

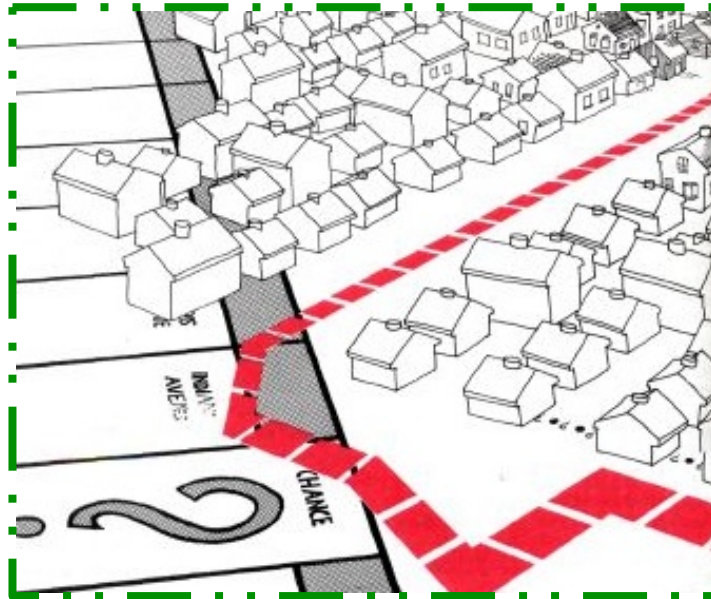
ETHN 104: Race, Space, and Segregation
Winter Quarter, 2015
MWF, 12:00-12:50, Sequoia 148



Instructor: José I. Fusté, Ph.D.

Office Hours: Wednesdays, 10:15-11:15pm at Perk's Coffee (inside the Price Center Bookstore), or by appointment

Email: jfuste@ucsd.edu



This course explores the intersections of race, space and segregation in settler colonial, historically white privileging societies such as Canada, the United States, Australia, and South Africa. We will begin by exploring the social and institutional forces that 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>.

***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	25%
Critical Essay #2	25%
Online Quizzes (2 of them)	5% e/a = 10%
Final Project	20%

For due dates, please see 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 Project

The final project is due on **Wednesday, March 18** at 11:59pm via the TED Blackboard. Please choose **one** of the following three options:

1. **Research paper (7pp. long):** This paper should present one case of an injustice related to race, space and segregation, using lecture materials, course readings, and three outside (academic or activist) sources. Your paper should not only convey the who, what, when, and where of the case, but also how it connects the course themes and theoretical frameworks. In short, this paper should use one case as a window into the larger phenomenon of the "racialization of space/spatialization of race."
2. **Ethnographic paper (7pp. long):** An ethnographic study consists of a research project that uses qualitative research methods to provide a detailed, in-depth description of everyday life and practice. Normally, an ethnographer conducts interviews, takes notes of these and/or records them, and both observes whatever she is studying (e.g., a particular case of racial segregation). If you choose this option, you will write a short ethnographic paper on a Like the research paper, it too must have an "angle" or a thesis that guides its analysis (NOTE: I have some good handouts with advice on how to write ethnography papers so if you decide to go down this route, email me and I'll send them to you).
3. **Creative paper (7pp. long):** This paper should explore what you see as the most

productive possibilities for achieving a future with no segregation based on race. You will write it *as a member of a social movement* (e.g., *anti-racist, feminist, LGBTQ, economic justice, and/or immigrants rights movement*). Use your imagination! You can take up any number of positions—someone organizing to dismantle the militarized U.S./Mexico border, a prison abolitionist activist, an Ethnic Studies professor, etc. You are welcome to write this as a formal paper or in another style (e.g. in journalistic or narrative form). In other words, this is fiction applied to this course.

4. **Creative Project (due: project + 3pp. “process essay”):** Possible formats include video documentaries, “radio documentaries” (ask me what this is), original songs or compositions, a video-recorded spoken word performance, a visual arts project or series, a recorded dance or performance art piece, a photo essay, a comic book, a mock website, any form of graphic design, a presentation of art criticism, a series of t-shirts or fashion, other kinds of material objects of your creation, or pretty much any format that might suit your talents (including mixed media formats that combine these). The “catch” with this option is that you have to clear your ideas with me first by March 11th. Also, you will have to submit a 3 pp. “process essay” that reflects on how your creative project relates to the themes we will be discussing in our class meetings (see instructions for that below). NOTE: songs should be 2-5 min max., dance and performance pieces should be 5-10 minutes, films should be 2-5 min max., photo essays must include at least 10 substantially different photos, analysis of art / art criticism should include at least 5 works you will be comparing, comics should be at least 4 pages (could be four separate flyers or one 4 page story) with all text/dialogue printed out on an additional word document.

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.

<u>IMPORTANT DEADLINES</u>	
Critical Essay #1 Due Date	Sunday, Feb. 8 at 11:59 pm; due on the TED Blackboard <i>(I will send you the paper prompt two weeks before)</i>
Critical Essay #2 Due Date	Sunday, March 8 at 11:59 pm; due on the TED Blackboard <i>(I will send you the paper prompt two weeks before)</i>
Final Project Due	Wednesday, March 18 at 11:59 pm; due on the TED Blackboard,



Weekly Schedule

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

0: Theoretical Introduction

Session 1A- 1/5

First day of class. No readings.

Session 1B- 1/7 (19pp. of reading, approx. 1hr.)

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

Session 1C- 1/9 (20pp. of reading, approx. 1hr.)

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

I: Race, Space, Segregation and Settler Colonialism

Session 2A- 1/12 (23 pp. of reading; approx. 1 hr.)

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.)

Session 2B- 1/14 (20pp. of reading, approx. 1hr.)

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

Session 2C- 1/16 (1.5 hrs of video viewing)

WATCH: *Rabbit Proof Fence* (1.5 hours) – For rent through Amazon Instant Video and iTunes

II: The Creation and Adaptation of Racial Apartheids

Session 3A- 1/19 - MLK Holiday - No Classes

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

Session 3B- 1/21 (19pp. of reading, approx. 1hr.)

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.)

Session 3C- 1/23 (2 hrs. of video viewing)

WATCH: *Apartheid* (Paris, Pount du Jour, 1992, 126 mins.) *I will provide an online link*

III: Racialized Spaces/ Spatialized (Racial) Subjects

Session 4A- 1/26 (24pp. of reading, approx. 1.25 hr.)

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

Session 4B- 1/28 (25pp. of reading, approx.. 1.25 hr.)

Lipsitz, George (2011). "Chapter 1: The White Spatial Imaginary," and "Chapter 2: The Black Spatial Imaginary." In *How Racism Takes Place*. 25-50 (25pp.)

Session 4C- 1/30 (21pp. of reading, approx. 1hr.)

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 5A- 2/2 (44pp. of reading, approx. 2.25 hrs.)

Dorceta E. (2014). "Chapter 7: The Rise of Racial Zoning: Residential Segregation." *Toxic Communities: Environmental Racism, Industrial Pollution, and Residential Mobility*. New York: New York University Press, 147-191 (44pp.)

Session 5B- 2/4 (35pp. of reading, approx. 2 hrs.)

Dorceta E. (2014). "Chapter 8: The Rise of Racially Restrictive Covenants- Guarding against Infiltration." *Toxic Communities: Environmental Racism, Industrial Pollution, and Residential Mobility*. New York: New York University Press, 192-227 (35pp.)

Session 5C- 2/6 (34pp. of reading, approx. 2 hrs.)

Dorceta E. (2014). "Chapter 9: Racializing Blight: Urban Renewal, Eminent Domain, and Expulsive Zoning." *Toxic Communities: Environmental Racism, Industrial Pollution, and Residential Mobility*. New York: New York University Press, 228-261(33pp.)

+ LISTEN TO THIS PODCAST: *This American Life: Episode 512- "House Rules"* (Nov. 22, 2013; 55mins) I will provide an online link

V: Criminal Justice as a Force of Segregation

Session 6A- 2/9 (58 pp. of reading, approx. 3 hrs.)

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

Session 6B- 2/11 (36 pp. of reading, approx. 1.75 hrs.)

Alexander, Michelle (2010). "Chapter 2: The Lockdown." *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*, 58-94 (36pp.)

Session 6C- 2/13 (35 pp. of reading, approx. 1.75 hrs.)

Alexander, Michelle (2010). "Chapter 5: The New Jim Crow." *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. The New Press, 173-208 (35pp.)

VI: Educational Apartheid in the U.S.

Session 7A- 2/16 - President's Day Holiday - No Classes (11 pp. of reading, approx. .5 hr.)

Street, Paul Louis (2005). "Introduction: No Birthday Bash for Brown." *Segregated Schools: Educational Apartheid in Post-Civil Rights America*. Routdelge. 1-11 (11pp.)

Session 7B- 2/18 (37 pp. of reading, approx. 2 hrs.)

Street, Paul Louis (2005). "Chapter 1: Still and Increasingly Separate." *Segregated Schools: Educational Apartheid in Post-Civil Rights America*. Routdelge, 11-48 (37pp.)

Session 7C- 2/20 (51 pp. of reading, approx. 2.5 hrs.)

Street, Paul Louis (2005). "Chapter 4: The Deeper Inequality." *Segregated Schools: Educational Apartheid in Post-Civil Rights America*. Routdelge, 107-152 (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- 2/23 (21 pp. of reading, approx. 1 hr.)

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. Nelcon College Indigenous, 321-42 (21pp.)

Session 8B- 2/25 (34 pp. of reading, approx. 1.75 hrs.)

Mae M. Ngai (2004) "Chapter 2: Deportation Policy and the Making and Unmaking of Illegal Aliens," In *Impossible Subjects: Illegal Aliens and the Making of Modern America*. Princeton: Princeton University Press, 56-90 (34pp).

Session 8C- 2/27 (45 pp. of reading, approx. 2.25 hrs.)

Luibhéid, Eithne (2002). "Introduction" and "Chaper 1: A History of U.S. Immigration Control." *Entry Denied: Controlling Sexuality at the Border*. Minneapolis: Univ. of Minnesota Press, 1-27 (45pp.)

WATCH: "The Sleep Dealer" (2009, 90 mins.) – I will provide an online link

VIII: The War on Terror: Segregating Spaces of Exception

Session 9A- 3/2 (24 pp. of reading, approx. 1.25 hrs.)

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).

Session 9B- 3/4 (17 pp. of reading, approx. 1 hrs.)

Gordon, Avery F. "Abu Ghraib: imprisonment and the war on terror." *Race and Class*, 48(1): 42-59 (17pp.)

Session 9C- 3/6 (27 pp. of reading, approx. 1.5 hrs.)

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

IX: Racial Emergencies in the 21st Century: Segregation and the Making of (Un)natural Disasters

Session 10A- 3/9 (35pp. of reading, approx. 2hrs.)

Hartman, Chester and Squires, Gregory D. (2006). "Pre-Katrina, post-Katrina." *There is no such thing as a natural disaster : race, class, and Hurricane Katrina*. Chester Hartman and Gregory D. Squires, eds. New York : Routledge, 1-12 (12pp.)

Powers, Michael P. (2006). "A matter of choice : historical lessons for disaster recovery" *There is no such thing as a natural disaster: race, class, and Hurricane Katrina*. Chester Hartman and Gregory D. Squires, eds. New York : Routledge, 13-36 (23pp.)

Session 10B- 3/11 (42pp. of reading, approx. 2hrs)

Powell, John A.; Jeffries, Hasan Kwame; Newhart, Daniel W, Stiens, Eric (2006). "Towards a transformative view of race : the crisis and opportunity of Katrina." *There is no such thing as a natural disaster : race, class, and Hurricane Katrina*. Chester Hartman and Gregory D. Squires, eds. New York : Routledge, 59-84 (25pp.)

Jones-DeWeever, Avis W., Hartmann, Heidi (2006). "Abandoned before the storms : the glaring disaster of gender, race, and class disparities in the Gulf." *There is no such thing as a natural disaster : race, class, and Hurricane Katrina*. Chester Hartman and Gregory D. Squires, eds. New York : Routledge, 85-102 (17pp.)

Session 10C- 3/13

WATCH: "The Land of Opportunity" (2010, 97 mins.) *I will provide an online link.*