

ETHN 104: Race, Space, and Segregation (4)

Summer Session II: August 04 2020 - September 05 2020

TuTh 11am-1pm / Zoom ID: 916 3690 3212

Professor: Esther Choi, emchoi@ucsd.edu

Course Description:

This course examines how race and space have become inseparable formations in the United States due to racialized and colonial processes of segregation, dispossession, policing, mass incarceration, and financial exploitation. We will focus on how developments since the 1960's



By Monica Trinidad

have contributed to the intersecting crises we are experiencing today—from militarized state repression in response to Black Lives Matter to a global pandemic intertwined with an economic recession, eviction crisis, and climate crisis. We will pay equal attention to how anti-racist, decolonial, and environmental movements have continuously resisted these interconnected crises to create livable worlds and imagine alternate futures. As students of a racially segregated city and university that actively occupies Kumeyaay territories, it is our goal and responsibility to turn our knowledge into active practices of solidarity with the most impacted communities.

Course Objectives:

- Reflect on our positionalities and personal investments in relation to the topics of this course.
- Explain the function of 1) prisons and policing 2) militarized occupation and borders, and 3) finance and real estate in relation to colonial and racial exploitation.
- Articulate the ways in which race and space are co-produced across different historical moments and systems of power, and how social movements intervene.
 - how space is de/valued and de/regulated through racial logics
 - how the use, ownership, and financialization of space sustain racial inequalities.
- Imagine alternatives to present social and economic infrastructures, rooted in racial and colonial exploitation, and draft concrete, actionable solutions.
- Transform academic knowledge into accessible multi-media for popular education.

Required materials: All readings and lecture slides will be posted on Canvas (Files -> Readings). Films will be made available through Kanopy. Please have access to note-taking materials and readings for each class.

Email: I can be reached by email (emchoi@ucsd.edu) and will do my best to respond within 24 hours, Monday-Friday 10am-6pm. Please be mindful and courteous when emailing.

Accommodations: This course should be accessible to students with disabilities or medical conditions that may affect any aspect of course assignments or participation. Students with disabilities should be sure to register with the Office for Students with Disabilities (OSD): <http://osd.ucsd.edu/students/registering.html>. If you require any specific accommodations, please let me know as soon as possible and provide a copy of any required paperwork.

Please let me know if you prefer that I address you by a different name than what appears on your enrollment record and your preferred gender pronouns

Classroom Ethics: This class is intended for students interested in challenging commonly held understandings of race, gender, sexuality, nation, and class. You are responsible for helping to establish a good classroom environment, one that will stimulate you to think for yourself and raise questions about conventional views and received wisdom. Derogatory language, intimidation, and personal attacks will not be tolerated. These ground rules are reflected in the UCSD Principles of Community (<https://ucsd.edu/explore/about/principles.html>).

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Assignments:

- Begin written assignments with name, date, title of assignment, word-count
- Proofread and spellcheck!
- Lecture times have been shortened to allow time to watch 1 film per week on your own.

Weekly reading responses [40% total]

For Weeks 1-4, you will post a weekly reading response (10%) - required word count will vary. Due each **Friday (11:59pm)**, on Canvas -> Assignments

Prompts will be posted 1 week prior to due date. Reading responses will be a core component to this class. Please make sure to read and make connections across course materials in your response, while also making connections to personal experiences, current events, and social justice interventions. Use in-text citations, for example: (Lipsitz 2).

When reading, keep these questions in mind:

- 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 and current events?
- 4) What do these readings reveal about race, space, and segregation?

Participation [16%]:

Post 1-2 discussion questions on Canvas before each class - by Friday at latest.

- **For synchronous attendance:** we will have **in-class polls, free-writes, and breakout discussions** to assess participation during lectures.
- You are strongly encouraged to attend lectures synchronously if you are able, but you have the option to watch the recorded lectures asynchronously if necessary.
- **For asynchronous attendance:** please make sure to watch the lecture(s), then post the following on **Canvas -> Discussions by Friday 11:59pm of each week:**
 1. 1-2 discussion questions for each lecture
 2. 1 response to another person's discussion question for each lecture [2-4 sentences]
 3. responses to any lecture prompts (will indicate during lecture when there is an "asynchronous required response") [3-5 sentences]
- Can miss 1 class for whatever reason - No need to post anything on discussion boards.
 - 2% x 8 sessions = 16% (lowest grade dropped automatically, 1st class not counted)

Individual course reflection, due Friday, September 4 11:59pm [9%]

Final: Present Futures Multi-modal Group Project [35% total]:

In groups of 4-5 people, you will create a multi-modal intervention in response to a particular social issue covered in this course, featuring work that you believe presents a viable solution. You can choose to feature any of the "spotlight organizations" listed on Canvas; or choose a different organization but please run it by me first. Try to think beyond traditional charities and social services organizations—how does this organization aim to **transform systems?** It can be an informal collective, non-profit organization, cooperative business, grassroots protest, etc.

Due on Saturday, September 5, 11:59pm. More details on Canvas -> Assignments.

Total Grade Breakdown:

- Weekly reading responses: 40%
- Participation: 15%
- Individual Course Reflection: 10%
- Present Futures Multi-modal Group Project: 35%

Grade Scale:

A	93-100	C+	77-79
A-	90-92	C	73-76
B+	87-89	C-	70-72
B	83-86	D	60-69
B-	80-82	F	below 60

Course Schedule:

*The readings and assignments listed below each date should be completed BEFORE lecture.



By Amanda Priebe

Week 1 - Segregation, Dispossession, and Crisis: Where do we go from here?

Tu, August 4 - Syllabus / Race & Space

"Martin Luther King Jr. Saw Three Evils in the World," *The Atlantic*,
<https://www.theatlantic.com/magazine/archive/2018/02/martin-luther-king-hungry-club-forum/552533/>

Kandist Mallett, "An Eviction Crisis Is Coming — We Need to Treat Housing as a Right," *Teen Vogue*,

<https://www.teenvogue.com/story/eviction-crisis-coronavirus-pandemic>

Th, August 6 - Housing Segregation in the U.S. since the 1960's

George Lipsitz, Chapter 1: The Possessive Investment in Whiteness, *The Possessive Investment in Whiteness: How White People Profit from Identity Politics* [1-23]

Keeanga-Yamahtta Taylor, "How Real Estate Segregated America," *Dissent Magazine*

Film: *I Am Not Your Negro*, directed by Raoul Peck, <https://ucsd.kanopy.com/video/i-am-not-your-negro>

Due before lecture: 1-2 Discussion Questions

Due Friday, August 7: Week 1 Reading Response

Week 2 - Prisons, policing, and abolition

Tu, August 11 - The Prison Industrial Complex

Mariame Kaba, "Yes, We Mean Literally Abolish the Police," *New York Times*,
<https://www.nytimes.com/2020/06/12/opinion/sunday/floyd-abolish-defund-police.html>

Michelle Alexander, Chapter 1: The Rebirth of Caste, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* [20-58]

*Optional: watch *13th*, directed by Ava DuVernay [on Netflix; content warning: contains graphic images of anti-Black violence]



By Monica Trinidad

Due before lecture: 1-2 Discussion Questions

Th, August 13 - Prison Abolition

Angela Davis, Introduction: Prison Reform or Prison Abolition?, *Are Prisons Obsolete?* [9-21]

Podcast: *Intercepted* with Ruth Wilson Gilmore - Part 1: <https://theintercept.com/2020/06/10/ruth-wilson-gilmore-makes-the-case-for-abolition/> [54 min]

Toolkits:

- 8 to Abolition: Abolitionist Policy Changes to Demand from your City Officials [1-5]
- Critical Resistance: How to Grow Abolition on Your Campus: 8 actions [1-2]

Due before lecture: 1-2 Discussion Questions

Due Friday August 14: Week 2 Reading Response

For more on abolition, check out: <https://abolitionistfutures.com/full-reading-list>

Week 3 - Settler Colonialism and Post-9/11 Borders

Tu, August 18 - Militarized Occupations and Indigenous Self-determination

Roxanne Dunbar-Ortiz, Chapter 11: Doctrine of Discovery, *An Indigenous People's History of the United States* [197-217]

Teresia Teaiwa, "bikinis and other s/pacific n/oceans," in *Militarized Currents: Toward a Decolonized Future in Asia and the Pacific* [15-27]

Due before lecture: 1-2 Discussion Questions



By Melanie Cervantes

Th, August 20 - Post-9/11 Borders

Guest Speaker: Otay Mesa Detention Resistance

Leslie Quintanilla, Jennifer Mogannam, "Borders Are Obsolete: Relations beyond the 'Borderlands' of Palestine and US-Mexico," *American Quarterly* [7 pgs]

Lisa Cacho, Chapter 3: Grafting Terror onto Illegality, *Social Death: Racialized Rightlessness and the Criminalization of the Unprotected* [97-113]

Film: *The Infiltrators*, directed by Cristina Ibarra and Alex Rivera, <https://ucsd.kanopy.com/video/infiltrators>

Due before lecture: 1-2 Discussion Questions

Due Friday August 21: Week 3 Reading Response

Sign up for Group Office Hours

Week 4 - Transnational Capital and Emergent Solidarities

Proposal and Group office hours meeting 8/25, 8/26, 8/27

Tu, August 25 - Black and Indigenous Environmental Justice

Andrew Curley, "Beyond Environmentalism: #NoDAPL as Assertion of Tribal Sovereignty," in *Standing with Standing Rock*

Laura Pulido, "Flint, Environmental Racism, and Racial Capitalism," *Capitalism Nature Socialism*

Film: *Something in the Water*, <https://ucsd.kanopy.com/video/something-water>

Due before lecture: 1-2 Discussion Questions

Th, August 27 - Neoliberalism & the Housing Crisis

Tayyab Mahmud, "Debt and Discipline," *American Quarterly*

Mehrsa Baradaran, "The Neoliberal Looting of America," *New York Times*, <https://www.nytimes.com/2020/07/02/opinion/private-equity-inequality.html>

New Economy Coalition, "Pathways to a People's Economy," <https://peopleseconomy.org/>



By Nicolas Lampert

Due before lecture: 1-2 Discussion Questions

Due Friday August 28: Week 4 Reading Response

By Angela Faz & Georgia Murphy



Week 5 - Build as we Fight: the Growth of the U.S. Solidarity Economy

Tu, September 1: Cooperative Ownership and the U.S. Solidarity Economy

Guest speaker: East Bay Permanent Real Estate Cooperative

Emily Kawano and Julie Matthaei, "System Change: A Basic Primer to the Solidarity Economy," *Nonprofit Quarterly*, <https://nonprofitquarterly.org/system-change-a-basic-primer-to-the-solidarity-economy/>

Jessica Gordon Nembhard, Introduction: A Continuous and Hidden History of Economic Defense and Collective Well-Being, *Collective Courage*

Film: *An American Revolutionary: The Evolution of Grace Lee Boggs*, directed by Grace Lee

Due before lecture: 1-2 Discussion Questions

Th, September 3: Mutual Aid and Just Recovery Post-COVID

Climate Justice Alliance, "Protect, Repair, Invest, and Transform: A People's Orientation to a Regenerative Economy" [excerpts]

Dean Spade, "Solidarity Not Charity: Mutual Aid for Mobilization and Survival," *Social Text*

Due before lecture: 1-2 Discussion Questions

Due Friday, September 4, on Canvas: Individual course reflection

Due Saturday, September 5, on Canvas: Final Project & Group reflection