This course explores the intersections of race, space and segregation in the United States. Drawing from critical geography and ethnic studies, we will interrogate “space” as something that is neither fixed nor abstract, but rather a register in which powerful ideological and social-economic forces shape how human beings think of and experience their lives, their identities, their sense of history, and their visions for the future. We will begin by exploring the social and institutional forces that created racial and spatial segregation across different places in the US in comparison to other countries such as Canada, Australia, and South Africa. We will then learn about how racial and colonial “others” in the US have been historically “produced” in relation to how spaces have been socially constructed and segregated through laws, policies, and institutional practices. We will end by considering how displaced and segregated racial subalterns have responded to their literal and metaphoric marginalization by engaging in various practices of space-taking and place-(re)making.

Basic Ethnic Studies Learning Objectives
There are at least six core Ethnic Studies learning objectives in this class (almost all other ETHN classes at UCSD share similar if not the same learning objectives): 1) critical and creative thinking, 2)
WK. 2 SPACE & POWER JOURNAL ENTRY

To break the ice, before the end of week 2, you will turn in a 600 word journal entry in which you will compare and reflect about the spaces that you grew up in, the space you live in now, the space that you work or study in, and how these relate to social identities, ideologies of belonging or not belonging (invisible and visible boundaries), and their relationship to hierarchies of power in our society. You have license to interpret this mini prompt freely, as long it shows that you reflected about how this class relates to you personally (see Canvas for more details).

DISCUSSION POSTS (two-pronged requirement)

1) Each student will produce five discussion posts (see table below for deadlines) that reflects upon and responds to the readings. Discussion posts should: connect and discuss the assigned articles or chapters in relation to the thematic unit for that week. What issues does it raise for you? How does it complement or complicate your work?

2) Each student will also post a “reply” to another student’s discussion post (which no other student has commented on for that week) offering thoughtful feedback, facilitative critique and encouraging suggestions for constructive and self-reflective dialogue and collaboration, 3) analytical and emotional intelligence about diversity and equity, 4) an appreciation for interdisciplinary research and inquiry, and 5) the development of incisive, organized, and clear written and oral communication about your critical and creative thinking.

Content-Specific Learning Outcomes

In addition to fulfilling these objectives, this critical interrogation of race, space, and segregation will focus on developing the following skills and outcomes. Students will:

#1- Employ contrasting scholarly approaches to study the structures of power and the racializing discourses that shape how Americans think about and interact in space

#2- Develop a preliminary historical understanding of the evolving ways in which race and space have shaped each other in relation to other constructs such as gender, sexuality, class, and citizenship

#3- Compare how spaces are racialized and racial groups are spatialized in the US vis-à-vis other locations around the world

#4- Examine the factors and mechanisms that lead to the reproduction of ethnically-racial ghettoes in the US

#5- Understand how segregation relates to inequalities in education, criminal justice, the law, and in access to healthy environments

#6- Analyze cultural production that reinforces racial segregation and/or cultural production that contests it

GROUP PROJECT

I will give you all four options for things that you can do to fulfill this group project requirement. You will then have the opportunity to sign up for a group based on your interests (see Canvas for detailed prompt). Since we are not meeting face to face in class, you will all be expected to find a time to meet with each other via Zoom to discuss the progress of your project. You will then have to submit a formal presentation to the rest of the class consisting of a recording of a Zoom call in which you each discuss what your group came up with (you can also screen share slides, videos, and audio). In order to get a complete grade, you will also have to turn in a self-evaluation of your contribution to the group project that will be accessible to your group mates and that will allow us to assign you a grade.
TAKE HOME FINAL EXAM

Instead of having an in-class bluebook final exam, you will have to complete a “take home” final exam. This will be submitted through our Canvas site. The exam will consist of various short and long answer questions and you will have four hours to complete them. It will be live on Canvas on Thursday 12/12 by 11:59pm.

ATTENDANCE AND PARTICIPATION

I’ll be documenting your contributions to our class sessions in various ways. Emails to your instructor, participation in our synchronous sessions, office hour visits, etc. will count towards your class contribution. As far as attendance goes, I am encouraging you all to attend our synchronous sessions during our designated class time. That is one way in which I will take attendance and assess individual contributions to our Zoom discussions. A less preferred option is that you watch the zoom recordings of each class session posted in Canvas. That will also give me data on whether you “attended” the class asynchronously which will factor into your attendance grade. The downside to this is that we will use breakout rooms for class discussions, so please try to attend synchronously.

ZOOM ETIQUETTE

Please mute yourself when you are not speaking. Also, to state the obvious, don’t zoom bomb us, keep your clothes on when you have your camera on during class, and don’t do any mind altering substances during class, Oh, and don’t accidentally leave your video on when you take your device to the bathroom (it’s a thing).

LATE WORK

Each student will get a five-day “time bank” for the quarter, which you may use at your discretion to extend a response paper due date without penalty. For example, say you get all your assignments done and handed in on time. That means you wouldn’t use any of the five days…OR…say you need two extra days for the 1st paper, and three extra days for the second paper. When the quarter ends, you will have used up all five of your time bank days. If you run out of time bank days, I will deduct 3% points per day that that assignment is late. NOTE: You do not have to inform me when you use your time bank days. I will keep a tally on my end. If you get sick, have an accident or family crisis, please use these time bank days (but you should still let me know if anything serious is going on that you think we should know about).

EMAIL

Please email me with questions and/or concerns about the course. I will respond within the next 24 hours (except on weekends). If you have an important personal question such as inquiring about a grade or class discussion, please contact me to schedule an appointment.

RESPECT

Diverse backgrounds, embodiments and experiences are essential to the critical thinking endeavor at the heart of university education. At UC San Diego (and especially in Ethnic Studies courses such as this one) students are expected to: (1) Respect individual differences which may include, but are not limited to: age, cultural background, disability, ethnicity, family status, gender presentation, immigration status, national origin, race, religion, sex, sexual orientation, socioeconomic status, and veteran status; (2) Engage respectfully in discussion of diverse world-views and ideologies embedded in course readings, presentations, and artifacts, including those course materials that are at odds with personal beliefs and values.
INTEGRITY

PLAGIARISM = when you borrow from someone else’s work in your own assignments without giving that person credit in your references. This includes not just copying text from someone else word for word, but also borrowing ideas that are not obvious to anyone but that instead required a bit of research and extended thinking to come up with. You will all exchange a number of ideas and perspectives throughout the course in class discussions and in your groups. Nonetheless, when it comes to writing, you have to sit down and write and argue by yourself without relying on other classmates to articulate your written thoughts for you (unless you give those you borrow from due credit in your references).

As a student at UC San Diego, you are responsible for knowing what constitutes cheating. See https://academicintegrity.ucsd.edu/process/consequences/index.html for crucial information regarding academic integrity. If I discover plagiarism in your assignments (which is very easy to do thanks to the fact that we will be using an advanced plagiarism detection software), we will report this instance of academic misconduct to the University.

ACCESS AND ACCOMMODATIONS

Your experience in this class is important to us, and it is the policy and practice of the University of California San Diego to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers based on disability, please seek a meeting with the Office for Students with Disabilities (OSD) to discuss and address them. If you have already established accommodations with OSD, please communicate your approved accommodations to your instructor at your earliest convenience so we can discuss your needs in this course.

The Office for Students with Disabilities (OSD) offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process between you, your instructor(s) and OSD. If you have not yet established services through OSD, but have a temporary or permanent disability that requires accommodations (this can include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact OSD at 858.534.4382 or email osd@ucsd.edu. For more information, visit: http://disabilities.ucsd.edu.

STUDENT SUPPORT SERVICES

Please don’t hesitate to consult these websites to find out what kind of support these offices will provide during the COVID-19 Campus Closure.

Library: http://library.ucsd.edu, 858.534.0133
OASIS (Office of Academic Support and Instructional Services): http://oasis.ucsd.edu, 858.534.2230

TRITON FOOD PANTRY (@ the Old Student Center)

Most people don’t know that food insecurity is a huge issue across all college campuses. Surveys suggest that an estimated 20% to 33% of students at four year colleges experience food insecurity. The mission of the Triton Food Pantry is to provide a discreet service to UCSD students in need of food. Our goals are to ensure that every student has enough energy to get through the day and that no student should give up a single meal for any reason. We aim to build a network of food resources and awareness about food insecurity so that every UCSD student has nutritious fuel to achieve academic success. The Triton Food Pantry is in partnership with the San Diego Food Bank and Garden of Eden. At the food pantry, a variety of dried goods, canned goods, and fresh produce are available to students. Items are assigned a point value and any registered student is able to pick up 10 points worth of food per week.

In spite of the campus COVID-19
closure, the pantry will be open during Spring quarter. For information about hours, go to: https://basicneeds.ucsd.edu/food-security/pantry/index.html

DACA AND UNDOCUMENTED STUDENT RESOURCES

If you are an undocumented student, please know that I am your ally. Anything that you reveal to your instructor or your TAs about your immigration status will remain strictly confidential.

Also, please know that UCSD has an office that assists undocumented students called the Undocumented Student Services Center. For more information, go to: https://students.ucsd.edu/sponsor/undoc/, or call 858.822.6916.

THE SEXUAL ASSAULT RESOURCE CENTER (SARC)

If you are a survivor of sexual violence, relationship violence and/or stalking, CARE at the Sexual Assault Resource Center can offer confidential support, and a safe place to talk with you. SARC staff are available to talk to you about your reporting rights, options and available resources. Visit http://care.ucsd.edu/get-help/, or contact 858.534.5793 during business hours Monday-Friday. 8:30 a.m. - 4:30 p.m.

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

This quarter, CAPS is fully open (they are providing alternate ways of meeting, including video consultations). CAPS is an indispensable resource for student life at UCSD. They provide FREE, confidential, psychological counseling and crisis services for registered UCSD students. CAPS also provides a variety of groups, workshops, and drop-in forums (which they may still be doing via Zoom this quarter). For more information, please visit https://wellness.ucsd.edu/CAPS/, or contact 858.534.3755 (includes 24 hours crisis counseling).
## COURSE CALENDAR

<table>
<thead>
<tr>
<th>WEEK</th>
<th>THEMATIC UNITS</th>
<th>DEADLINES FOR DISCUSSION POSTS (you choose five)</th>
<th>MAIN ASSIGNMENTS DUE</th>
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<tr>
<td>0</td>
<td>0- Syllabus Discussion</td>
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<tr>
<td>1</td>
<td>I- Introduction to Race/Space Theory</td>
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<td>2</td>
<td>II- Race, Space, Segregation and Settler Colonialism</td>
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<td>3</td>
<td>III- Separate and Unequal: The Creation and Adaptation of Racial Apartheids in the United States</td>
<td>Last Friday of Unit III: 10/23 at or before 11:59pm</td>
<td>Week 2- Space and Power Journal Entry due Friday, 10/16 at 11:59pm</td>
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<td>4</td>
<td>IV- The Ghettoization of Urban America and its Enduring Power</td>
<td>Last Friday of Unit IV: 11/6 at or before 11:59pm</td>
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<td>6</td>
<td>V- Urban “Renewal” as Removal, Containment, and Displacement</td>
<td>Last Friday of Unit V: 11/13 at or before 11:59pm</td>
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<td>7</td>
<td>VI- Educational Apartheids in the US</td>
<td>Last Friday of Unit VI: 11/20 at or before 11:59pm</td>
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<tr>
<td>Sess. 8A</td>
<td>VII: (B)ordering as a Force of Segregation</td>
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<td>Group project components due on Sunday of Wk. 9, 12/6 by 11:59pm</td>
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<tr>
<td>Sess. 8B</td>
<td>VIII: “Internal” and ‘External” Enemy “Aliens”: Segregating Spaces of Exception</td>
<td>Wednesday of Thanksgiving Week (you can write about either Units VIII or IX: 11/27/19 at or before 11:59pm</td>
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<tr>
<td>Sess. 9A</td>
<td>IX: Gerrymandering and Other Sources of Racial Power in Space</td>
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<tr>
<td>Sess. 9B</td>
<td>X: Environmental Racism and Space</td>
<td>Last Friday of Unit X: 12/4 at or before 11:59pm</td>
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<tr>
<td>Sess. 10A</td>
<td>XI- Contemporary Anti-Racist Space-Taking Practices</td>
<td>Last Friday of Unit XI: 12/11 at or before 11:59pm</td>
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<td>Sess. 10B</td>
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<tr>
<td>Finals</td>
<td>No class meetings on finals week.</td>
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<td>Take home final on Thursday 12/17 (on Canvas) by 11:59pm</td>
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</table>
This schedule is subject to changes. The official schedule will be in the “modules” section of our Canvas website (the page you see as a home page). There, you will see links to all assigned readings, videos, podcasts, etc.

Session 0B Thursday 10/1: CLASS INTRODUCTION (no readings assigned)

I. Introduction to Race/Space Theory

Session 1A- Tuesday 10/6 (36pp. of reading):


Session 1B- Thursday 10/8 (35pp. of reading):


II. Race, Space, Segregation and Settler Colonialism

Session 2A- Tuesday 10/13 (57pp. of reading):


Session 2B- Thursday 10/15 (23pp. of reading):

III: Separate and Unequal: The Creation and Adaptation of Racial Apartheids

Session 3A- Tuesday 10/20 (65pp. of reading):


Session 3B- Thursday 10/22 (20pp. of reading):


IV: The Ghettoization of Urban America and its Enduring Power

Session 4A- Tuesday 10/27 (52pp. of reading):


Session 4B- Thursday 10/29 (26pp. of reading):


Session 5A- Tuesday 11/3 (30pp, of reading; 55 mins of listening):


Session 5B- Thursday 11/5 (31pp, of reading):


V: Urban “Renewal” as Removal, Containment, and Displacement

Session 6A- Tuesday 11/10 (30 mins. of video viewing; 10pp. of reading):


Session 6B- Thursday 11/12: (19pp. of reading; I’M AWAY ON A CONFERENCE- I MIGHT GET A SUBSTITUTE):


WATCH: (2001). The Fillmore (Peter L. Stein, dir., KQED)

VI: Educational Apartheids in the US

Session 7A- Tuesday 11/17 (40pp. of reading + 55 mins of podcast listening):


Session 7B- Thursday 11/19 (11pp. of reading + 55 mins of additional podcast listening):

J. Fusté


VII: (B)ordering as a Force of Segregation

Session 8A- Tuesday 11/24 (56pp. + 90 mins of video watching):


ALSO WATCH: The 800 Mile Wall (2009, 90 mins.) – Geisel: FVLDV 8798-1 (will provide an online link)

VIII: “Internal” and ‘External” Enemy “Aliens”: Segregating Spaces of Exception

Session 8B- Thursday 11/26- THANKSTAKING - NO CLASS BUT PLEASE READ (24pp. of reading):


IX: Gerrymandering and Other Sources of Racial Power in Space

Session 9A- Tuesday 12/1-


X: Environmental Racism and Space

Session 9B- Thursday 12/3 (42pp. of reading):


**Session 10A- Tuesday 12/3-**

**FINISH:** ALL READINGS ASSIGNED FOR SESSION 9B

**XI: Social Justice Through Contemporary Space-Taking Practices**

**Session 10B- Thursday 12/5 (86 mins. Of video watching + approx. 30pp. of reading)–**

**WATCH:** (2017). *The United States of Detroit* (Charles E. Sellier Jr., dir, 86 mins). - Watch through your preferred online rental platform (I couldn’t find you a free copy. It should be a $3-4 rental).

**ALSO:** Check the Canvas site for instructions on web articles I want you to read and questions I want you to answer at home.