

## **Ethnic Studies 104: Race, Space, and Segregation**

**Instructor:** Dr. Nadeen Kharputly

**Office hours:** Mondays 12:10pm-2pm (and by appointment) in Social Sciences Building 252

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**Please familiarize yourself with everything on this syllabus and in the rubrics assigned for each segment of the course. Consult the syllabus and rubrics before you send me any e-mails: I will not respond to questions that have already been addressed here or in the rubrics.**

Any changes to this syllabus will be announced in class and via e-mail.

### **Course description:**

We will analyze the intersections between race and space in the United States: how race has shaped the spaces we inhabit (physically, psychologically, culturally), how segregation continues to persist in varying ways, and how spaces have been deliberately constructed in favor of certain groups and at the direct expense and exclusion of others.

### **Learning outcomes:**

By the end of this class you will be able to:

- Identify central arguments in the texts we read and examine them from multiple angles
- Take and defend a particular position while considering the viability of other positions
- Talk about the issues presented in this class in an academic manner and engage in thoughtful, sensitive debate with peers
- Apply the concepts and readings we discuss to everyday examples

### **Ground rules:**

We are discussing complex, difficult, and very necessary topics, and while differences in opinion are expected and welcome, please be sure to voice your responses generously. This is a space where every student has chosen the opportunity to learn in an open and supportive environment, and in order to maintain this co-operative space, everyone in this class is expected to be as open-minded and gracious as possible. Personal attacks and hate speech will not be tolerated. Please go over the Principles of Community to ensure that you adhere by the expected guidelines: (<https://ucsd.edu/about/principles.html>)

### **Class etiquette:**

Please devote the 50 minutes of class to listening attentively to everyone in this space. We are covering difficult topics so your full attention is required.

Be mindful of the space you take up – make sure you respond to the questions posed during our discussions directly and efficiently, and do not forget that your classmates need to be able to participate as well.

Laptops are permitted for referring to the texts and taking notes only. Any distracting behavior – attempting to text discreetly, browsing through social media, etc. - will be cited, and you will be marked as absent for the class. Fiddling with technology is rude and distracting, both to me and

your peers. If you are dealing with an emergency that requires you to be on your phone, please do not come to class. When you are not taking notes, please have your laptop screens down to fully engage in our space and listen to your peers with respect.

**Communication:**

I encourage you to attend office hours whenever you need to talk through ideas and issues, even early on in the quarter. Please check your e-mail at least once a day to keep up to date with any possible changes to our schedule. Expect responses to your e-mails within 24 hours during the week and 48 hours over the weekend. Courteous correspondence is expected—e-mails must begin with a salutation (“Dear/Hello Dr. Kharputly”) and end with your signature (Sincerely/Thanks, [your name]).

Make sure you read over the syllabus and any instructions I have shared via e-mail or TritonEd carefully before you ask any questions. I will not respond to e-mails asking me what my office hours are, for example, or looking for any information that is readily available on the syllabus.

**Class readings and other requirements:**

Bring the readings of the day with you to each class. You will not be asked to purchase any texts. All required readings – PDFs and links to articles – will be available online on TritonEd. Please access links listed on the syllabus via TritonEd as they may have changed in the meantime.

Bring writing tools with you to class – pen and notebook, laptop, or tablet (no cell phones) – you may be asked to undertake in-class writing exercises at any point during the quarter.

**Course requirements and percentage of final grade:**

*Please see the rubrics for each section on TritonEd for additional information.*

30% Participation and attendance

This includes *regular attendance* and *active participation* in class. A large portion of your grade relies on participation and attendance, so any absences can quickly take a toll. Please check in with me **immediately** if you anticipate any difficulties with regular attendance. This is not a class where you can come in and check out – your participation and critical engagement will be assessed carefully.

You may have two unexcused absences, no questions asked. Additional unexcused absences will affect the attendance portion of your grade. Please make the arrangements to procure necessary documentation for medical issues and/or disabilities as soon as possible.

Perpetual tardiness will also affect your attendance. One or two late arrivals is of course understandable, but a consistent inability to arrive to class on time will affect the attendance portion of your grade.

It is your responsibility to make up for your absences: reach out to a classmate to see what you missed. If you have additional questions after you have caught up, you’re welcome to reach out to me. E-mailing me to ask if you “missed anything in class” serves no purpose; the answer is always yes, and it is your duty to catch up.

20% Weekly photo share (due by 5pm on Sundays)

By 5pm at the end of each week (Sunday) you will share an image on our class forum relating to the theme of the week. Please see the Weekly photo share rubric for additional information.

10% Midquarter self-evaluation (due 2/11 by 11:59pm)

A short (500-1000 words) written narrative that will allow you to reflect on your progress in this class. This will be graded pass/fail, and instructions will be sent ahead of time.

30% Final project (due 3/18 by 11:59pm)

A short (5 minutes) video project of your own design that addresses a specific topic relating to the subject of the class. Further instructions will be sent ahead of time. You will receive a letter grade for this project. There is no final exam scheduled for this class.

10% Self-evaluation (due 3/18 by 11:59pm)

At the end of the course, you will be asked to complete a short (500-1000 words) evaluation of your learning outcomes. This will be graded pass/fail, and instructions will be sent ahead of time.

*All assignments must be turned in in order to pass this class.* This includes the weekly shares and self-evaluations. There will be no make-up opportunities for late or incomplete work or absences.

## WEEKLY SCHEDULE

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### Week 1: Introduction

#### **Monday January 7**

Introduction and syllabus

#### **Wednesday January 9**

Rivas, "Standing Rock: The Power of Telling Our Own Story", TEDx Rapid City: South Dakota, December 2017

<https://www.josuerivasfoto.com/tedx/>

In class viewing: Robin DiAngelo, "Why 'I'm not racist' is only half the story," Big Think, October 2018 <https://www.youtube.com/watch?v=kzLT54QjclA>

#### **Friday January 11**

Chimamanda Ngozi Adichie, "The Danger of a Single Story," TED Talk, July 2009

[https://www.ted.com/talks/chimamanda\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story/transcript](https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story/transcript)

In-class community building exercises

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### Week 2: Theorizing race and space

**Monday January 14**

George Lipsitz, "The Racialization of Space and the Spatialization of Race: Theorizing the Hidden Architecture of Landscape," in *Landscape Journal*, Vol. 26, No.1 (2007), pp. 10-23.

*Recommended:* Adrienne Keene, "Mardi Gras Indians: can cultural appropriation occur on the margins?" *Native Appropriations*, March 30, 2010

<http://nativeappropriations.com/2010/03/mardi-gras-indians-can-cultural-appropriation-occur-on-the-margins.html>

**Wednesday January 16**

Sherene Razack, "When Place Becomes Race," in *Race, Space, and the Law: Unmapping a White Settler Society* (2002)

**Friday January 18**

Lipsitz and Razack continued

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Week 3: Segregation

**Monday January 21**

NO CLASS - Martin Luther King Jr. Day

**Wednesday January 23**

Nancy Denton and Douglas Massey, "The Construction of the Ghetto," from *American Apartheid: Segregation and the Making of the Underclass*, 1993

**Friday January 25**

Massey and Denton continued

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Week 4: Segregation continued

**Monday January 28**

James Baldwin, "Letter From a Region in My Mind," in *The New Yorker*, November 1962

<http://www.newyorker.com/magazine/1962/11/17/letter-from-a-region-in-my-mind>

**Wednesday January 30**

Baldwin continued

**Friday February 1**

Ta-Nehisi Coates, "The Case for Reparations," *The Atlantic*, June 2014

<https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>

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Week 5: Segregation and education

**Monday February 4**

Coates continued

**Wednesday February 6**

Nikole Hannah-Jones, "Segregation Now," *ProPublica*, April 16, 2014

<https://www.propublica.org/article/segregation-now-full-text>

**Friday February 8**

Brenda J. Child, "Indian Boarding Schools," *Journal of Curriculum and Pedagogy*, Vol. 13 No. 1, (2016), pp.25-27

Anjali Enjeti, "Ghosts of White People Past: Witnessing White Flight from an Asian Ethnoburb," in *Pacific Standard*, August 25, 2016

<https://psmag.com/news/ghosts-of-white-people-past-witnessing-white-flight-from-an-asian-ethnoburb>

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Week 6: Mass incarceration and the making of a racial undercaste

**Monday February 11**

Michelle Alexander, Chapter 5 from *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (2010)

**Wednesday February 13**

Alexander continued

Recommended listening: Krista Tippett and Michelle Alexander, "Who We Want to Become: Beyond the New Jim Crow" in *On Being*, April 21, 2016

<https://onbeing.org/programs/michelle-alexander-who-we-want-to-become-beyond-the-new-jim-crow/>

**Friday February 15**

In class: Excerpts from Ava DuVernay, *The 13th* (2016)

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Week 7: Native exclusion and the making of "America's Best Idea"

**Monday February 18**

NO CLASS – President's Day

**Wednesday February 20**

Isaac Kantor, "Ethnic Cleansing and America's Creation of National Parks," *Public Land and Resources Law Review*, Vol. 28 No. 41 (2007), pp. 42-64.

**Friday February 22**

Kantor continued

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Week 8: White space

**Monday February 25**

Elijah Anderson, "The White Space," *Sociology of Race and Ethnicity*, Vol. 1 No. 1 (2015), pp. 10–21

**Wednesday February 27**

Laila Lalami, "The Social Shaming of Racists is Working," *The Nation*, May 24, 2018  
<https://www.thenation.com/article/the-social-shaming-of-racists-is-working/>

**Friday March 1**

Robin DiAngelo, "White Fragility," *International Journal of Critical Pedagogy*, Vol. 3 No. 3 (2011), pp. 54-70

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Week 9: Lyrical representations of segregation

**Monday March 4**

Claudia Rankine, *Citizen: An American Lyric* (2014) (selections)  
Layli Long Soldier, *Whereas: Poems* (2017) (selections)

**Wednesday March 6**

(Watch at home) Daveed Diggs and Rafael Casal, *Blindspotting* (2018) available on reserves.ucsd.edu

**Friday March 8**

*Blindspotting* continued

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Week 10: Conclusion

**Monday March 11**

Wrap up discussion

**Wednesday March 13**

Final Q&A session about final project

**Friday March 15**

Conclusions

**Additional information:**

The university's statement on academic integrity must be reviewed before turning in any

assignments: <http://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/2>.

Plagiarism consists of but is not limited to the following: presenting another person's ideas or language as if they were your own, copying (words AND ideas) from the Internet, and failure to acknowledge and properly cite the sources of the ideas presented. Re-using language from a paper you have previously written for another class is unacceptable. If you are unsure about what constitutes plagiarism, please check in with me ahead of time. It is your responsibility to be aware of all of this; lack of awareness is no excuse.

***Any instances of plagiarism will result in a failing grade for the assignment (and possibly the class) and a referral to the Academic Integrity Office.***

Please let me know as soon as possible if you need accommodation for disability purposes or religious reasons so that we may make alternate arrangements ahead of time. It is best to get accommodation from the Office for Students with Disabilities (located behind Center Hall, 858-534-4382) as soon as possible so that we can work together to ensure that your needs are met in the event of an emergency.

### **Majoring or minoring 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 university or college requirement. 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, education, public health, social work, non-profit work and many other careers. If you would like information about the Ethnic Studies major or minor at UCSD, please contact Monica Rodriguez, Ethnic Studies Program Advisor, via email at [ethnicstudies@ucsd.edu](mailto:ethnicstudies@ucsd.edu)