ETHN 104: Race, Space and Segregation
University of California, San Diego
Winter 2018

Course Information
Meeting times: T/TH, 5:00-6:20pm
Location: Mandeville Hall B-150
Final date: Thurs, March 22, 7:00-10:00pm

Instructor Information
Justin de Leon, Ph.D.
Office hours: Thursday, 1:00-3:00pm (or by appointment)
Office location: SSB 243
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Course Materials

Description
Through being attentive to Native American experiences with race, space, and segregation, this course examines how space becomes racialized and how race becomes spatialized in the contemporary United States. An exploration of how the politics of space separates and “others,” students will be required to interrogate the geographic spaces we inhabit and the politics of space. 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.

The emphasis of this quarter will be putting into action what we will be learning throughout the course.

Expectations
This is an upper level Ethnic Studies course and expectations of student performance and participation should already be known. 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 and the themes we will cover throughout the course are of great import and significance.

Grades
Students will be assessed on (1) participation, (2) communities of practice, (3) National Parks Indigenous project, and a (4) social action. There will be no midterm or final in-class examinations.

1. **Participation** (30%) 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. **Communities of Practice** (20%) are self-formed groups of students that have to do with a particular interest and will be meeting at least four times over the quarter. These groups can be epistemic (as in dealing with your major), professional (such as wanting to go into public health, medicine, law, economics, engineering, social work, teaching, etc.), cultural, or any other types of communities. The purpose is to engage in cross-disciplinary dialogue as a means to improve, critique, recast various practices within each community. Communities of Practice can act as a way to transform society in a diffuse manner and will be a way that we are able to take course learnings into our own areas of interest. For every meeting, each student will be required to write a 2-page report/reflection. Each Communities of Practice reflection will be 5% of your grade.

Course [Communities of Practice](https://tinyurl.com/y8mpem93)

3. **National Parks Indigenous Project** (25%) is a report students in teams of two will create. It involves researching one of the National Parks or National Monuments and its Indigenous heritage and history. Teams will have to identify particular aspects of each Park, including which Native peoples lived in those areas, how the lands were taken, and Tribes’ contemporary challenges and relationships two those Parks. A PowerPoint template will be provided for each team.

4. **Social Action** (20%) is an action taken by each student to put into action our class learnings. It is accompanied by a 3-page paper. The aim of the Social Action should be to increase the number of conversations around important course themes. There are multiple options students can take. The Social Action can consist of an artistic expression—including, but not limited to, a short film, poetry, song, posters, t-shirts, etc.—or planned program. Each student should think about how to engage with their own personal (1) opportunities and social spaces and (2) capacities and skills. This can be carried out individually, as Communities of Practice, or in groups. Each Action should be reflective of the efforts of the number of participants involved. The accompanying 3-page essay will consist of three parts: (a) a description of the social action; (b) the student’s intentions, process, learnings and outcomes; and (c) an identification of the main course concepts explored throughout your Social Action.
**Participation and attendance**  
Class attendance, engagement of readings and discussions  
30%

**Communities of Practice**  
4 meetings over the course of the quarter  
22%

**National Parks Indigenous Project**  
Teams of two conduct a report about a National Park  
25%

**Social Action**  
With accompanying 3-page reflection paper  
25%

**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, TritonEd, or through the UCSD Library.

**Course Schedule**

* *Syllabus possible to change – I hope to be attentive to student interests and pacing.*

**Week 1: Introduction**

**Tuesday, January 9**

Class Introduction and review of Syllabus

**Thursday, January 11**


**Week 2: Race – Criminality and Difference**

**Tuesday, January 16 (MLK 1/15)**


Thursday, January 18


Week 3: Segregation – Boarding Schools & Gentrification
Tuesday, January 23

Thursday, January 25


Communities of Practice: 1st meeting this week

**WEEK 4: RACE – NATIONAL PARKS/MONUMENTS INDIGENOUS PROJECT**
Tuesday, January 30

Thursday, February 1
Guest Speaker: Joey Montoya, Urban Native Era
In Class Research Project

National Parks/Monuments Indigenous Project due at end of day.

**WEEK 5: SPACE – SIGHT & HOME**
Tuesday, February 6

Thursday, February 8

Communities of Practice: 2nd meeting this week

**WEEK 6: SEGREGATION – RESERVATION & URBAN LANDSCAPE**
Tuesday, February 13

Thursday, February 15


WEEK 7: RACE – PLAYING INDIAN AND MASCOTRY

Tuesday, February 20 (President’s Day 2/19)


Thursday, February 22


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


Communities of Practice: 3rd meeting this week

**WEEK 8: CREATION OF DIFFERENCE**

Tuesday, February 27  

Thursday, March 1  

Communities of Practice: 4th meeting this week

**WEEK 9: REFLECTION**

Tuesday, March 6  
Course and Social Action Review

Thursday, March 8  
NO CLASS MEETING

**WEEK 10: MOVING FORWARD**

Tuesday, March 13  

Thursday, March 15  


**WEEK 11: FINALS WEEK**

Final date: Thurs, March 22, 7:00-10:00pm

Social Action due at the end of the day.