

**ETHN 104- Race, Space, and Segregation**  
**Fall Quarter: 2015**  
**MWF 12:00-12:50, SEQUO 148**

**Instructor:** Michaela Django Walsh, PhD

**Office Hours:** Monday, 3:00-4:00 pm at Pete's Coffee (and by appointment)

**Email:** [mdwalsh@ucsd.edu](mailto:mdwalsh@ucsd.edu)

**COURSE OVERVIEW:**

In order to take advantage of this border city in which we live, the course will open by assuming the San Diego/Mexico border as a focused geography from where to approach larger questions about the relationship between race, space, and segregation. As a class, our goal will be to explore how urban space takes on racialized meaning and how the city itself structures and reinforces the significance of racial distinctions. Through excursions outside of the classroom, as well as through explorations of film, fiction, and oral narrative, we will grapple with the idea of borders as psychic as well as symbolic entities, as material and biopolitical zones that demarcate points of entrance, as well as exclusion. Traversing the urban landscapes of San Diego and Los Angeles, we will examine issues such as gentrification, spatial segregation, and the politics of cultural self-definition, with especial attention to how the built environment and in/visible borders inform people's politics and identity. To these ends, we will consider how these cities are experienced and imagined differently when using race as our analytic lens. We will also take on the topics of mass incarceration and failures in both education and the justice system, as well as the following key question: Whose lives "count" as grievable?

**Logistics**

You can reach me by email, in my office hours, or by appointment at any time during the quarter. I respond to students' emails by 11am every weekday; I do not answer students' emails on weekends.

This syllabus is a guide, not a contract, and is therefore subject to change; any changes will be announced well in advance in class or by email.

Computers of any type are not allowed in this class.

**ADA Statement:** If you have a disability or condition that compromises your ability to complete the requirements of this course, you should inform me as soon as possible of your needs. I will make all reasonable efforts to accommodate you. If, as a result of a disability, you cannot accept the content or terms of this syllabus, you need to notify me in writing within one week of receiving it.

**Policy on Late Papers and Make-up Assignments:** Excepting emergencies, I do not allow late papers and do not allow make-up assignments.

**Primary Ground Rules:** (a) The number one ground rule to which we will all adhere is to engage in respectful and considerate debate and discussion in the classroom. You will be expected to approach this course with a patient, open mind, ready to consider information and ideas about topics that are, by their nature, subjects of controversy and disagreement. A good classroom environment should stimulate you to think for yourselves and raise critical questions based upon a thorough survey of the evidence before you. Please take note that abusive and harsh language will not be tolerated in this classroom. These ground rules are reflected in the UCSD Principles of Community to which we are all expected to adhere (<http://www-vcba.ucsd.edu/principles.htm>).

(b) Academic dishonesty will not be tolerated in any form. This means plagiarism and other forms of dishonesty such as producing assignments for others. Please become familiar with the UCSD Policy on Academic Integrity (<http://senate.ucsd.edu/manual/Appendices/app2.htm>). Any academic work that you submit in this course, which violates the UCSD Policy on Integrity of Scholarship will automatically receive an “F” for the assignment and may result in you failing the course.

#### **REQUIRED READINGS:**

Please note that you should dedicate around an hour and a half to time spent reading per class. On occasion, the readings will demand more time and concentration. Sometimes less. Generally, readings will range from 20-30 pages.

Readings for this class will be available for download via our course’s blackboard website which can be accessed at <http://ted.ucsd.edu>.

There is one text required for the class, available at UCSD’s bookstore: Claudia Rankine’s *Citizen, an American Lyric*

#### **Projects, Assignments, and Grade Distribution:**

**Attendance: Active Participation and 3 Pop Quizzes = 20%**

**In-class Assignments: 10%**

**Collaborative Midterm: 35%**

**Final: 35%**

#### **WEEK ZERO: INTRODUCTIONS**

FRI, 10/25      Expectations/Guidelines

#### **WEEK ONE: THE MIGRANT BODY, GRIEVABLE LIVES, AND THE BIOPOLITICS OF BORDERS**

MON, 9/28 Jenna Brager, "Bodies of Water" and Judith Butler's "Precarious Life, Grievable Life" in *Frames of War*

WED, 9/30 The San Diego/Mexico Border: an overview

FRI, 10/2 Cynthia Weber: Design, Translation, Citizenship: Reflections on the Virtual (De)territorialization of the US/Mexico Border

**WEEK TWO:**

MON, 10/5 Josh Kuhn, "Playing the Fence, Listening to the Line: Sound, Sound Art, and Acoustic Politics at the US-Mexico Border

WED, 10/7 Nicholas de Genova: "Spectacles of migrant, "illegality," the scene of exclusion, the obscene of inclusion"

FRI, 10/9 Film: Quien es Dayani Cristal

**WEEK THREE: RACE, SPACE, AND CLASS, ARCHITECTURE AS COMMUNICATION**

MON, 10/12 Mike Davis, Fortress LA

WED, 10/14 George Lipsitz, "The Racialization of Space and the Spatialization of Race: Theorizing the Hidden Architecture of Landscape"

FRI, 10/16 Greg Hise, Border City: Race and Social Distance in LA

\*MIDTERM DISTRIBUTED

**WEEK FOUR:**

MON, 10/19 Film: "Race: Power of an Illusion." Episode 3: "The House we Live In."

(\*2 page reflection piece on film due Friday)

WED, 10/21 Josh Sides: "Straight Into Compton: American Dreams, Urban Nightmares, and the Metamorphosis of a Black Suburb

Fri 10/23 CLASS TIME TO PREP FOR MIDTERMS

**WEEK FIVE: MIDTERMS**

MON, 10/26 IN-CLASS PRESENTATIONS

WED, 10/28 IN-CLASS PRESENTATIONS

FRI, 10/30 IN-CLASS PRESENTATIONS

**WEEK SIX: RACIAL FORMATION and THE POLITICS OF PASSING**

- MON, 11/2 Harris, Cheryl. "Whiteness as Property"
- WED, 11/4 Michael Omi and Howard Winant, eds., *Racial Formation in the United States*, Second Edition, pp. 3-13.
- FRI, 11/6 Yoni Applebalm's, "Rachel Dozel and the History of Passing for Black," The Atlantic, June 15, 2015

**WEEK SEVEN: VULNERABILITY AND SURVIVABILITY, WHOSE LIVES COUNT?**

- MON, 11/9 Henry A. Giroux, "Reading Hurricane Katrina, Race, Class and the Biopolitics of Disposability," *College Literature* Vol. 33, No. 3 (Summer, 2006), pp. 171-196
- WED, 11/11 VETERAN'S HOLIDAY, NO CLASS
- FRI, 11/13 Listen to This American Life episode 565, "Lower 9 + 10"  
(Reflection Piece Due Start of Class)

**WEEK EIGHT: INDIVIDUAL AND COLLECTIVE EFFECTS OF RACISM IN A "POST-RACE" SOCIETY**

(class polling for what materials should be covered for week 10)

- MON, 11/16 Claudia Rankine's *Citizen, an American Lyric*
- WED, 11/18 Claudia Rankine's *Citizen, an American Lyric*
- FRI, 11/20 Claudia Rankine's *Citizen, an American Lyric*

**WEEK NINE: RACE AND INCARCERATION**

- MON, 11/23 Ta-Nehesi Coates, "The Black Family in the Age of Mass Incarceration"
- WED: 11/25 **Linda Meyer** ... "The **Meaning of Death: Last Words, Last Meals**". **LR Meyer**. Who Deserves to **Die**: Constructing the Executable Subject, 176-201, 2011.
- FRI: 11/ 27 NO CLASS

**WEEK TEN: TBA**

- MON, 11/30
- WED, 12/2
- FRI, 12/4 LAST DAY OF CLAS

### **Majoring or Minor in Ethnic Studies**

Many students take an Ethnic Studies course because the topic is of great interest or because of a need to fulfill a college general education requirement. Often students have taken many ETHN courses out of interest, yet do not realize how close they are to a major, a minor, or even a double major. An Ethnic Studies major is excellent preparation for a career in law, education, medicine, public health, social work, counseling, public policy, and many other careers. If you would like information about the Ethnic Studies major or minor, please contact:

Daisy Rodríguez, Ethnic Studies Department Undergraduate Advisor

858-534-3277 or [d1rodriguez@ucsd.edu](mailto:d1rodriguez@ucsd.edu) or visit [www.ethnicstudies.ucsd.edu](http://www.ethnicstudies.ucsd.edu)

### **Student Consent for Release of Student Information**

I hereby authorize the UCSD Ethnic Studies Department to return my graded final examination/research paper by placing the examination/research paper in a location accessible to all students in the course. I understand that the return of my examination/research paper as described above may result in the disclosure of personally identifiable information, that is not public information as defined in UCSD PPM 160-2, and I hereby consent to the disclosure of such information.

Quarter:

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Course:

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Instructor:

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Student I.D.#:

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Print Name:

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Signature:

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