

Race, Space, and Segregation

Ethnic Studies 104

Summer Session I 2015

Instructor: Christina E. Green, PhD Candidate

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Class Meets: T/TH 2-4:50pm HSS 2333A

Office Hours: T/TH 12-1pm, SSB 243, or by appointment

Course Narrative

On the evening of Friday, June 5, 2015, police were called to the Craig Ranch North community in McKinney, Texas in response to a “disturbance involving multiple juveniles” at the community swimming pool. Through a viral video captured by a white teen in attendance the public would come to discover that the “disturbance” involved a group of Black teen girls and boys who had been invited to the community pool by a classmate for an end-of-the-year get-together. However, instead of the youths celebrating the end of the school year, they were terrorized and violently attacked by the community’s white residents, as well as patrol supervisor Cpl. Eric Casebolt, resulting in the arrest of a Black young man and the sexual assault and violent attack of a Black young woman. What would cause such an incident? Several youths at the party have since given interviews in which they state that two white women made racist comments, telling the teens to “get used to the bars outside of the pool because that’s all they were going to see,” and “to leave the area and return to section 8 housing.” What does this incident reveal to us about the intersections of race, space, and segregation in our current day? Why were the Black teens viewed as outsiders, as not belonging to the community? What do the white women’s comments about section 8 housing tell us about the ways in which space is racialized?

Course Description

This course examines the intersections of race, space, and segregation. We will analyze case studies of institutional racism, such as the one above, and the ways US communities of color have been, and continue to be, impacted by de jure and de facto segregation through acts, laws, and policies. We will analyze and discuss varied readings on social, economic, and legal exclusion.

For instance, we will discuss housing segregation, the school-to-prison pipeline, the creation and implementation of borders, urban gentrification, population displacement, and environmental racism, to name a few. It will be clear as we progress through our course how these disparate formations, places, and spaces are all socially constructed and reproduced.

Course Learning Objectives

By the end of this course you should have a clear understanding of:

1. the different ways (legal, social, structural) in which race, space, and segregation impact our daily lives
2. the social and institutional forces that created racial and spatial segregation
3. the material effects of race, space, and segregation on peoples lives in terms of educational attainment and (in)equality, economic stability, availability of housing, and carceral punishment.
4. particular historical case studies of institutional racism and the ways US communities of color have been, and continue to be, impacted by de jure (legal) and de facto (social) racism.

Skill Objectives

By the end of this course you will improve your skills in:

1. critical text analysis, writing, reading, and interpretation
2. examining secondary sources in the fields of ethnic studies, history, and urban planning
3. examining primary source documents including newspaper articles, images, songs, and video clips.
4. assessing and constructing arguments
5. presenting original work on class themes, concepts, and ideas to a group of your peers.

Grade Breakdown

Attendance: 10%

Participation: 10%

Weekly Critical Journal (4 total): 20% (5 points each)

Class presentation/in-class assignments: 15%

Creative Project (Final): 45%

Attendance and Active participation

Because summer session courses require a large amount of material to be covered in a short amount of time, it is important that you attend every class for its entirety. In addition to being present, you must come to class having read the materials assigned for that day and ready to engage with the material, your peers, and myself. In order for active engagement and participation to occur I am requiring that each student submit 1-2 discussion questions every Monday and Wednesday by 5pm via TED. Questions must be related to the weekly assigned readings. These questions should reflect a deep engagement with the readings. Submitted questions will count towards your participation grade.

Weekly Critical Journal (4 total)

Each student is required to complete 1-2 page weekly journals to be submitted on TED on Thursday by 12pm. Response papers will be turned in every Thursday except for week 5. For these journals, students must critically respond to the assigned readings, which can be done in number of ways using the following questions as a guide:

- 1.) What are the main arguments of each text?
- 2.) What themes, keywords, concepts connect these readings to one another?
- 3.) What are some ways in which the readings connect to past (historical) and current events?
- 4.) What do these readings reveal about race, space, and segregation?

Class Presentations

Signups for presentations will begin week 1, and presentations will start during week 2. Each class meeting 2-3 students will give a 30-35 minute presentation on the readings assigned for that week. Students are allowed to be creative with presentations, using media such as music, video/film clips, historical documents, art,

photographs, etc., in relation to the readings. More information will be given on how to create a proper presentation.

Creative Project (project + 3-page essay)

Creative projects are due on Thursday, July 30th in class. Students will have the opportunity to think and work creatively on a final project using the content and materials from the course. Possible formats include a research paper (topic must be approved by me. Research papers must be 5-6 pages long not including works cited page), video documentaries, music video, a written play or short story, a comic book, a recorded dance, performance, or musical piece (if performing a musical piece the song must have lyrics), paintings, sculptures, etc. This is not an exhaustive list of creative projects that can be done. If you have another idea of something you would like to do, please run it by me. In addition to the creative project, students must write a 3-page process essay discussing why you chose to present your project in a particular form and how it relates to the overall themes, concepts, and material learned in the course.

Contact and Correspondence

If you wish to contact me by email, please do so, but note that this medium is best used for scheduling appointments or for other brief communication. Email is less ideal for substantive questions about course material. For the latter, visit office hours or schedule an appointment so that we can properly address the matter. I will answer all appropriate correspondence within (1) business day (barring emergencies). For all correspondence by email, adhere to a standard courteous format such as the following:

Dear Ms. [Last Name]

[Your Message, such as: "I would like to schedule an appointment to discuss race, space, and segregation. Do you have time on Tuesday or Thursday?"]

Sincerely,

Your Name and Your Class (e.g., ETHN 104)

PowerPoint Policy

I supplement lecture with PowerPoint slides, but I do not post these. They are only supplements to assist in note taking; they are not the substance of the lectures.

Consideration for the Learning Environment

The “Golden Rule” is a useful guide here. Avoid any action that potentially disturbs the learning environment, such as talking in lecture, using your laptop for purposes other than note-taking which may distract your neighbors, and so forth. Attend lecture only if you are willing and able to pay attention and respect the learning environment. In case of doubt, simply consider if an action contributes to the *purpose* and *benefit* of the class as a whole. If it does not, avoid it. Turn off cell phone to prevent disrupting the class. Exceptions will be made to cover emergency medical providers, active duty military personnel, child-care needs, or other *critical* issues. If you need clarification on “critical,” please speak with me.

Office for Student Disabilities

Students requesting accommodations and services for this course due to a disability need to provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD) prior to eligibility requests. Receipt of AFAs in advance is necessary for appropriate planning for the provision of reasonable accommodations. OSD Academic Liaisons also need to receive current AFA letters if there are any changes to accommodations. For additional information, contact the Office for Students with Disabilities: 858-534-4382 (V); 959-534-9709 (TTY) – reserved for people who are deaf or hard of hearing; or email: osd@ucsd.edu. OSD Website: <http://disabilities.uscd.edu>.

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 social science, non-contiguous, or other college requirement. Often students have taken three or four classes 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, socialwork, counseling, journalism, government and politics, international relations, 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 or visit
www.ethnicstudies.ucsd.edu

Course Schedule

Subject to change

****ALL REAINGS WILL BE MADE AVAILABLE THROUGH TED**

Week One:

Setting the Stage: Theories of Race, Space, and Segregation

Tuesday (6/30)

Introduction to the course themes and expectations

Samuels, Alana. "Where the White People Live." *The Atlantic*. Atlantic Media Company, 10 Apr. 2015. Web. 11 June 2015.

Savage, David G., and Timothy M. Phelps. "Supreme Court Upholds Far-reaching Racial Discrimination Rules for Housing." *Los Angeles Times*. Los Angeles Times, 25 June 2015. Web. 25 June 2015.

In-class Film: *Race: Power of an Illusion*. Episode 3: "The House we Live In."

Thursday (7/2)

Lipsitz, George. "The Possessive Investment in Whiteness." *American Quarterly* 47.3 (1995): 369-87. *JSTOR* [*JSTOR*]. Web.

Razack, Sherene. "When Place Becomes Race." *Race, Space, and the Law: Unmapping a White Settler Society*. Toronto: Between the Lines, 2002. 1-20. Print.

Week Two:

"Whiteness as property": A Look Into Racial and Residential Segregation.

Tuesday (7/7)

Harris, Cheryl I. "Whiteness as Property." *Harvard Law Review* 106.8 (1993): 1707. Web.

Presentations:

Thursday (7/9)

Taylor, Dorceta E. "The Racially Restrictive Covenants." *Toxic Communities: Environmental Racism, Industrial Pollution, and Residential Mobility*. N.p.: n.p., n.d. 192-227. Print.

In-class Film: *Crisis in Levittown, PA*

Presentations:

Week Three:

Policing the Poor: Racial and Spatial Segregation through Gentrification and Urban Renewal

Tuesday (7/14)

Lees, Loretta, Tom Slater, and Elvin K. Wyly. "The Birth of Gentrification." *Gentrification*. New York: Routledge/Taylor & Francis Group, 2008. 3-38. Print.

Freeman, Lance. "The Evolution of Clinton Hill and Harlem." *There Goes the 'hood: Views of Gentrification from the Ground up*. Philadelphia, PA: Temple UP, 2006. N. pag. Print.

In-class Film: *Do The Right Thing*

Presentations:

Thursday (7/16)

Websdale, Neil. "Policing, Society, and History." *Policing the Poor: From Slave Plantation to Public Housing*. Boston: Northeastern UP, 2001. 14-35. Print.

Davis, Mike. "Fortress L.A." *City of Quartz: Excavating the Future in Los Angeles*. London: Verso, 1990. N. pag. Print.

Presentations:

Week Four:

The School-to-Prison Pipeline: Unequal Education and its ties to the Prison Industrial Complex

Tuesday (7/21)

Street, Paul Louis. "Still and Increasingly Separate." *Segregated Schools: Educational Apartheid in Post-civil Rights America*. New York: Routledge, 2005. 11-48. Print.

Knefel, Molly. "The School-to-Prison Pipeline: A Nationwide Problem for Equal Rights." *Rolling Stone*. N.p., 07 Nov. 2013. Web. 11 June 2015.

Presentations:

Thursday (7/23)

Alexander, Michelle. "The Lockdown." *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. N.p.: n.p., n.d. 58-94. Print.

In-class Film: *The House We Live In* (Netflix)

Presentations:

Week Five:

"The City's on Fire": The Protests in Ferguson and Baltimore and What They Tell Us About Race, Space, and Segregation in the Present

Tuesday (7/28)

Badger, Emily. "The Long, Painful and Repetitive History of How Baltimore Became Baltimore." *Washington Post*. The Washington Post, 29 Apr. 2015. Web. 11 June 2015.

Dickinson, Elizabeth E. "Architecture's Role in Baltimore." *Architect*. N.p., 01 May 2015. Web. 11 June 2015.

Lang, Clarence. "On Ferguson, Missouri: History, Protest, and." *LAWCHA*. N.p., 17 Aug. 2014. Web. 11 June 2015.

Presentations:

Thursday (7/30)

Wrap-up and Final Project Presentations