

Migrant Los Angeles

Spring 2022

Kemeny 004

Time: 10 (M/W/F 10:10-11:15am); 10X Th 12:15-1:05

Instructor: Matt Garcia
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Office Location/Hours: 202 Raven/Hours, 1:30-2:30pm M/W/F

X-hours: Will be used to learn Adobe Premier Pro and view films.

Course Catalogue Description

This course will focus on the history, culture and literature of Los Angeles, California, the second largest city in the United States. We will briefly examine its founding in the eighteenth century as a Northwest outpost of the Spanish empire in the Americas, and its origins and evolution as a Mexican pueblo and U.S. city in the nineteenth century. The majority of our attention will be on the historical and contemporary struggles of people who have migrated to greater Los Angeles to create the unique, multiethnic, multiracial metropolis.

Course Rationale

Our readings and films examine Los Angeles as an expanded metropolis influenced by a constant process of migration over three centuries. We will examine how these migrations came at the expense of indigenous Tongva people, and produced a series of migrations for them that continues today. We will also explore how modern Los Angeles developed from an agricultural “garden metropolis” in the 19th century to the quintessential “global city” at the dawn of the twenty-first century. Black migration from the Jim-Crow South and immigration from the Pacific Rim and from Latin America fueled this growth and transformed the region. We will pay special attention to the movements and interactions of people living within, and moving to the metropolis. In sum, the course will examine the importance of Los Angeles to the project of understanding urbanization, im/migration and racial formations in the United States, past, present, and future.

Learning Outcomes (or objectives)

My objective is to expand your understanding of how a multiethnic, multiracial, and multinucleated modern metropolis built on the constant inflow of migrants facilitates differential opportunity and vulnerability in the United States. You will learn that immigrants and people of color have been critical to the success of this social experiment, and that their struggles for equality have shaped the past, present, and future of Los Angeles. You will be able to identify how the particular concerns of immigrants and communities of color have transformed the range of issues and tactics used to blunt systemic violence and advance a more equitable society. Finally, you will learn that the modern US metropolis, despite its conceit as an advanced form of

civilization, is a fragile social project that requires constant attention to public access, justice, shelter and mobility.

Pre-Requisites

There are no prerequisites for the course, and knowledge of the Spanish language is not required. Your attendance at each class is crucial since most meetings will involve a discussion of materials either read or presented. I encourage all students to take advantage of office hours.

Teaching Methods or Teaching Philosophy

We will meet within the classroom and, when relevant, outside of it for guests and events that relate to Los Angeles. I typically give a short lecture and/or media presentation (e.g. film or online site visit), and discussion among the students. This course will be “hybrid” by which I mean that you will experience learning in and beyond the classroom, including the virtual world of the internet. In addition to meeting in person, I will frequently use “x” hour to show a film in its entirety or have you respond to a question or engage one another in debate on Canvas.

Expectations

1. Preparation. Do the reading, review the lecture notes, and view film *before* the class that covers the material (described below).
2. Good listening! This enables you to respond to the matter at hand. Listen particularly to what other students are saying.
3. Engagement. Respond in a way that makes your own reaction increase understanding for everyone.
4. Respect. Be critical of other points of view without being judgmental.
5. Conversational. During class discussion, feel free to turn and talk directly to other students.

Note about student conduct and communication: While in class meetings I request the following behavior: do not arrive late or leave early; do not read material unrelated to the class; have cell phones *and* computers silenced and do not answer or check electronic messages in class; do not disturb me or your fellow students by carrying on conversations not related to the discussion. Violation of any of these rules will adversely impact your grade. Also, I do not mind drinks in the classroom but food is not permitted (with the exception of energy bars or other energy supplements).

Texts and Resources

Books

East of East: The Making of Greater El Monte. Edited by Romeo Guzmán, Carribean Fragoza, Alex Sayf Cummings, and Ryan Reft. Rutgers University Press, 2020. ISBN: 9781978805484

Garcia, Matt. *A World Of Its Own: Race, Labor, and Citrus in the Making of Greater Los Angeles, 1900-1970.* Berkeley: University of California Press (2001). ISBN: 978-0807849835

Kelly Lytle Hernández, *City of Inmates: Conquest, Rebellion, and the Rise of Human Caging in Los Angeles, 1771-1965*. University of North Carolina Press, 2017. ISBN: 9781469631189

Himes, Chester. 1945, 1986. *If He Hollers Let Him Go*. Da Capo Press, 2002. ISBN: 9781560254454

Padoongpatt, Mark. *Flavors of Empire: Food and the Making of Thai America*. University of California Press, 2017. ISBN: 9780520293748

Articles/Chapters

Matt Garcia, “Requiem for a Barrio: Race, Space, and Gentrification in Southern California” in *Making Cities Global: The Transnational Turn in Urban History*, edited by A. K. Sandoval-Strausz and Nancy H. Kwak. Philadelphia: University of Pennsylvania Press, 2018.

Slavoj Zizek, “La La Land: A Leninist Reading,” *The Philosophical Salon*, Los Angeles Review of Books, Feb 19, 2017. <https://thephilosophicalsalon.com/la-la-land-a-leninist-reading/>

Grading

Your grade will reflect the extent to which you accomplished the goal of the course – to understand and articulate complexities of life in a modern American city. I have constructed a variety of assignments that allow you to acquire useful skills, including film editing, writing, research, writing, recording podcasts, and interpretation of texts. A willingness to learn, be creative, and to work collaboratively are the key qualities you need to bring to these assignments.

Race, Migration, and Sexuality Symposia: A Moment of Danger (10%)

Dartmouth’s Consortium for the Study of Race, Migration, and Sexuality will host Symposia on April 1 and April 29. The theme, *Our Moment of Danger*, was selected to invite guests to think about the challenges now confronting society, from the ongoing pandemic, to political division, to climate change. We will host leading intellectuals in the area of ethnic and sexuality studies to reflect on these challenges with Dartmouth students, faculty, and fellows. You are invited to attend all of the sessions but must select at least one panel (there will be four) and reflect on how the topic of this event intersects with the moment of danger we are exploring in this class. How are the issues raised in the panel connected to the issues that face Los Angeles? You will write a short response to the panel and submit it within a week of the panel you attend. You may also attend both events in total—April 1 and 29—and select discussions from the entire symposia that intersect with our focus on the food system. Due either **April 8** or **May 6** (depending on which day you attend)

Rebel Archive (20%)

An archive is the key to every historical research project. Many are found in libraries, but not all. Kelly Lytle Hernández, author of *City of Inmates: Conquest, Rebellion, and the Rise of Human Caging in Los Angeles, 1771-1965* argues that, to tell the story of the incarcerated in Los Angeles, she needed to build a “rebel archive”: words and deeds of dissidents that evaded

official destruction. Sometimes, she argues, they are found in obscure places but just as often they exist in plain sight. Similarly, the authors of *East of East* argue that we must acknowledge “silences” in the process of collecting, conceiving, and writing history. These approaches capture my own in my book *A World of Its Own*. I combed through library archives but also spoke to people who lived the history I hoped to tell. In the end, I produced a book and an archive that is as much an expression of the people who lived in Greater Los Angeles as it is a re-evaluation of what is important to the history of a modern metropolis.

In this assignment, you will listen to one of the following interviews in the “Matt Garcia Archive” at Claremont Honnold Library: Marta Maestas, Richard Rodriguez, Rosie Mendez Hamlin, and Dan Pollock. Please answer the following: What themes are apparent over the course of the interview? What is important to him or her that is not present in the histories you have read throughout your undergraduate education? How do these interviews constitute a “rebel archive”? **Due: April 18**

Black Noir Videographic Essay (20%)

Chester Himes’ *If He Hollers, Let Him Go* and Charles Burnett’s 1978 *Killer of Sheep* provide an intimate view of the unique struggles of African American residents of greater Los Angeles during a time of supposed growth and prosperity. Although both are fiction, Himes and Burnett employ social realism that rings true to the history we have read in *East of East*.

ASSIGNMENT: Each student will produce an “Epigraph,” which is a videographic essay that uses words and video clips in short film. For this assignment, you will draw your words from *If He Hollers, Let Him Go* and your video from *Killer of Sheep* to tell a history of African Americans in Los Angeles from World War II to the late 1970s. Like a research paper, your film will have a thesis that you articulate through the use of these cultural sources. You will receive training in Adobe Premier Pro from Chris Ivanyi at Jones Media, and Jones provided a tutorial on its website (Lynda, in the margins). If you cannot make the meeting, it will be recorded, and you can contact him if you have questions. **Due on May 6**

Flavor of Migration (30%)

As Mark Padoongpatt demonstrates in his book, *Flavors of Empire*, cuisine and food culture has played a significant role in laying a foundation for immigrant communities in Los Angeles. Today, Los Angeles boasts one of the most cosmopolitan food cultures largely due to the vibrant diversity that resides in the metropolis. For this final paper, you will identify a food item or cuisine that currently defines eating in Los Angeles and how it came to be so influential in how Angelenos eat. The first part of the assignment, due **May 16**, will require you to identify the food item or cuisine you will write about, and a 500-word explanation why it is worthy of your attention. You should consult current food publications to identify your subject if you are not familiar with the food culture in the metropolis.

Next, you will write a 4000 word essay describing how the food or cuisine came to greater Los Angeles and why it has been embraced by consumers in the metropolis. In your treatment of the

subject, you are expected to explain the trajectory of its arrival and acceptance, including any resistance that it or the community it represents encountered on its way to its current popularity. Finally, you will discuss how this food or cuisine shapes social relations and creates community, either for a specific group or society in general. You are expected to use primary and secondary sources. Primary sources can include oral histories as well as local food publications. Please use your imagination in writing a work of creative non-fiction that you might find in a popular publication as opposed to an academic one. **Due May 31**

iv. **Canvas discussion board (20%)**

I will post a question weekly on our canvas discussion board for you to respond to. Questions are posted by Monday, and responses are due by Thursday morning.

Academic Honor

I will not tolerate any instances of academic dishonesty. The definition of academic dishonesty at Dartmouth can be found at: <http://www.dartmouth.edu/judicialaffairs/honor/index.html>. Academic dishonesty takes many forms, but the most common is submitting someone else's work as your own, otherwise known as plagiarism. Be forewarned that it is much easier for me to detect than anyone who contemplates doing it can imagine. Also, our assignments do not lend themselves well to acts of plagiarism. Still, I expect your work to be original and thoughtful. Finally, I realize that citing a source can be confusing if it is not something you have done extensively. I welcome questions about how to cite work, and encourage you to visit the guide provided by the college at: <http://writing-speech.dartmouth.edu/learning/materials/sources-and-citations-dartmouth>. When in doubt, just ask.

Religious Observances

Some students may wish to take part in religious observances that occur during this academic term. If you have a religious observance that conflicts with your participation in the course, please meet with me before the end of the second week of the term to discuss appropriate accommodations.

Student Accessibility and Accommodations

Students requesting disability-related accommodations and services for this course are required to register with Student Accessibility Services (SAS; [Getting Started with SAS webpage; student.accessibility.services@dartmouth.edu; 1-603-646-9900](#)) and to request that an accommodation email be sent to me in advance of the need for an accommodation. Then, students should schedule a follow-up meeting with me to determine relevant details such as what role SAS or its [Testing Center](#) may play in accommodation implementation. This process works best for everyone when completed as early in the quarter as possible. If students have questions about whether they are eligible for accommodations or have concerns about the implementation of their accommodations, they should contact the SAS office. All inquiries and discussions will remain confidential.

Mental Health and Wellness

The academic environment at Dartmouth is challenging, our terms are intensive, and classes are not the only demanding part of your life. There are a number of resources available to you on campus to support your wellness, including your undergraduate dean (<https://students.dartmouth.edu/undergraduate-deans/>), Counseling and Human Development (<https://students.dartmouth.edu/health-service/counseling/about>), and the Student Wellness Center (<https://students.dartmouth.edu/wellness-center/>). I encourage you to use these resources to take care of yourself throughout the term, and to come speak to me if you experience any difficulties.

Title IX

At Dartmouth, we value integrity, responsibility, and respect for the rights and interests of others, all central to our Principles of Community. We are dedicated to establishing and maintaining a safe and inclusive campus where all have equal access to the educational and employment opportunities Dartmouth offers. We strive to promote an environment of sexual respect, safety, and well-being. In its policies and standards, Dartmouth demonstrates unequivocally that sexual assault, gender-based harassment, domestic violence, dating violence, and stalking are not tolerated in our community.

The Sexual Respect Website (<https://sexual-respect.dartmouth.edu>) at Dartmouth provides a wealth of information on your rights with regard to sexual respect and resources that are available to all in our community.

Please note that, as a faculty member, I am obligated to share disclosures regarding conduct under Title IX with Dartmouth's Title IX Coordinator. Confidential resources are also available, and include licensed medical or counseling professionals (e.g., a licensed psychologist), staff members of organizations recognized as rape crisis centers under state law (such as WISE), and ordained clergy (see https://dartgo.org/titleix_resources).

Should you have any questions, please feel free to contact Dartmouth's Title IX Coordinator or the Deputy Title IX Coordinator for the Guarini School. Their contact information can be found on the sexual respect website at: <https://sexual-respect.dartmouth.edu>.

Additional Support for your Learning

Academic Skills Center (<http://www.dartmouth.edu/~acskills/>)

I. The Academic Skills Center is open to the entire Dartmouth Community. Here are some common reasons why you might visit the ASC:

- You're getting B's but you want to get A's
- You don't feel comfortable talking in class
- You're attending class regularly but you feel like you're missing important points
- You feel like you're a slow reader
- You're having trouble completing tests in the allotted time
- You're spending hours studying for foreign language but still not “getting it”
- You feel like you don't have enough time to get everything done

- You're not sure how to take notes
- You want to sign up for a tutor or study group
- You're not sure if you should get tested for a learning disability

The Research Center for Writing, and Information Technology (RWiT <http://writing-speech.dartmouth.edu/learning/support-writing-research-and-composing-technology/rwit>)

Located in [Berry 183](#), RWiT is a free service dedicated to helping members of the Dartmouth community develop more effective strategies for generating and organizing their ideas, finding and evaluating research sources, and presenting and revising compositions in a variety of media. Through informal dialogue, RWiT tutors assist writers in developing better compositions and more effective composing strategies. A collaboration between the Institute for Writing and Rhetoric, the Library, and Academic Computing, RWiT brings together faculty, administrators, staff, and students to focus on the art and science of composition.

Dartmouth College Library (<http://library.dartmouth.edu/>)

Dartmouth College Library A key to successful research is the use of reliable, high-quality information sources. While some information can be found on the open web, the best place to start your research is at the Library's Research Guides, researchguides.dartmouth.edu/guides. These research guides have categorized and organized the library's key resources - including books, databases, scholarly articles, and data sources - for your convenience. The Library's [website](#) also has information on useful research tools and services. In addition to the online information, a librarian has been assigned to this class to answer research questions, help you find appropriate resources, and assist with search techniques. Please contact your subject librarian (<http://researchguides.dartmouth.edu/subjectlibrarians>) for specialized help.

Tentative Course Schedule: *(May change to accommodate guest presenters & student needs)*

| Date(s) | Topics or Activities | Learning Outcomes Addressed | Assignments, Exams, or Readings |
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| 3/28 | Introduction | Where is LA? Who is LA? | Read: Guzmán, et al. 1-16; Hernández, 1-16 |
| 3/30 | Origins & Departures | Is LA more sunshine or noir? | Read: Garcia, 1-14; Padoongpatt, 1-23 |
| 4/1 | RMS Symposium | | Watch: <i>The Exiles</i> |
| 4/4 | Elimination | What is the indigenous history of LA? How did the people who founded the city become | Hernández, 16-44 |

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| | | the objects of fear and the targets of incarceration? | |
| 4/6 | Anti-immigrant incarceration and deportation regimes | How is the Asian and Latino experience connected? | Read: Hernández, 64-91 |
| 4/8 | Exploring Archives, Jill Baron, Dartmouth Library | How do we listen to our sources? What is important to them? What are the silences in their accounts of the past? | Read: East of East, 17-56 Due: RMS response (if you attend April 1 symposium) |
| 4/11 | Not the South, but not Paradise, part 1 | What are the origins of Black LA? | Read: Hernández, 92-130 |
| 4/13 | Not the South, but not Paradise, part 2 | What role did Los Angeles play in the Mexican Revolution? | Read: Hernández, 158-195 |
| 4/15 | The age of incarceration | How and why did Los Angeles become the capital of incarceration? | Read: Hernández, 195-220 |
| 4/18 | Migration & Racial Hierarchies | What is a <i>colonia</i> ? How is it a place of refuge and a place of discrimination? | Read: Garcia, 47-120 Due Rebel Archive |
| 4/20 | Repatriations & Americanization | Who wanted Mexicans, and who opposed their presence in greater Los Angeles? What were the terms of their | Read: Garcia, 121-154; <i>East of East</i> , 74-81; 124-134 |

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| | | acceptance by society? | |
| 4/22 | The Crucible of War | How did World War II contribute to a demographic transformation of LA? | Read: Garcia, 157-188; <i>East of East</i> , 68-73; |
| 4/25 | Black migration and settlement | What did black migrants find in Los Angeles during World War II? Did it conform to their expectations? | Chester Himes, <i>If He Hollers Let Him Go</i> |
| 4/27 | The Noir School | What is the genre of noir and why is Los Angeles a primary location for these stories? | Reading: Chester Himes, <i>If He Hollers Let Him Go</i> |
| 4/29 | RMS symposia | | Watch: <i>Zoot Suit</i> |
| 5/2 | Zoot Suit Riots | Who were the zoot suiters and how did the phenomenon create moral panic in the city? | Reading: Chester Himes, <i>If He Hollers Let Him Go</i> |
| 5/4 | Jim Crow 2.0 | How was Los Angeles a refutation and rearticulation of Jim Crow? | Read: Chester Himes, <i>If He Hollers Let Him Go</i> Watch: <i>Killer of Sheep</i> |
| 5/6 | Film Festival | 1927, 1945, 1978—similarities and differences? | Due: Black Noir Videographic Essay |
| 5/9 | Postwar Housing and Development | What happens when land occupied by migrants becomes | Watch: <i>Chavez Ravine</i> |

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| | | desirable to the majority culture? What is its appeal? How do migrants hold on to their homes? | |
| 5/11 | The Promise and Problem of Freeways | What is the effect of the Freeway on social relationships in greater Los Angeles? | Read: <i>East of East</i> , 226-260; Garcia 189-255 Watch <i>Once Upon A Time In Hollywood...</i> |
| 5/13 | Mexican Removal | What is gentrification and how has it played a role in removing people of color from the city? | Read: Garcia, "Requiem for a Barrio: Race, Space, and Gentrification in Southern California" |
| 5/16 | Suburban Cosmopolitanism | Are the suburbs the "center" of the Los Angeles experience? | Read: <i>East of East</i> , 297-304 Due: Flavor of Migration – Food identified |
| 5/18 | "La La Land" as rebel archive? | Whitewashed history or voice of a migrant, entertainment proletariat? | Read: Slavoj Zizek, https://thephilosophicalsalon.com/la-la-land-a-leninist-reading/ Watch: <i>La La Land</i> |
| 5/20 | Asian Immigration and Agriculture | What role did agriculture play in the creation of Asian migration to California? | Read: <i>Flavors of Empire</i> , 24-84 |
| 5/23 | Free Trade and the making of Thai cuisine | How did food culture and cuisine create a foundation for the Thai | Read: <i>Flavors of Empire</i> , 85-117 |

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| | | American Community? | |
| 5/25 | Small business and the foundation of community | What role did Asian entrepreneurs play in the creation of a Thai American community? | Read: <i>Flavors of Empire</i> , 118-190 |
| 5/27 | Asian Angelenos in the American imagination | Exotic cuisine, model minority, ethnic island, or new racial formation? | Watch: <i>Broken Bread</i> (2019) Roy Choi |
| 5/30 | Memorial Day | | |
| 6/1 | Presentation of findings | How does the food item or cuisine you chose describe the history of Los Angeles? | Due: Flavor of Migration |