ETHN 104: Race, Space, and Segregation

Justin de Leon, Ph.D.
Wednesdays, 5:00-7:50pm
Meeting Place: PCYNH 120

Office hours: Wednesdays 3:30-4:30pm or by appointment
Office location: Social Sciences Building (SSB), Room 243
Email address: judeleon@ucsd.edu

Date of Final: Monday, March 20, 7-10pm TBD

COURSE DESCRIPTION

Through in-depth studies of Native American experiences with surveillance, security, territory and land, mascotry, reservation borders, and the location of hazards and amenities, this course examines how space becomes racialized and how race becomes spatialized in the contemporary United States.

The course will explore how the politics of space has been utilized to separate and “other.” There will be an orientation to interrogate the geographic spaces we inhabit, focusing on local Native and minorities issues. This course will explore institutional racism and segregation through discourses, policies, and laws, as well as the politics of space and sight. We will discuss boarding schools, the creation of reservations, Native criminality and prisons, and continued dispossession.

COURSE OBJECTIVES

By the end of the course, students will be able to:

- Grasp the historical occurrences of Native American segregation and dispossession,
- Understand the politicization of space,
- Have a deeper appreciation of the contested nature of the San Diego spaces we occupy in our studies and our lives,
- Gain reading, annotation, and writing skills.

STUDENT EXPECTATIONS

As with any endeavor at UC San Diego, full participation and student excellence is expected. UCSD rates in the top 1.5% of four year institutions in the country, as
such, there are high expectations for the quality of students in this class. Equally important than the positions we occupy being here at UCSD, the themes that we will cover throughout the course are of great import and significance – people have lost their lives and others have made great sacrifices in order to address many of these issues.

Students will be assessed on (1) participation, (2) submitted weekly questions, (3) class responses, and a (4) final essay. There will be no midterm or final in-class examinations.

1. **Participation** (20%) is comprised of class attendance and engagement of the readings and class discussion. Students are expected to contribute to ongoing discussions and explorations of class material and themes. This requires a deep reading of assignments (through annotating, summarizing, and noting questions that arise) and participation in class discussions (recall in both quality and frequency). Because of the number of students in the course, class attendance will be taken. If there is an unexpected occurrence and/or excused absence (University activity, medical reasons, religious holidays, etc.) please inform me as soon as possible in order that proper adjustments can be made.

2. **Weekly Questions** (20%) regarding the course material must be submitted before each class. This requires students to begin each class with at least two questions or comments concerning the material for each meeting. Engagement of material and thorough review of assigned readings is necessary for proper class preparation. Questions should be handed in before the beginning of each class through TritonEd.

3. **Class Responses** (30%) are three page essays that will cover relevant aspects of our course. There are three Class Responses that students are going to be responsible for throughout the quarter, each corresponding to a major theme of the course (segregation, race, and space). Class responses are due on the Friday of the week assigned.

4. **Final Essay** (30%) is a culmination of the quarter and is a six-page essay about a particular theme covered throughout the course. Students will be given multiple questions and will have to choose one and respond. This Essay is to be submitted on the day of the final exam.

**Required Materials**
I am sensitive to the rising costs of universities and want to keep our course costs to a minimal. Accordingly, students will not be required to purchase any books for this course. All readings (from books to journals) will all be available electronically either through the UCSD Library Course Reserves or through TritonEd.

**Correspondence Etiquette**
When corresponding with a professor you should err on the side of formality than informality. This includes using titles in greetings ("Dear Dr. Deloria" or "Hello Professor Deloria") and proper salutations ("Sincerely, Sara Deer" or “Thank you, Sara”). Please place the course identifier in the subject of your email ("ETHN 104 Concerning Class Participation" or “ETHN 104 Please Share Information with Class”).

Academic departments have been historically dominated by individuals with particular racial, physical, and sexual identities. This fact still impacts Universities today, with some individuals of certain marginalized categories regularly being reminded/told they do not “belong.” As such, using titles and formalities with professors that are historically underrepresented is extremely important. This is particularly important for interactions that take place within professional spaces, such as department events and gatherings, public talks, symposiums, interactions within the department office, as well as during our class period.

I will be responding to emails during daytime business hours. Please do everything you can to ask questions and raise concerns about assignments in advance so we have plenty of time to consult.

**Grading**

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<thead>
<tr>
<th>1. Participation</th>
<th>Class attendance, engagement of readings and discussions</th>
<th>20%</th>
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</thead>
<tbody>
<tr>
<td>2. Weekly Questions</td>
<td>Submitted weekly before class, regarding course materials</td>
<td>20%</td>
</tr>
<tr>
<td>3. Class Responses (3)</td>
<td>3-page essays</td>
<td>30%</td>
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<tr>
<td>4. Final Essay</td>
<td>6-page essay on theme that will be given during the course</td>
<td>30%</td>
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**Submissions**

Please submit all assignments on time, late submissions will see a one-half grade deduction per day late (please submit essay by midnight on specified due date). If you have any concerns about your assignments, I strongly encourage you to contact me or see me during office hours. I would also be happy to give you feedback on any early drafts. All assignments should be the result of a single student’s work alone. Collaboration is encouraged throughout the course and all sources must be properly cited.
**Course Schedule**

The course schedule is subject to change because I want to be responsive to student interest and current events. Thank you in advance for your flexibility and understanding.

**Week 1: Introduction – Settler Colonialism**

**Wednesday, Jan. 11, 2017**

Introduction and review of Syllabus


**Week 2: Segregation – Boarding Schools**

**Wednesday, Jan. 18, 2017**


**Week 3: Segregation – Reservations**

**Wednesday, Jan. 25, 2017**


Guest Speaker: Cythnia Vasquez, UCSD Ethnic Studies Ph.D. Candidate on contemporary efforts of Kumeyaay education after boarding schools.

Class Response #1 due on Fri., Jan. 27. Response #1 requires students to explore the theme of segregation.

**Week 4: Race – Racism and Criminality**

**Wednesday, Feb. 1, 2017**


Read: Deloria 1969 Custer Died For Your Sins, Chapter 1 Indians today: Real and Unreal (Pg. 1-27)


Optional Read: Ross 1998 Inventing the Savage, Chapter 1 Worlds Collide. University of Texas Press (Pg. 11-33)
Guest Speaker: Talon Ducheneaux

**Week 5: Race – Playing Indian and Mascotry**

**Wednesday, Feb. 8, 2017**


Guest Speaker: Tanaya Winder

Class Response #2 due on Fri., Feb. 10. Response #2 requires students to explore the theme of race.

**Week 6: Segregation – San Diego**

**Wednesday, Feb. 15, 2017**

UCSD Enlightenment historical walk


Guest Speaker: Cynthia Parada, La Posta Band of Kumeyaay

**Week 7: Film Viewing (No Class)**

**Wednesday, Feb. 22, 2017**
No Class Meeting, Presidents Day (2/20) and professor will be at International Studies Association Conference in Baltimore


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**Week 8: Native Symposium (No Class)**

**Wednesday, Mar. 1, 2017**

From Mar. 1-3 there will be a Native Symposium on campus and students will be expected to participate and attend the Wednesday, Thursday, and Friday evening events.

Read for Week 9

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**Week 9: Space – Politics of Sight & Dispossession and Militarization**

**Wednesday, Mar. 8, 2017**


Final Essay prompts will be given


Class Response #3 due on Fri., Mar. 10. Response #3 requires students to explore the theme of space.

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**Week 10: Moving Forward**

**Wednesday, Mar. 15, 2017**


Week 11: End of Quarter

Final Exam, Monday, Mar. 20, 2017, 7-10pm
Final Essay due on exam day
Winter Quarter Ends, Sat, Mar. 25, 2017