

## **ETHN 104: Race, Space, and Segregation**

**Justin de Leon, Ph.D.**  
**Wednesdays, 5:00-7:50pm**  
**Meeting Place: PCYNH 120**

Office hours: Wednesdays 3:30-4:30pm or by appointment  
Office location: Social Sciences Building (SSB), Room 243  
Email address: judeleon@ucsd.edu

Date of Final: Monday, March 20, 7-10pm TBD

### **COURSE DESCRIPTION**

Through in-depth studies of Native American experiences with surveillance, security, territory and land, mascotry, reservation borders, and the location of hazards and amenities, this course examines how space becomes racialized and how race becomes spatialized in the contemporary United States.

The course will explore how the politics of space has been utilized to separate and “other.” There will be an orientation to interrogate the geographic spaces we inhabit, focusing on local Native and minorities issues. This course will explore institutional racism and segregation through discourses, policies, and laws, as well as the politics of space and sight. We will discuss boarding schools, the creation of reservations, Native criminality and prisons, and continued dispossession.

### **COURSE OBJECTIVES**

By the end of the course, students will be able to:

- Grasp the historical occurrences of Native American segregation and dispossession,
- Understand the politicization of space,
- Have a deeper appreciation of the contested nature of the San Diego spaces we occupy in our studies and our lives,
- Gain reading, annotation, and writing skills.

### **STUDENT EXPECTATIONS**

As with any endeavor at UC San Diego, full participation and student excellence is expected. UCSD rates in the top 1.5% of four year institutions in the country, as

such, there are high expectations for the quality of students in this class. Equally important than the positions we occupy being here at UCSD, the themes that we will cover throughout the course are of great import and significance – people have lost their lives and others have made great sacrifices in order to address many of these issues.

Students will be assessed on (1) participation, (2) submitted weekly questions, (3) class responses, and a (4) final essay. There will be no midterm or final in-class examinations.

1. **Participation** (20%) is comprised of class attendance and engagement of the readings and class discussion. Students are expected to contribute to ongoing discussions and explorations of class material and themes. This requires a deep reading of assignments (through annotating, summarizing, and noting questions that arise) and participation in class discussions (recall in both quality and frequency). Because of the number of students in the course, class attendance will be taken. If there is an unexpected occurrence and/or excused absence (University activity, medical reasons, religious holidays, etc.) please inform me as soon as possible in order that proper adjustments can be made.
2. **Weekly Questions** (20%) regarding the course material must be submitted before each class. This requires students to begin each class with at least two questions or comments concerning the material for each meeting. Engagement of material and thorough review of assigned readings is necessary for proper class preparation. Questions should be handed in before the beginning of each class through TritonEd.
3. **Class Responses** (30%) are three page essays that will cover relevant aspects of our course. There are three Class Responses that students are going to be responsible for throughout the quarter, each corresponding to a major theme of the course (segregation, race, and space). Class responses are due on the Friday of the week assigned.
4. **Final Essay** (30%) is a culmination of the quarter and is a six-page essay about a particular theme covered throughout the course. Students will be given multiple questions and will have to choose one and respond. This Essay is to be submitted on the day of the final exam.

### **Required Materials**

I am sensitive to the rising costs of universities and want to keep our course costs to a minimal. Accordingly, students will not be required to purchase any books for this course. All readings (from books to journals) will all be available electronically either through the UCSD Library Course Reserves or through TritonEd.

### **Correspondence Etiquette**

When corresponding with a professor you should err on the side of formality than informality. This includes using titles in greetings (“Dear Dr. Deloria” or “Hello Professor Deloria”) and proper salutations (“Sincerely, Sara Deer” or “Thank you, Sara”). Please place the course identifier in the subject of your email (“ETHN 104 Concerning Class Participation” or “ETHN 104 Please Share Information with Class”).

Academic departments have been historically dominated by individuals with particular racial, physical, and sexual identities. This fact still impacts Universities today, with some individuals of certain marginalized categories regularly being reminded/told they do not “belong.” As such, using titles and formalities with professors that are historically underrepresented is extremely important. This is particularly important for interactions that take place within professional spaces, such as department events and gatherings, public talks, symposiums, interactions within the department office, as well as during our class period.

I will be responding to emails during daytime business hours. Please do everything you can to ask questions and raise concerns about assignments in advance so we have plenty of time to consult.

### **GRADING**

<b>1. Participation</b>	Class attendance, engagement of readings and discussions	20%
<b>2. Weekly Questions</b>	Submitted weekly before class, regarding course materials	20%
<b>3. Class Responses (3)</b>	3-page essays	30%
<b>4. Final Essay</b>	6-page essay on theme that will be given during the course	30%

### **Submissions**

Please submit all assignments on time, late submissions will see a one-half grade deduction per day late (please submit essay by midnight on specified due date). If you have any concerns about your assignments, I strongly encourage you to contact me or see me during office hours. I would also be happy to give you feedback on any early drafts. All assignments should be the result of a single student’s work alone. Collaboration is encouraged throughout the course and all sources must be properly cited.

## Course Schedule

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The course schedule is subject to change because I want to be responsive to student interest and current events. Thank you in advance for your flexibility and understanding.

### Week 1: Introduction – Settler Colonialism

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**Wednesday, Jan. 11, 2017**

Introduction and review of Syllabus

Poem: Winder, Tanaya. 2015, "[Ten Little Indians](https://tanayawinder.bandcamp.com/track/ten-little-indians)." Found in *Worlds Like Love* (<https://tanayawinder.bandcamp.com/track/ten-little-indians>).

Read: Moreton-Robinson, Eileen, 2015. "Introduction" and "I still Australia Home." Found in *White Possessive*. Eds. Eileen Moreton-Robinson. Introduction and Chapter 1. Pgs. xi - 18).

Read: Zinn, Howard. 2003. "Columbus, the Indians, and Human Progress." Found in *A People's History of the United States*. Eds. Howard Zinn, Kathy Emery, and Ellen Reeves. The New Press. Pg. 3-22.

### Week 2: Segregation – Boarding Schools

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**Wednesday, Jan. 18, 2017**

Poem: "raw" by Tanaya Winder, Southern Ute, Duckwater Shoshone, and Pyramid Lake Paiute artist, from *Words Like Love*, 2015.

Read: Smith, Andrea. 2005. "Boarding School Abuses and the Case for Reparations." Found in *Conquest: Sexual Violence and American Indian Genocide*. Chapter 2. South End Press. Pg. 35-55

Read: Crow Dog, Mary and Richard Erdoes. 1990. "Civilize them with a Stick." Found in *Lakota Woman*. Chapter 3. Grove Press. Pg. 28-41.

### Week 3: Segregation – Reservations

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**Wednesday, Jan. 25, 2017**

Poem/Song: "The Rez Don't Visit" by David Rico, a Choctaw/Chickasaw and Pascua Yaqui artist, on *Last Stand Mixtape Vol. 1*, 2015.

Read: Foucault, Michel. 1977. "[Panopticism](#)." Found in *Discipline and Punish: The Birth of the Prison*. Eds. A. Sheridan. Vintage Books. Pg. 195-228

(<https://foucault.info/doc/documents/disciplineandpunish/foucault-disciplineandpunish-panopticism-html>).

Read: Biolsi, Thomas. 1995. The Birth of the Reservation: Making the Modern Individual Among the Lakota. *American Ethnologist*. Vol. 22. No. 1. Pg. 28-53.

Optional Listen: Sullivan, Laura. 2011. "[Native Foster Care: Lost Children, Shattered Families](http://www.npr.org/2011/10/25/141672992/native-foster-care-lost-children-shattered-families)." National Public Radio. *All Things Considered*. (<http://www.npr.org/2011/10/25/141672992/native-foster-care-lost-children-shattered-families>)

Optional Listen: Radiolab. "[American Football](http://www.radiolab.org/story/football)." National Public Radio. Season 13. Episode 4. (<http://www.radiolab.org/story/football>)

Optional Read: De Leon, Justin. 2015. [Radiolab American Football Response](http://nativenewsonline.net/opinion/radiolab-american-football-podcast-carlisle-indian-school-abuses-football-expression-humanity). Native News Online. (<http://nativenewsonline.net/opinion/radiolab-american-football-podcast-carlisle-indian-school-abuses-football-expression-humanity>)

Optional Read: Griswold Del Castillo, Richard. 2007. "A Border Region and People." Found in *Chicano San Diego: Cultural space and the struggle for justice*. University of Arizona Press. Introduction. Pgs. 1-11.

Guest Speaker: Cythnia Vasquez, UCSD Ethnic Studies Ph.D. Candidate on contemporary efforts of Kumeyaay education after boarding schools.

**Class Response #1 due on Fri., Jan. 27. Response #1 requires students to explore the theme of segregation.**

#### ***Week 4: Race – Racism and Criminality***

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**Wednesday, Feb. 1, 2017**

Song: "Closet Skeletons" by Talon Ducheneaux "BazilleDx," Lakota artist, 2015.

Read: Sturm, Circe. 2002. "Opening." Found in *Blood Politics: Race, culture, and identity in the Cherokee Nation of Oklahoma*. Chapter 1.

Read: Deloria 1969 Custer Died For Your Sins, Chapter 1 Indians today: Real and Unreal (Pg. 1-27)

Read: Deloria 1995 Red Earth, White Lies, Chapter 3 Evolutionary Prejudice. Fulcrum Publishing. Pg. 61-80.

Read: Medicine, Beatrice. 2007. "All Indians Are Drunks: A Pervasive Myth." Found in *Drinking and Sobriety Among Lakota Sioux*. Altamira. Chapter 1. Pgs. 11-20.

Optional Read: Ross 1998 *Inventing the Savage, Chapter 1 Worlds Collide*. University of Texas Press (Pg. 11-33)

Guest Speaker: Talon Ducheneaux

### *Week 5: Race – Playing Indian and Mascotry*

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**Wednesday, Feb. 8, 2017**

Read: Deloria, Philip. 1998. "American Indians and American Identities."  
Found in *Playing Indian*. Pg. 1-10.

Read: [Psychologist says Northern Saskatchewan Suicides a Result of Colonization, Not Mental Illness](#). 2016. CBCNews. Saskatoon. Dec. 5.

Read: Williams, Dana M. 2006. "Patriarchy and the 'Fighting Sioux': A Gendered Look at Racial College Sports Nicknames." *Race, Ethnicity, and Education*. Vol. 9. No. 4.

Guest Speaker: Tanaya Winder

**Class Response #2 due on Fri., Feb. 10. Response #2 requires students to explore the theme of race.**

### *Week 6: Segregation – San Diego*

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**Wednesday, Feb. 15, 2017**

UCSD Enlightenment historical walk

Read: Sánchez, Rita. 2007. "The Struggle Against Gentrification in Barrio Logan." Found in *Chicano San Diego: Cultural space and the struggle for justice*. University of Arizona Press.

Read: Saunt, Claudio. 2014. "A War for Independence: The San Diego Uprising." Found in *West of the Revolution: An uncommon history of 1776*. WW Norton and Company. Chapter 2. Pg. 54-71.

Read: Florido, Adrian. 2011. "How Segregation Defined San Diego's Neighborhoods." *Voice of San Diego*. March 21. Found at: <http://www.voiceofsandiego.org/census-2010/how-segregation-defined-san-diegos-neighborhoods>

Guest Speaker: Cynthia Parada, La Posta Band of Kumeyaay

### *Week 7: Film Viewing (No Class)*

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**Wednesday, Feb. 22, 2017**

No Class Meeting, Presidents Day (2/20) and professor will be at  
International Studies Association Conference in Baltimore

Watch Film: [Reel Injun: On the Trail of the Hollywood Indian](http://roger.ucsd.edu/search/X?SEARCH=reel%20injun&searchscope=9) (88 mins)  
(<http://roger.ucsd.edu/search/X?SEARCH=reel%20injun&searchscope=9>)

### *Week 8: Native Symposium (No Class)*

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#### **Wednesday, Mar. 1, 2017**

From Mar. 1-3 there will be a Native Symposium on campus and students will be expected to participate and attend the Wednesday, Thursday, and Friday evening events.

Read for Week 9

### *Week 9: Space – Politics of Sight & Dispossession and Militarization*

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#### **Wednesday, Mar. 8, 2017**

Music – “Land of En’frack’ment” by Def-i, on Last Stand Mixtape Vol. 1, 2015.

**Final Essay prompts will be given**

Read: Pachirat, Timothy. 2011. “Hidden in Plain Sight,” “The Place Where Blood Flows,” and “Kill Floor.” Found in *Every Twelve Seconds: Industrialized Slaughter and the Politics of Sight*. Chapter 1 - Chapter 3.

Read: LaDuke, Winona and Sean A. Cruz. 2013. “The Military and the People.” Found in The Militarization of Indian Country. Chapter 1. Makwa Enewed. Michigan State Press.

Read: Holm, Tom. 1992. “Patriots and Pawns: State Use of American Indians in the Military and the Process of Nativization in the United States.” Found in The State of Native America: Genocide, Colonization, and Resistance. Ed. M. Annette Jaimes. Chapter 12. Smithsonian Press.

Read: Silliman, Stephen W. 2008. “The ‘Old West’ in the Middle East: U.S. Military Metaphors in Real and Imagined Indian Country.” *American Anthropologist*. Vol. 110. No. 2. Pgs. 237-247.

**Class Response #3 due on Fri., Mar. 10. Response #3 requires students to explore the theme of space.**

### *Week 10: Moving Forward*

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#### **Wednesday, Mar. 15, 2017**

Read: Alfred, Taiaiake. 2009. Peace, Power, and Righteousness, Chapter First Words. Oxford University Press. Pg. 8-22.

Read: Noguera, Pedro, Tuck and Yang. 2014. "Organizing Resistance into Social Movements." Found in *Youth Resistance Research and Theories of Change*." Eds. Eve Tuck and K. Wayne Yang. Routledge. Chapter 5. Pgs. 71-81.

Read: Vizenor, Gerald, Tuck and Yang. 2014. "Resistance in the Blood." Found in *Youth Resistance Research and Theories of Change*." Eds. Eve Tuck and K. Wayne Yang. Routledge. Chapter 8. Pgs. 107-118.

*Optional Read: Tuck, Eve. 2008. Re-Visioning Action: Participatory Action Research and Indigenous Theories of Change. Urban Rev. Vol. 41. Pgs. 47-65.*

*Optional Read: Rifkin, Mark. 2014. "Ordinary Life and the Ethics of Occupation." Found in Settler Common Sense: Queerness and Everyday Colonialism in the American Renaissance. Chapter 1. University of Minnesota Press.*

### ***Week 11: End of Quarter***

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**Final Exam, Monday, Mar. 20, 2017, 7-10pm**

**Final Essay due on exam day**

**Winter Quarter Ends, Sat, Mar. 25, 2017**