

ETHN 104: Race, Space, and Segregation
Winter Quarter, 2013
Tues. & Thurs., 12:30-1:50pm, CSB 004



Instructor: José I. Fusté

Office Hours: Thursdays from 5:00-6:00pm and Fridays from 1:00-2:00pm at Perk's Coffee (inside the Price Center Bookstore), or by appointment

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This course takes a thematic approach to the intersections of race, space and segregation in settler colonial, white privileging societies such as Canada, the United States, Australia, and South Africa. We will begin by exploring the social and institutional forces that historically created racial and spatial segregation within these various contexts. We will then learn about how racial and colonial "Others" have been historically "produced" concomitant with how spaces are socially constructed as they are segregated through laws, policies, and institutional practices. Course readings will be structured around themes such as: "Race, Space, Segregation and Settler Colonialism," "The Creation and Adaptation of Racial Apartheids," "The Enduring Power of the Ghetto," "(B)ordering as a Force of Segregation," "Criminal Justice as a Force of Segregation," "Educational Apartheid in the U.S.," "The War on Terror: Segregating Spaces of Exception," and "Segregation and the Making of (Un)natural Disasters."

Required Readings

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

****NOTE: Readings and assignments are subject to change. This syllabus is not a contract, so make sure you stay up to date on any possible changes to the readings or the schedules. If I do make changes, I will post an updated copy of the syllabus on the front page of our blackboard portal along with an "announcement" I will also mention it in class and email you notifying you of these changes ****

Projects, Assessment, and Grade Distribution

Participation and attendance	10% e/a = 20%
Critical Essay #1	20%
Critical Essay #2	20%
Online Quizzes (2 of them)	5% e/a = 10%
Final Exam	30%

For due dates, please see "Weekly Schedule" below

Attendance and Participation

I expect you to attend all class meetings and participate actively. I will take points off for every absence (I only make exceptions if you bring me a valid medical or written excuse). I will also take points off if you don't participate in class and show me that you're keeping up to date with the reading and the discussion. If you are a shy person and do not feel as comfortable as others speaking in class, please try to make up for this by stopping by my office hours for a chat, which also counts toward participation or by emailing me your questions or observations about the readings or lectures.

Critical Essays (2 of them)

You will have to complete two 5pp. long "critical essays" over the course of the quarter. I will send you writing prompts for these. You can choose to come up with an original argument (as long as you clear it with me at least a week in advance before the paper is due). For paper deadlines, please see weekly schedule below. All paper assignments will be uploaded to Turnitin.com (via our TED Blackboard). That means you don't have to turn in a paper copy.

Final Exam

The final exam, which will take place on **Tuesday, March 19 between 11:30am-2:30pm.** It will consist of short answer ID questions and several essay questions. I will give you a study guide a week before with possible ID and essay questions. All the questions that will be in the final will appear in the study guide so there will be no 'curve balls.' As long as you stay on top of the readings, take notes, and study, you will get a good grade in the final.

Late Work Policy

All papers will be uploaded to Turnitin.com via our course's blackboard website (i.e., ted.ucsd.edu). Late submission of assignments will be accepted only in verifiable emergencies, and only by arrangement with me prior to 2:00 p.m. on the due date. Assignments turned in late without prior approval **will be graded down 7 points** for each 24-hour period past the due date **(no exceptions)**.

Academic Dishonesty

Scholastic dishonesty is any act by a student that misrepresents the student's own academic work or that compromises the academic work of another. Examples include cheating on assignments or exams, unauthorized collaboration on assignments or exams, sabotaging another student's work and plagiarizing. Plagiarism is presenting someone else's work as your own, intentionally or not, by failing to put quotation marks around passages taken from a text or failing to properly cite quoted material. The University guideline for penalizing academic misconduct is determined by the professor of the course. Any act of academic dishonesty may result in one's failing the course.

My Email Policy

Please email me with questions and/or concerns about the course. I will respond within the next 24 hours. If you have an important personal question such as inquiring about a grade or class discussion, please visit me during office hours or schedule an appointment with me.

A Note About Reading Volume

Research indicates that the average U.S. college student reads about 20 pages per hour. As you will notice below, I've assigned about 80-100 pages of reading per week (i.e., 4-5 hours of reading per week). Please make sure that you stay on top of the readings.

Majoring or Minor in Ethnic Studies at UC San Diego

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 have no information about the major or minor and don't 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, public policy, government and politics, journalism, education, public health, social work, international relations, and many other careers. If you would like information about the Ethnic Studies major or minor at UCSD, please contact Daisy Rodríguez, our Ethnic Studies Undergraduate Advisor, at 858-534-3277 or d1rodriguez@ucsd.edu.



Weekly Schedule

Remember, all these readings will be posted as PDF files on our blackboard homepage

I: Race, Space, Segregation and Settler Colonialism

Session 1A, Jan. 8:

No readings; first day of class.

Session 1B, Jan. 10 (19 pp. of reading, or approx. 1 hours):

Razack, Sherene (2002). "Introduction: When Place Becomes Race." In *Race, Space, and the Law: Unmapping a White Settler Society*. 1-20 (19pp.)

Session 2A, Jan. 15 (43pp. of reading, or approx. 2 hours + 1.5 hours of video watching):

Mawani, Renisa (2002). "Chapter 2: In between and out of Place: Mixed-Race Identity, Liquor, and the Law in British Columbia, 1850-1913." In *Race, Space, and the Law: Unmapping a White Settler Society*, edited by Sherene Razack. 47-70 (23pp.)

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

WATCH: *Rabbit Proof Fence* (1.5 hours)- Available through Youtube and through the blackboards' "contents" folder

II: The Creation and Adaptation of Racial Apartheids

Session 2B, Jan. 17 (21 pp. of reading, or approx. 1 hour):

Websdale, Neil (2001). "Chapter 1: Policing, Society, and History." In *Policing the Poor: From Slave Plantation to Public Housing*. 14-35 (21 pp).

Session 3A, Jan. 22 (19pp. of reading, or approx. 1 hour + 1.75 hours of video watching):

Evans, Ivan. (2005). "Racial Violence and the Origins of Segregation in South Africa." In *Settler Colonialism in the Twentieth Century : Projects, Practices, Legacies*, edited by Caroline Elkins and Susan Pedersen. 183-202 (19pp.)

WATCH: *Skin* (2008, 1hr, 47mins.) – Available through Netflix, Amazon (Online) Instant Video Rental, and Itunes Video Rentals

III: Racialized Spaces/ Spatialized (Racial) Subjects

Session 3B, Jan. 24 (49pp. of reading, or approx. 2 hours):

Lipsitz, George (2011). "Introduction: Race, Place, and Power." In *How Racism Takes Place*. 1-24 (24pp.)

Lipsitz, George (2011). "Chapter 1: The White Spatial Imaginary." In *How Racism Takes Place*. 25-50 (25pp.)

Session 4A, Jan. 29 (21 pp. of reading, or approx. 1 hour):

Lipsitz, George (2011). "Chapter 2: The Black Spatial Imaginary." In *How Racism Takes Place*. 51-72 (21pp.)

IV: The Enduring Power of the Ghetto

Session 4B, Jan. 31 (65pp. of reading, or approx. 3.5 hours):

Massey, Douglas S., and Nancy A. Denton (1993). "Chapter 2: The Construction of the Ghetto." In *American Apartheid: Segregation and the Making of the Underclass*. 17-60 (43pp.)

Massey, Douglas S., and Nancy A. Denton (1993). "Chapter 3: The Persistence of the Ghetto." In *American Apartheid: Segregation and the Making of the Underclass*. 60-82 (22pp.)

WATCH: *Clockers* (1995, 2hr, 10mins.) – Available through Amazon (Online) Instant Video Rental, and Itunes Video Rentals

Session 5A, Feb. 5 (48pp. of reading, or approx. 2.5 hours):

(2008). "Symposium on the Ghetto." *City & Community* 7, no. 4: 347-95 (48pp.)

V: Criminal Justice as a Force of Segregation

Session 5B, Feb. 7 (55pp. of reading, or approx. 3 hours):

Alexander, Michelle (2010). "Introduction." In *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. 1-19 (18pp.)

Alexander, Michelle (2010). "Chapter 1: The Rebirth of Caste." In *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. 20-58 (38pp.)

Session 6A, Feb. 12 (42pp. of reading, or approx. 2 hours):

Alexander, Michelle (2010). "Chapter 2: The Lockdown." Chap. 59-96 In *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. 59-96 (37pp.)

Alexander, Michelle (2010). "Chapter 5: The New Jim Crow." Chap. 178-220 In *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. 178-220 (42pp.)

Session 6B, Feb. 14 (56pp. of reading, or approx. 3 hours):

Alexander, Michelle (2010). "Chapter 6: The Fire This Time." Chap. 59-96 In *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. 221-62 (41pp.)

VI: Educational Apartheid in the U.S.

Session 7A, Feb. 19 (79pp. of reading, or approx. 4 hours):

Street, Paul Louis (2005). "Introduction: No Birthday Bash for Brown." In *Segregated Schools: Educational Apartheid in Post-Civil Rights America*. 1-10 (10pp.)

Street, Paul Louis (2005). "Chapter One: Still and Increasingly Separate." In *Segregated Schools: Educational Apartheid in Post-Civil Rights America*. 11-48 (37pp.)

Session 7B, Feb. 21 (41pp. of reading, or approx. 2 hours):

Street, Paul Louis (2005). "Chapter Five: The Deeper Inequality." In *Segregated Schools: Educational Apartheid in Post-Civil Rights America*. 107-52 (45pp.)

Giroux, Henry A. "Zero Tolerance, Domestic Militarization, and the War against Youth." *Social Justice* 30, no. 2 (2003): 59-65 (6pp).

VII: (B)ordering as a Force of Segregation

Session 8A, Feb. 26 (47pp. of reading, or approx. 2.5 hours):

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.)

Mae M. Ngai, "Ch. 2, Deportation Policy and the Making and Unmaking of Illegal Aliens," In *Impossible Subjects: Illegal Aliens and the Making of Modern America*. 56-90 (34pp).

Session 8B, Feb. 28 (51 pp. of reading, or approx. 2.5 hours):

Luibhéid, Eithne (2002). "Introduction: Power and Sexuality at the Border." In *Entry Denied: Controlling Sexuality at the Border*. ix-xxvii, 2002.

Luibhéid, Eithne (2002). "Chapter 1: Entry Denied - a History of U.S. Immigration Control." In *Entry Denied: Controlling Sexuality at the Border*. 31-54 (23pp.)

WATCH: New World Border (2001, 28 mins.) – Available through Amazon (Online)
Instant Video Rental

VIII: The War on Terror: Segregating Spaces of Exception

Session 9A, Mar 5. (51pp. of reading, or approx. 2.5 hours):

Michaelson, Scott. "Between Japanese American Internment and the USA Patriot Act: The Borderlands and the Permanent State of Racial Exception." *Aztlan: A Journal of Chicano Studies* 30, no. 2 (2005): 87-111 (24pp).

Kaplan, Amy (2005). "Where Is Guantanamo?" *American Quarterly* 57, no. 3: 831-58 (27pp.)

Session 9B, Mar. 7 (51pp. of reading, or approx. 2.5 hours):

Cole, David (2001). "Enemy Aliens." *Stan. L. Rev.* 54: 953-1004 (51pp.)

IX: Segregation and the Making of (Un)natural Disasters

Session 10A, Mar. 12 (51pp. of reading, or approx. 2.5 hours):

Elliott, James R. , and Jeremy Pais (2006). "Race, Class, and Hurricane Katrina: Social Diverences in Human Responses to Disaster." *Social Science Research* 35: 295-321 (26pp.)

Giroux, Henry A (2006). "Reading Hurricane Katrina: Race, Class, and the Biopolitics of Disposability." *College Literature* 33, no. 3: 171-96 (25pp.)

Session 10B, Mar. 14:

No Reading - concluding Remarks