

REC'D OCT 14 2011

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COLLEGE MAJOR PETITION

Approved by ASC
Yes No
Date

College Major Entitled: Urban Studies: Urban Cultures and Community
Changed

Name Welsh Elizabeth A ID# B00303459 Date 15 Oct 2011
Last First M.

I have listed below my proposed College Major sequence (at least 10 credits, plus a senior project of 1-2 credits). If more than 2 substitutions are made after this petition is approved a new, signed petition must be resubmitted to the Academic Standing Committee.

Term in Order Completed	Dept.	Number	Title	Course Credit
Spring 2010	SOC	091	Methods of Social Research	1.25
Spring 2010	Coll	0600	Inventing the Other	1
Spring 2010	Anth	104	Educational Anthropology: School Culture + Policy	1
Fall 2010	WMST	140B	Intro to Queer Studies	1
Fall 2010	Anth	109	Public Interest Ethnography	1
Spring 2011	WMST	140A	Sexuality and the City	1
Spring 2011	Hist	116	History of the American City	1
Spring 2011	Eng	140A	Post Hip-hop Poetics and Literary Performance	1
Fall 2011	Econ	139	Urban Economics	1
Fall 2011	Soc	128	Geographic Information Systems ^{and Sociological} Geography	1
Fall 2011	WGSS	135	Race, Sexuality and the State	1
Spring 2012	ETHS	191	Senior Thesis/Project w/ Ethnic Studies	1
Fall 2011	Anth	145	IS: Oakland Public Parks	.25
Summer 2010	SOC	300	Intro to Sociology	.857
Spring 2009	JOUR	310	Mass Media and Society	.857
Fall 2009	STAT	301	Intro to Statistics	.857
Spring 2009	SOC	301	Social Problems	.857

My Objectives of College Major Essay, in which I have explained this particular program and how the listed courses are related to the purpose of my College Major, is attached.

TOTAL 15.928 Credits

Signed Elizabeth Welsh Student Date 18 October 2011

My signature below indicates that I have read and reviewed the Petition and Objectives of College Major Essay.

- R. Stefan Chair, Advisory Committee RACHAEL STEFAN Print Name 10/15/11 Date
- Priya Kandaswamy Member, Advisory Committee Priya Kandaswamy Print Name 10/18/11 Date
- Vivian Ehin Member, Advisory Committee VIVIAN EHIN Print Name 10/18/11 Date

CCs: advisors, student

Urban Studies

Urban Cultures and Community Change

Urban Studies: Urban Cultures and Community Change is an interdisciplinary major that integrates Anthropology, Sociology, Ethnic Studies, Economics, and Queer/Gender Studies to examine culture and policy within urban spaces. My focus is on community planning from a bottom up perspective that combats systems of oppression such as housing discrimination, police harassment, labor exploitation, environmental racism, gentrification, sex trafficking, the war on drugs, etc. that disproportionately affect marginalized communities of color and other subaltern groups in urban spaces. I will explore and deconstruct the ways in which intersections of location, race, class, gender, and sexuality operate to shape one's access to resources and to public space in urban environments.

The major is framed by a counter-hegemonic social justice perspective and engages with many aspects of urban culture on both infrastructural and superstructural levels. It deconstructs the discourses that frame urban areas as spaces of crime, poverty, vice, and violence and examines the structural and discursive forces that shape institutions and infrastructure in urban areas.

In creating my major I examined the programs offered by three institutions, Stanford University, University of Pennsylvania, and University of Minnesota. I found that Stanford University offers several concentrations within their urban studies department. I selected one, Urban Societies and Social Change as my model. Stanford offers the following description

From: http://www.stanford.edu/dept/URBS/programs/urban_society.html#urban

This concentration focuses on issues in contemporary urban society, and on the tools and concepts that can bring about change to improve urban life. Courses focus on a diverse range of issues, from environmental degradation to racial and class inequality. Students also learn how community action, urban planning and design, and organizations in nonprofit, for-profit, and government sectors address these challenges.

This concentration prepares students to enter graduate programs concerned with urban affairs, community service, and public policy, and to work with local governmental agencies and for-profit and nonprofit organizations engaged in community service and development.

Stanford's program includes courses like ANTH 32: Theories in Race and Ethnicity, HISTORY 259A & B. Poverty and Homelessness in America, SOC 137. Inequality and Access to Justice, and URBANST 123. Approaching Research and the Community amongst others. I found that my compiled course list and my focus on social justice nicely correlate with Stanford's program. Additionally, my course

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Geographic Information Systems and Sociological Geography will provide me with training in the use of Global Information System (GIS) software for urban mapping and city planning through computer modeling. This will provide me with the technical skills to complement the theoretical underpinning of my major.

This major is distinct from Anthropology, Sociology, and other majors offered due to its focus on urban space and cultures, its American specificity, particularly Oakland California, and its integration of research methodologies from multiple disciplines including Ethnic Studies and Queer/Gender Studies. It includes two research classes from the Sociology/Anthropology departments as well as an internship and independent study research project called Tai Chi Chats. Each course required that I collaborate with other students to design and execute a research project and prepare a report of my study. Some of the research tools and theoretical frameworks used include the Ethnosomantic Interview Method, photography and videography, methods of social research including sampling and controlled studies, mapping using GIS software, interviews and focus groups, and statistical analysis. I will take my Senior Seminar with the Ethnic Studies department because I want my research on urban processes to be informed by traditions of literary and cultural critique that center subaltern perspectives and challenge hegemonic power structures while examining discourses of race, gender, and sexuality.

The world is undergoing the greatest period of urban growth in human history. For the first time in history more than half of the world's population lives in towns and cities. By 2030 this number will swell to almost 5 billion. Considering the critical mass of urban areas it is important to understand what makes cities and their management unique and to consider the challenges of instituting urban policy that is socially and environmentally responsible. As urban areas continue to grow in population and in size, the need for innovation and activism within the fields of urban planning and community development will grow increasingly pressing. *Urban Studies: Urban Cultures and Community Change* will prepare me for professional and civic engagement to improve the quality of urban life through applied research and engagement with theories of urban planning, city management, green design, and community organizing to advocate for positive change within communities. This is development driven by grassroots organizing to assert the collective agency of the people and to address their very real needs, especially those most marginalized by systemic oppression, for access to resources, jobs, education, health care, sociality, and a healthy environment.

Course Listing

Intros

Transfer – SOC 300 - Intro to Sociology
Transfer – STAT 301 - Introduction to Statistics
Fall 2010 – WMST 180B – ST Intro to Queer Studies
Spring 2011 - ETHS 051 - Intro to Ethnic Studies

Methodology

Spring 2010 – SOC 091 - Methods of Social Research
Fall 2010 – ANTH 109 - Public Interest Ethnography
Fall 2011 – SOC 128 - Geographic Information Systems and Sociological Geography
Spring 2012 – Senior Seminar – Ethnic Studies

Social Structures

Transfer – SOC 301 - Social Problems
Spring 2010 – COLL 0600 - Inventing the Other
Spring 2010 – ANTH 104 - Educational Anthropology: School Culture and Policy
Fall 2011 – WGSS 135 - Race Sexuality and the State

Urbanization

Spring 2011 – HIST 116 - History of the American City
Spring 2011 - WMST 180A - Sexuality and the City
Fall 2011 – ECON 139 - Urban Economies

Urban Cultures

Transfer – JOUR 310 - Mass Media and Society
Spring 2011 – ENG 180A - Post Hip-Hop Poetics and Literary Performance
Summer 2011 – Internship – Investing in Oakland - Tai Chi Chats
Fall 2011 – ANTH 195 – Independent Study: Oakland Public Parks

Course Descriptions and Explanations

Introductory Courses

1. Transfer - STAT 301 - Introduction to Statistics – This course taught an introduction to the concepts and applications of probability and statistics, with a strong foundation in theory as well as practice, including the use of technology. Topics included the fundamentals of probability, random variables, distributions, expected values, special distributions, sampling, tests of significance, statistical inference, regression, and correlation. These skills are important for the analysis of quantifiable data in social science research.
2. Transfer – SOC 300 – Introduction to Sociology – In this class we were introduced to the basic theories and knowledge systems behind the discipline of sociology. We discussed issues including poverty, urban crime, capitalism and corporate consolidation, race relations, and others.
3. Fall 2010 - WMST 180B - Intro to Queer Studies – This course was a special topics course in Women's Studies that provided an introduction to key concepts and theoretical questions in the interdisciplinary field of queer studies. We investigated the processes by which sexuality is socially

constructed in different historical and geographical contexts, with particular attention to the ways in which sexuality intersects with other categories of difference such as race, gender, class, ability, and national origin. We were introduced to a range of issues affecting different queer communities and we explored many historical and contemporary examples of queer resistance.

4. Spring 2011 - ETHS 151 - Intro to Ethnic Studies – In this class we were taught an introduction to the history, concepts, and issues that drive the discipline of ethnic studies. We compared the experiences of African Americans, American Indians/Alaska Natives, Asian Americans/Pacific Islanders, and Chicanas(os)/Latinas(os) within a global context and we studied the ways in which historical, social, economic, cultural, and environmental resources are employed in analyzing the intersections of race, class, gender, and sexuality.

Methodology

5. Spring 2010 - SOC 091 - Methods of Social Research with Lab- This course is offered through the Sociology/Anthropology department. It offers an introduction to research methods in the social sciences including how to read published research, collect and analyze qualitative and quantitative data; communicate research results; distinguish between empirical, ideological, theoretical, and ethical questions; formulate research questions; and use computers to access, organize, analyze, and display social science data. In this class I worked with two other students to conduct a study of queer women and eating disorders to examine the correlation between sexual identity and body image. We conducted a survey using questionnaires, used statistical analysis to interpret our data, and prepared a final write-up of our study.

6. Fall 2010 - ANTH 109 - Public Interest Ethnography - Public Interest Ethnography is concerned with how sociologists and anthropologists use their research and data to promote social reform and/or social justice, as well as how they politically engage the public through methodologically rigorous and competent research. The course began by familiarizing students with the history, politics, methodologies, and ethics of public interest ethnography. We then worked collaboratively to develop a research project exploring queer people and attitudes toward smoking and public health. Our research was given to a local nonprofit organization to assist them with formulating socially responsible policy.

7. Fall 2011 - SOC 128 - Geographic Information Systems and Sociological Geography – In the class I will refine my skills in computer modeling and cultural mapping. The class will incorporate theory and hands on experience with course material drawing from many fields of study including cartography, demography, epidemiology, geography, urban design, human ecology, marketing, sociology, statistics, and urban studies. We will use geographic information system (GIS) software to make, interpret, and critique maps and other displays of spatial data and will learn to apply such skills to practical community, commercial, or scientific problems.

8. Spring 2012 - ETHS 191 - Senior Seminar for Ethnic Studies – This will offer me advanced directed research assistance in completing my Senior Project, especially writing and fine tuning my Senior Thesis

Social Structures

9. Transfer - SOC 300 - Social Problems – This was a Sociology course that explores the various “problems” that occur in urban spaces including social class stratification, education and housing discrimination, the war on drugs, and other aspects of urban policy and social life.

10. Spring 2010 - COLL 0600 - Inventing the Other - In this class we examined the discourses that are used to preserve hegemonic systems in the United States. We engaged with the way that the binary

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concept of us/them operates to shape social location and opportunity. We studied theorists including Edward Said, Peggy McIntosh, and others to examine constructions of race, class, gender, and sexuality. The course included an extensive study of the work *The Condemnation of Little B* by Elaine Brown which explores contemporary racism, gentrification, policing, the war on drugs, urban violence, and the media through the story of the trial and prosecution of Little B, a 14 year old black boy in Atlanta Georgia who was wrongfully convicted of a murder.

11. Spring 2010 - ANTH 104 - Educational Anthropology: School Culture and Policy - In this course we incorporated methods and theories from cultural anthropology to study educational institutions. We began the course with a survey of educational models from communities throughout the world. We next conducted an extended study of educational policy at Fremont High School in Oakland. We studied the way that the school was affected by budget cuts, policy decisions, and poverty and stress within the community. We used public interest anthropology to study the transition of Fremont High from a traditional public school to an academy system and finally to a federation of four smaller schools on one central campus that formed in 2003. This allowed us to engage with theories of education and of school policy that are incredibly important and applicable to urban environments.

12. Fall 2011 - WGSS 135 - Race, Sexuality and the State – This class is offered through the Women, Gender, and Sexuality studies department. It is a theory intensive course that examines the intersections of race, gender, and sexuality in relation to the US nation state. Topics covered include the welfare system, immigration control, the military and the criminal justice system and how these institutions hold power over people of color and serve to regulate gender and sexuality. The course uses queer theory to deconstruct state power and to explore the ways that state processes affect queer communities and articulations of queer politics.

Urbanization

13. Spring 2011 - HIST 116 - History of the American City – History of the American City looks at the historical formation of urban areas in the United States since the time of colonization and conquest. It examined the mechanisms through which communities concentrated in certain areas and included a discussion of the history of Oakland CA up to the present time. In this course I completed a research paper on the history of Madison Park located in Oakland's Chinatown and how the park has been affected by decisions of urban planners who are advocating for Transit Oriented Development. I also completed a paper on gentrification and redevelopment in Oakland.

14. Spring 2011 - WMST 180A - Sexuality and the City – Urbanization has been a major catalyst in the development of new sexual identities and communities. This course examined this phenomenon and the ways in which the city has been an important place in queer history and politics. In addition, the course focused on how globalization has transformed cities and in doing so transformed urban sexual communities. Specific issues included: urban politics, urban migration, segregation, redevelopment and gentrification, access to public space, and policing and criminalization. We studied the relevance of these issues to the Oakland community, especially how they affect policies on access to public space, gang injunctions, child sex-trafficking, sanctuary city policy and others. In this course I completed a lengthy research paper on Sanctuary City policy.

15. Fall 2011 - ECON 139 - Urban Economics – In this course I am studying the economics of urban spaces. We explore why and where cities develop and how they grow through the application of economic theory and analysis. This will provide me with insight into financial processes of capitalism that affect urban communities and that often propel and reflect the interests of developers. The class examines many important issues that cities face including land use, transportation, education, housing, funding, crime, concentrated poverty, and segregation. In this course I will complete a 25 page research

paper about the Broadway Strip, a red light district in San Francisco's North Beach and how it formed through historical and economic processes of urban planning driven by discourses about race and vice.

Urban Cultures

16. Transfer - JOUR 310 - Mass Media and Society - Relationship between the media and culture. Explores issues of media monopolization, media influence on cultural discourse, how the media frames social policy

17. Spring 2011 - ENG 180A - Post Hip-Hop Poetics and Literary Performance - To study urban culture and social activism I took the class *Post Hip-Hop Poetics and Literary Performance* in which we engaged with hip-hop as a cultural movement and an artistic form. The class began with an extended study of the history of hip-hop from its birth in the South Bronx to its explosion in the commercial music market. We examined the social and economic forces that gave rise to the form and that defined the hip hop generation. These include failing education systems, the war on drugs, poverty, unemployment, redevelopment, housing discrimination, the urban police force, and other relevant issues. The course makes a passionate 14-week argument for hip hop as form. We engaged with leading voices in contemporary performance, production, and pedagogy, ultimately crafting a project that exhibits hip hop as modality. The class used this knowledge as the foundation for the creative writing we produced and performed poetry for social justice that touched on urgent political and emotional themes. 16.

Summer 2011 - Internship - Investing in Oakland: Tai Chi Chats - During the summer of 2011 I participated in an internship program called Investing in Oakland through Mills College in collaboration with the city of Oakland and Mayor Jean Quan. My project, Tai Chi Chats: Grassroots Cultural Mapping to Protect and Advocate for the Future of Oakland's Madison Park provided me with an opportunity to work on a research team while refining my research skills, especially my training in Public Interest Ethnography. It also provided me with valuable experience in GIS computer modeling. Our project, created in collaboration with the Oakland Asian Cultural Center, is the creation of a virtual cultural map that includes oral history excerpts, ethnographic data analysis, time-lapse photography/video, and digital mapping. It will be presented to city planners to aid in the creation of a plan that will preserve the park as an environmentally sustainable and culturally relevant site. This internship was the ideal synthesis of my passions for sustainable community development, for accessible outdoor urban spaces, and for social justice work that creates opportunities for the voices of marginalized community members to be heard.

17. Fall 2011 - ANTH 195 - Independent Study - Oakland Public Parks: Usage and Protection - During the fall of 2011 I am continuing my work on the Tai Chi Chats project through an independent study research project. I will conduct a comparative research project on Oakland public parks and write a ten page paper discussing my findings. It will compare usage and histories of community activism of eight different public parks to examine their relationships with urban planning. The goal is to reveal how Madison Park compares to other Oakland public Parks and functions within the community.