention of Ethnicity*. New York: Oxford University Press, 1989
3. Ronald Takaki. Selection from *Strangers from a Different Shore: A History of Asian Americans*. New York: Penguin Books, 1990.
4. Roger Waldinger, "Not the Promised Land: Los Angeles and Its Immigrants," *Pacific Historical Review* 68/2 (May 1999): 253-272.
5. Pierrette Hondagneu-Sotelo. "The History of Mexican Undocumented Settlement in the United States." In, Mary Romero, Pierrette Hondagneu-Sotelo, Vilma Ortiz, eds., *Challenging Fronteras: Structuring Latina and Latino Lives in the U.S.* New York: Routledge, 1997.
6. Anastasia Loukaitou-Sideris and Gail Sansbury. "Lost Streets of Bunker Hill." *California History* (Winter 1995/96): 394-407.
7. Lynell George. "Waiting for the Rainbow Sign" and "Guns No Butter." In, her *No Crystal Stair: African Americans in the City of Angels*. New York: Verso, 1992.
8. Timothy P. Fong, "The First Suburban Chinatown: The Remaking of Monterey Park, California" (Philadelphia: Temple University Press, 1994), Chapters 1 and 3.