

# ETHN 104: RACE, SPACE & SEGREGATION

**Prof. José I. Fusté | T/Th. 12:30-1:50 | Revelle South**

## Instructor Information

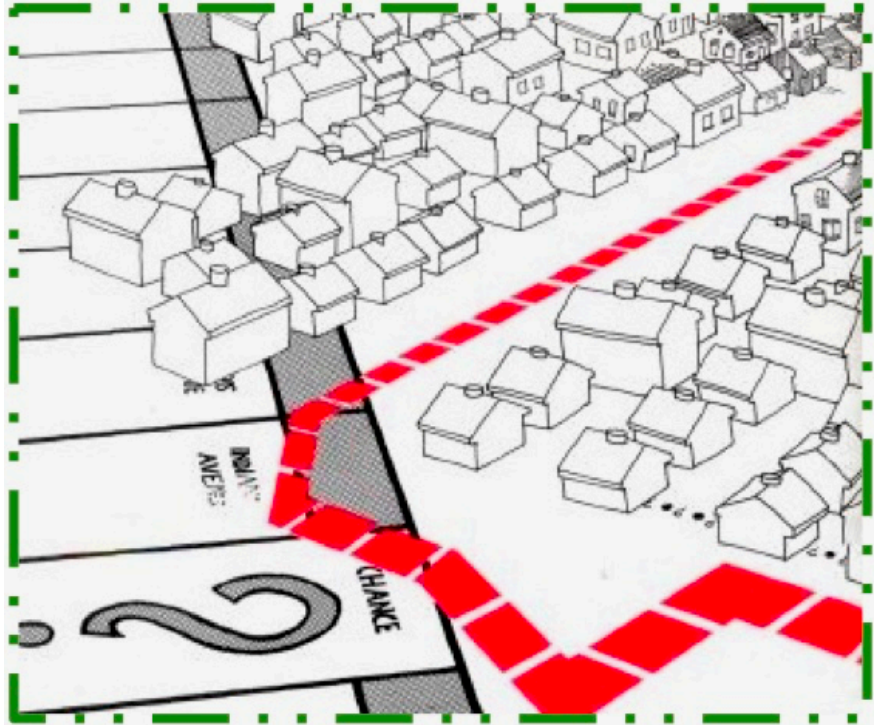
- ✦ Email: [jfuste@ucsd.edu](mailto:jfuste@ucsd.edu)
- ✦ Office Hours: **Tues. 11:00am-12:00pm**, or by appt. @ The Art of Espresso (next to Mandeville Center).

## Required Texts

- ✦ All assigned readings, videos, websites, and podcasts will be provided to you through our designated Canvas website. Please log into Canvas regularly to stay on top of what you will have to read, watch, listen to, and view for this class.

## Course Requirements

Week 2 Space and Power Journal Entry.....	7%
Discussion posts (x5).....	20%
Critical Essay #1.....	15%
Critical Essay #2 (or project + process essay).....	15%
Take Home Final Exam.....	19%
Attendance.....	12%
Contribution.....	12%



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,

## 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)

**PART A)** Each student will produce **FIVE** discussion posts consisting of a 275-300 word reflection on the readings and other course media for that week

**PART B)** 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 moving forward. Responses should engage with the classmate's ideas critically and function as facilitative of their ideas.

2) 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 ethno-racial ghettos 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

## CRITICAL ESSAYS

You will have two deadlines for turning in two critical essays, each of which will be 5.75-6.25 pages in length. We will provide you with a prompt question for each of these that will encourage you to compare and analyze the films we will consider in relation to the assigned readings and the topics we will discuss in class. *For critical essay deadlines, please see course calendar below.*

## PROJECT OPTION

Instead of submitting critical essay #2, you have the option of doing a creative project that critically engages the course topics. In addition, you will have to turn in a 3pp. "process essay" in which you discuss the process of creating your project and how it relates to the course topic. A more complete prompt explaining to you what the options are for this and what I expect you to reflect on in the process essay will be posted in the "Assignments" link on Canvas.

## 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 CONTRIBUTIONS

Attendance is required but you may get credit for it in different ways. The best way is to show up to class under our big tent in Revelle South. I will pass around a sign in sheet so please make sure you sign in. If you are unable to come to class, this class will be podcasted and will be made available in the "media gallery" section of our Canvas site. Canvas will keep for me a spreadsheet containing information of who watches those videos and for how long which will allow the professor to track your attendance that way. In terms of contributions, these include comments in class, participation in group activities, showing up to office hours, talking to the professor after class, sending the professor emails. They are all equally valid ways of participating.

## LATE WORK

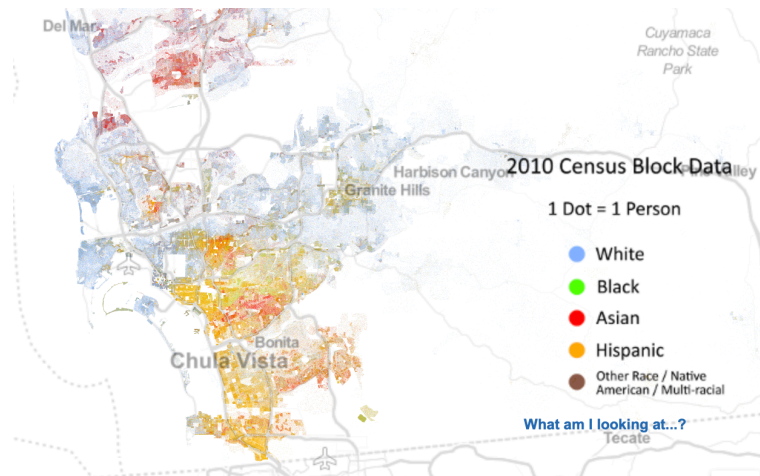
Each student will get a **eight-day** "time bank" for the quarter, which you may use at your discretion to

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 **eight 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 five of your eight time bank days. If you run out of time bank days, I will deduct 3% points per for every 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.



## GENDER PRONOUNS

If you feel comfortable doing so, please let us know what your preferred pronouns are. Prof. Fusté's pronouns are he/him/his.

## 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. 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](mailto: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

**The Writing + Critical Expression Hub:** <https://commons.ucsd.edu/academic-support/writing/>, 858.246.2177

**Student Promoted Access Center for Education and Service (SPACES):** <http://spaces.ucsd.edu>, 858.534.7330

**Cross Cultural Center (CCC):** <http://ccc.ucsd.edu>, 858.534.2230

## UCSD LGBT Resource Center:

<https://lgbt.ucsd.edu/>, 858.534.2230

## TRITON FOOD PANTRY (@ the Old Student Center)

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. For more information, visit <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.

## GENDER NEUTRAL BATHROOMS

Several single-occupancy restrooms are located throughout the UC San Diego campus. Specific locations of single occupancy restrooms on main campus, SIO and Hillcrest are shown on an interactive map available here: <https://blink.ucsd.edu/facilities/services/general/personal/restrooms.html>.

## 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)

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).

## MASKS

Faculty have been notified by the university that ""In our outdoor classrooms, for courses with fewer than 75 students, masking will not be required, but will be encouraged. However, if there are more than 75 students in the course, masking will be required even in an outdoor classroom. We have 80 students so please wear your masks. In order to ensure that all of you understand your professor (whose first language is not English), your instructor may take their mask off while speaking on the lectern, at least 10 feet from the closest students (which

is allowed in outdoor classrooms), but again, we're going to kindly ask that you keep yours on.

## LAND ACKNOWLEDGEMENT

It bears repeating and thus reminding ourselves that UC San Diego sits on unceded colonized lands. Today, the Kumeyaay, Payómkawichum, Cahuilla, and Cupeño peoples of the San Diego-Tijuana border region continue to assert their political and cultural sovereignty in the face of unabating colonization and erasure. We honor their presence and struggles while also acknowledging indigenous peoples displaced from other homelands who now reside here. (For more information, go to <https://sctca.net> and <https://itrc.ucsd.edu>).

## COURSE CALENDAR

WEEK	THEMATIC UNITS	DEADLINES FOR DISCUSSION POSTS (you choose <u>five</u> )	MAIN ASSIGNMENTS DUE
0	0- Syllabus Discussion		
1	I- Introduction to Race/Space Theory		Week 2- Space and Power Journal Entry due Friday, 10/8 at 11:59pm
2	II- Race, Space, Segregation and Settler Colonialism		
3	III- Separate and Unequal: The Creation and Adaptation of Racial Apartheids in the United States	Last Friday of Unit III: <b>10/15</b> at or before <b>11:59pm</b>	
4	IV- The Ghettoization of Urban America and its Enduring Power	Last Friday of Unit IV: <b>10/29</b> at or before <b>11:59pm</b>	
5			
6	V- Urban "Renewal" as Removal, Containment, and Displacement	Last Friday of Unit V: <b>11/5</b> at or before <b>11:59pm</b>	
7	VI- Educational Apartheids in the US	Last Friday of Unit VI: <b>11/12</b> at or before <b>11:59pm</b>	
Sess. 8A	VII: (B)ordering as a Force of Segregation		
Sess. 8B	VIII: "Internal" and 'External" Enemy "Aliens": Segregating Spaces of Exception	Wednesday of Thanksgiving Week (you can write about either Units VIII or IX: <b>11/24</b> at or before <b>11:59pm</b>	
Sess. 9A	IX: Gerrymandering and Other Sources of Racial Power in Space		
Sess. 9B	X: Environmental Racism and Space	Last Friday of Unit X: <b>12/4</b> at or before <b>11:59pm</b>	
Sess. 10A			
Sess. 10B	XI- Contemporary Anti-Racist Space-Taking Practices	Last Friday of Unit XI: <b>12/11</b> at or before <b>11:59pm</b>	
Finals	No class meetings on finals week.		Take home final on Friday 12/9 (on Canvas) by 11:59pm

## READING SCHEDULE

*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 9/23: CLASS INTRODUCTION (no readings assigned)

#### I. Introduction to Race/Space Theory

##### Session 1A- Tuesday 9/28 (36pp. of reading):

READ: Tatum, Beverly Daniels (1997). "Defining Racism: Can We Talk?" *Why Are All The Black Kinds Sitting Together in the Cafeteria? and Other Conversations About Race*. New York: Basic Books, 3-16 (13pp.)

ALSO READ: Gilman, Nils (2006). "What Katrina Teaches about the Meaning of Racism." (4pp.) <http://understandingkatrina.ssrc.org/Gilman/>

AND: Neely, Brooke, and Michelle Samura. "Social Geographies of Race: Connecting Race and Space." *Ethnic and Racial Studies* 34, no. 11 (2011): 1933-1952 (19pp.)

##### Session 1B- Thursday 9/30 (34 pp. of reading):

READ: Bonam, Courtney M., Valerie J. Taylor, and Caitlyn Yantis (2017). "Racialized physical space as cultural product." *Soc Personal Psychol Compass* 11 (9pp.)

ALSO READ: Mills, Charles W (1997). "Introduction, and Excerpts from Chapter 2: "The Racial Contract Norms (and Races) Space." *The Racial Contract*, pp. 1-8, 41-53 (20pp.)

AND: Gibbons, Andrea (2017). "Charles Mills: Race and Space in the Racial Contract" (blog post). <http://writingcities.com/2017/03/08/charles-mills-race-space-racial-contract/>. (5pp.)

#### II. Spatial and Labor Control: The Roots of Segregation and Race

##### Session 2A- Tuesday 10/5 (57pp. of reading):

READ: Fanon, Frantz (2012) [orig. 1961]. "The Wretched of the Earth" (excerpt). In *The Broadview Anthology of Social and Political Thought* (vol. 2). Broadview Press, pp. 189-201 (11pp.).

ALSO READ: Veracini, L. (2010). "The Imagined Geographies of Settler Colonialism." In *Making Settler Colonial Space*. Springer, pp. 179-197 (20pp.).

ALSO READ: Castillo, Edward D. (2016). "Short Overview of California Indian History." <http://nahc.ca.gov/resources/california-indian-history/> (13pp.).

AND: Clarke, Chris. (2016). "Untold History: The Survival of California's Indians" <https://www.kcet.org/shows/tending-the-wild/untold-history-the-survival-of-californias-indians> (approx. 13pp. w/o images).

##### Session 2B- Thursday 10/7 (23pp. of reading):

READ: Harris, C. (2004). "How did colonialism dispossess? Comments from an edge of empire." *Annals of the Association of American Geographers*, 94(1), 165-182 (17pp.).

ALSO READ: Irwin, Paul D. (2011). "Learning from the American Ghetto: A Comparative Analysis of African American Inner Cities." *Agora* 5: 9-15 (6pp.)

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

#### Session 3A- Tuesday 10/12 (65pp. of reading):

READ: Stewart, Lynn (1995). "Louisiana subjects: power, space and the slave body." *Ecumene* 2(3): 234-243 (excerpt, 9pp)

ALSO READ: McKittrick, Katherine (2013). "Plantation Futures." *Small Axe* 42: 1-15 (15pp).

ALSO begin to READ: Berrey, Stephen A. (2015). "Chapter 1- Intimate Spaces: Performance and the Making of Jim Crow." From: *The Jim Crow Routine: Everyday Performances of Race, Civil Rights, and Segregation in Mississippi*. Chapel Hill: University of North Carolina Press, 19-60 (41pp.)

#### Session 3B- Thursday 10/14 (20pp. of reading):

FINISH READING: Berrey, Stephen A. (2015). "Chapter 1- Intimate Spaces: Performance and the Making of Jim Crow." From: *The Jim Crow Routine: Everyday Performances of Race, Civil Rights, and Segregation in Mississippi*. Chapel Hill: University of North Carolina Press, 19-60 (41pp.)

ALSO READ: Goldberg, D. T. (1993). "Chapter 8: Polluting the Body Politic: Race and Urban Location." *Racist culture*. Blackwell Publishers, 185-205 (20pp.).

**WATCH:** (1999). "Jim Crow and Apartheid (segregation systems in Racist America and the Afrikaner South Africa)." (Excerpt from "Skin Deep", dir by Marian Marzynski). <https://youtu.be/XVw9UjHPet8>

### IV: The Ghettoization of Urban America and its Enduring Power

#### Session 4A- Tuesday 10/19 (52pp. of reading):

READ: Lipsitz, George (2011). "Introduction: Race, Place, and Power," In: *How Racism Takes Place*. Philadelphia: Temple University Press, 1-21 (21pp.)

ALSO READ: Chang, Alvin (2018). "Living in a Poor Neighborhood Changes Everything About your Life." <https://www.vox.com/2016/6/6/11852640/cartoon-poor-neighborhoods> (approx. 15pp. Without graphics).

AND: Chang, Alvin (2017). "White America is Quietly Self Segregating " <https://www.vox.com/2017/1/18/14296126/white-segregated-suburb-neighborhood-cartoon> (approx. 15pp. Without graphics).

#### Session 4B- Thursday 10/21 (26pp. of reading):

READ: Liu, Michael. Kim Geron (2008). "Changing Neighborhood: Ethnic Enclaves and the Struggle for Social Justice." *Social Justice* 35(2): 18-35 (17pp.)

ALSO READ: Anderson, Kay J. (1987). "The Idea of Chinatown: the Power of Place and Institutional Practice in the Making of a Racial Category." Excerpted in: *The Urban Geography Reader*. Nicholas R. Fyfe and Judith T. Kenny, eds. New York: Routledge 1995, pp. 219-228 (9pp.)

#### Session 5A- Tuesday 10/26 (30pp. of reading; 55mins. of listening):

LISTEN TO: (2013). "House Rules," *This American Life*, Ep. 512, Available for download in your device through iTunes or through various Android podcast apps. <https://www.thisamericanlife.org/radio-archives/episode/512/house-rules> (55 mins of listening)



ALSO READ: Hannah-Jones, Nikole (2015). "Living Apart: How the Government Betrayed a Landmark Civil Rights Law." June 25, <https://www.propublica.org/article/living-apart-how-the-government-betrayed-a-landmark-civil-rights-law> (30pp.)

### Session 5B- Thursday 10/28 (31pp. of reading):

READ: Ford, L., & Griffin, E. (1979). "The ghettoization of paradise." *Geographical Review*, 140-158 (18pp.).

ALSO READ: Guevarra Jr, R. P. (2008). "Skid Row": Filipinos, Race and the Social Construction of Space in San Diego. *The Journal of San Diego History*, 54(1), 26-38 (13pp.).

## V: Urban "Renewal" as Removal, Containment, and Displacement

### Session 6A- Tuesday 11/2 (30mins. of video viewing; 10pp. of reading):

READ: Stromberg, Joseph (2016). "Highways Guttled American Cities. So Why Did They Build Them"? May 11. <https://www.vox.com/2015/5/14/8605917/highways-interstate-cities-history> (approx. 10pp. Without graphics).

**WATCH:** Vox Media (2016). "How Highways Wrecked American Cities." May 11. <https://youtu.be/odF4GSX1y3c> and also (2004). "Chavez Ravine: a Los Angeles Story" (Bullfrog Films, 24mins.) - I will provide a link that will allow you to stream the movie from your computer.

### Session 6B- Thursday 11/4 (19pp. of reading):

READ: Hyra, Derek S. (2012). "Conceptualizing the New Urban Renewal: Comparing the Past to the Present." *Urban Affairs Review* 48(4): 498-517 (19pp.)

ALSO READ: Thompson, Walter (2016). "How Urban Renewal Destroyed The Fillmore In Order to Save It." <https://hoodline.com/2016/01/how-urban-renewal-destroyed-the-fillmore-in-order-to-save-it>

AND: Thompson, Walter (2016). "How Urban Renewal Tried To Rebuild The Fillmore." [https://hoodline.com/2016/01/how-urban-renewal-tried-to-rebuild-the-fillmore?utm\\_source=story&utm\\_medium=web&utm\\_campaign=stories](https://hoodline.com/2016/01/how-urban-renewal-tried-to-rebuild-the-fillmore?utm_source=story&utm_medium=web&utm_campaign=stories)

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

## VI: Educational Apartheids in the US

### Session 7A- Tuesday 11/9 (40pp. of reading + 55 mins. of podcast listening):

READ: Hannah-Jones, Nikole. "Segregation Now." April 16. <https://www.propublica.org/article/segregation-now-full-text> (24pp.)

ALSO READ: Larson, Jeff, Nikole Hannah-Jones, and Mike Tigas (2014). "School Segregation After Brown." <http://projects.propublica.org/segregation-now/>

ALSO READ: Chang, Alvin (2017). "School segregation didn't go away. It just evolved." July 27. <https://www.vox.com/policy-and-politics/2017/7/27/16004084/school-segregation-evolution> (16pp.)

BEGIN TO LISTEN TO: (2015). "The Problem We All Live With, Part One" *This American Life*, Ep. 562, 55 mins. Available for download in your device through iTunes or through various Android podcast apps. <https://www.thisamericanlife.org/radio-archives/episode/562/the-problem-we-all-live-with-part-one>

### Session 7B- Thursday 11/11 (11pp. of reading + 55 mins. of podcast listening): NO CLASS, VETERAN'S DAY

READ: Tegeler, Philip. Michael Hilton. "Disrupting the Reciprocal Relation between Housing and School Segregation." (11pp.)

FINISH LISTENING TO: (2015). "The Problem We All Live With, Part One" *This American Life*, Ep. 562, 55 mins. Available for download in your device through iTunes or through various Android podcast apps. <https://www.thisamericanlife.org/radio-archives/episode/562/the-problem-we-all-live-with-part-one>

AND ALSO LISTEN TO: (2015). "The Problem We All Live With, Part Two" *This American Life*, Ep. 563, 55 mins. Available for download in your device through iTunes or through various Android podcast apps. <https://www.thisamericanlife.org/radio-archives/episode/563/the-problem-we-all-live-with-part-two>

## VII: (B)ordering as a Force of Segregation

### Session 8A- Tuesday 11/16 (56pp. of reading + 90 mins. of video viewing):

READ: Sharma, Nandita (2012). "Nation States, Borders, Citizenship, and the Making of "National" Difference." In *Power and Everyday Practices*, edited by Deborah Brock, Rebecca Raby and Mark P. Thomas. 321-42 (21pp.)

ALSO READ: Gahman, L., & Hjalmarson, E. (2019). "Border Imperialism, Racial Capitalism, and Geographies of Deracination." *ACME: an international e-journal for critical geographies*, 18(1), 107-122 (15pp.).

AND: Masri, H. (2018). Queer Border Objects and the Sudio Material Politics of Migration in the US-Mexico Borderlands. *QED: A Journal in GLBTQ Worldmaking*, 5(2), 1-20 (20 pp.).

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 11/18 (24pp. of reading):

READ: Michaelsen, Scott. "Between Japanese American Internment and the USA Patriot Act: The Borderlands and the Permanent State of Racial Exception." *Aztlán: A Journal of Chicano Studies* 30:2 (2005): 87-111 (24pp).

## IX: Gerrymandering and Other Sources of Racial Power in Space

### Session 9A- Tuesday 11/23 (15pp. of reading + 22 mins. of podcast listening):

LISTEN to: (2017). "Who's Gerry and Why Is He So Bad at Drawing Maps?" (21 mins). *Radiolab Presents: More Perfect*. Available for download in your device through iTunes or through various Android podcast apps. <https://www.wnyc.org/story/whos-gerry-and-why-he-so-bad-drawing-maps/>

AND READ: Pierce, Olga, and Kate Rabinowitz (2017). "'Partisan' Gerrymandering Is Still About Race." Oct. 9. <https://www.propublica.org/article/partisan-gerrymandering-is-still-about-race>

## X: Environmental Racism and Space

### Session 9B- Thursday 11/25 (42pp. of reading): NO CLASS, THANKSTAKING DAY

READ: Brulle, Robert J., and David N. Pellow (2006). "Environmental Justice: Human Health and Environmental Inequalities." *Annual Review of Public Health* 27: 103-118 (15pp.)

ALSO READ: Bolin, Bob, Sara Grineski, and Timothy Collins. "The Geography of Despair: Environmental Racism and the Making of South Phoenix." *Human Ecology Review* 12(2): 156-166 (10pp.)

AND BEGIN TO READ: Pulido, Laura (2015). "Geographies of Race and Ethnicity I: White Supremacy vs White Privilege in Environmental Racism Research." *Progress in Human Geography* 39(6): 809-815 (6pp.)

AND: Pulido, Laura (2017). "Geographies of Race and Ethnicity II: Environmental racism, racial capitalism and state-sanctioned violence." *Progress in Human Geography* 41(4): 524-530 (6pp.)

AND LASTLY: Sun-Hee Park, Lisa. David Naguib Pellow. "Forum 4: the environmental privilege of borders in the anthropocene." *Mobilities*, 14:3, 395-400 (5pp.).

OPTIONAL READING: Bernasconi, Robert (2018). "Environmental Racism, Anthropocentric Racism, and the Dialectic." *Eco-ethica* 7, 169-182.

**Session 10A- Tuesday 11/30 (-pp. of reading):**

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

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

**Session 10B- Thursday 12/2 (86mins. of video viewing + 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.