

ETHN 104: RACE, SPACE & SEGREGATION

Prof. José I. Fusté | T/Th. 9:30-10:50 | PETERSON 103

Instructor Information

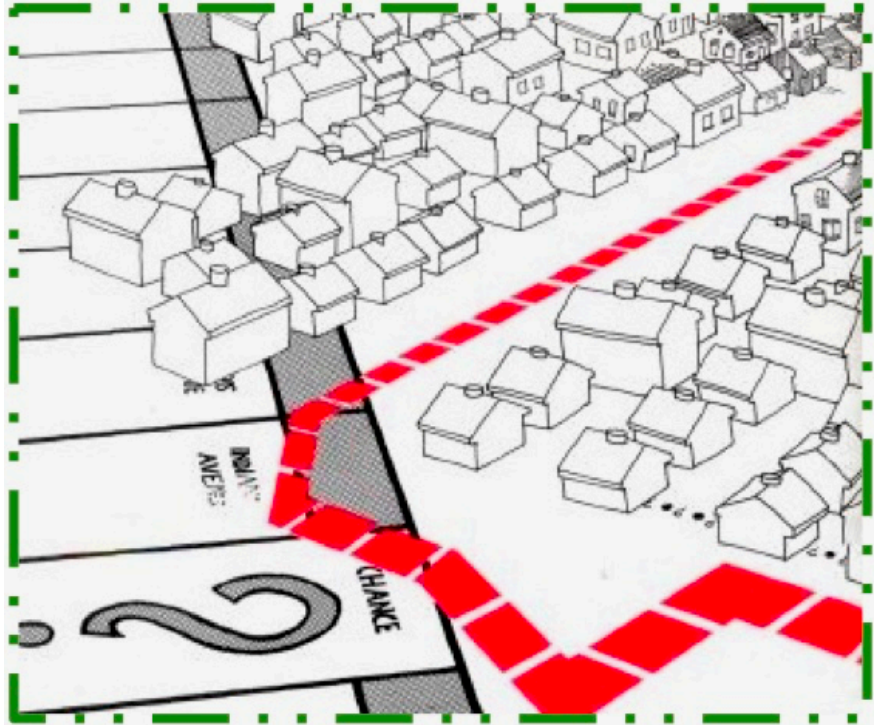
- ✦ Email: jfuste@ucsd.edu
- ✦ Office Hours: **Tues. 11:00am-12:00pm**, or by appt. @ The Art of Espresso (next to Mandeville Center, outside during sunny days; inside Mandeville during rain).

Required Texts

- ✦ All assigned readings, videos, websites, and podcasts will be provided to you through our designated Canvas website. Please log into Canvas regularly to stay on top of what you will have to read, watch, listen to, and view for this class.

Course Requirements

Week 2 Space and Power Journal Entry.....	7%
Discussion posts (x5).....	20%
Critical Essay #1.....	15%
Critical Essay #2 (or project + process essay).....	15%
Take Home Final Exam.....	19%
Attendance.....	12%
Contribution.....	12%



This course explores the intersections of race, space, and segregation in the United States. Drawing from critical geography and ethnic studies, we will interrogate “space” as something that is neither fixed nor abstract, but rather a register in which powerful ideological and social-economic forces shape how human beings think of and experience common life, their identities, their sense of history, and their visions for the future. We begin by exploring the social and institutional forces that created racial and spatial segregation across different places in the US in comparison to other countries such as Canada, Australia, and South Africa. We will then learn about how racial and colonial “others” in the US have been historically produced in relation to how spaces have been discursively constructed and materially segregated through laws, policies, and institutional practices. Finally, we will consider how displaced and segregated racial subalterns have responded to their literal and metaphoric marginalization by engaging in various practices of space-taking and place-(re)making.

Basic Ethnic Studies Learning Objectives

There are at least six core Ethnic Studies learning objectives in this class (almost all other ETHN classes at UCSD share similar if not the same learning objectives): 1) critical and creative thinking, 2) constructive and self-reflective dialogue and collaboration; 3) analytical and emotional intelligence about diversity and equity; 4) an appreciation

WK. 2 SPACE & POWER JOURNAL ENTRY

To break the ice, before the end of week 2, you will turn in a 600 word journal entry in which you will compare and reflect on the spaces that you grew up in, the space you live in now, the space that you work or study in, and how these relate to social identities, ideologies of belonging or not belonging (invisible and visible boundaries), and their relationship with hierarchies of power in our society. You have a license to interpret this mini prompt freely, as long as it shows that you reflect on how this class relates to you personally (see Canvas for more details).

DISCUSSION POSTS (two-pronged requirement)

PART A) Each student will produce **FIVE** discussion posts consisting of a 275-300 word personal reflection on the readings and other course media for that week.

PART B) Each student will also post a "reply" to another student's discussion post (which no other student has commented on for that week) offering thoughtful feedback, facilitative critique and encouraging suggestions for moving forward. Responses should engage with the classmate's ideas critically and function as facilitative of their ideas.

CRITICAL ESSAYS

You will have two deadlines for turning in two critical essays, each of which will be 5.75-6.25 pages

for interdisciplinary research and inquiry; and 5) the development of incisive, organized, and clear written and oral communication about critical and creative thinking.

Content-Specific Learning Outcomes

In addition to fulfilling these objectives, this critical interrogation of race, space, and segregation focuses on developing the following skills and outcomes. Students will:

- #1-** Employ contrasting scholarly approaches to study the structures of power and the racializing discourses that shape how Americans think about and interact in space
- #2-** Develop a preliminary historical understanding of the evolving ways in which race and space have shaped each other in relation to other constructs such as gender, sexuality, class, and citizenship
- #3-** Compare how spaces are racialized and racial groups are spatialized in the US vis-à-vis other locations around the world
- #4-** Examine the factors and mechanisms that lead to the reproduction of ethnoracial ghettos in the US
- #5-** Understand how segregation relates to inequalities in education, criminal justice, the law, and in access to healthy environments
- #6-** Analyze cultural production that reinforces racial segregation and/or cultural production that contests it

in length. We will provide you with a prompt question for each of these that will encourage you to compare and analyze the films we will consider in relation to the assigned readings and the topics we will discuss in class. *For critical essay deadlines, please see course calendar below.*

the process of creating your project and how it relates to the course topic. A more complete prompt explaining to you what the options are for this and what I expect you to reflect on in the process essay will be posted in the "Assignments" link on Canvas.

TAKE HOME FINAL EXAM

Instead of having an in-class bluebook final exam, you will have to complete a "take home" final exam. This will be submitted through our Canvas site. The exam will consist of various short and long answer questions and you will have four hours to complete them. It will be live on

PROJECT OPTION

Instead of submitting critical essay #2, you have the option of doing a creative project that critically engages the course topics. In addition, you will have to turn in a 3pp. "process essay" in which you discuss

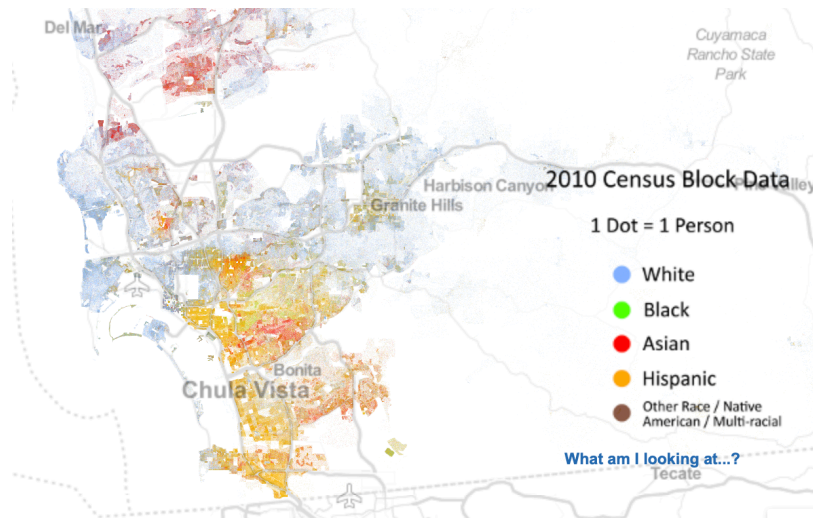
Canvas on Tuesday 3/19 by 11:59pm.

ATTENDANCE AND CONTRIBUTIONS

Attendance is required but you may get credit for it in different ways. The best way is to show up to class under our big tent in Revelle South. I will pass around a sign in sheet so please make sure you sign in. If you are unable to come to class, this class will be podcasted and will be made available in the "media gallery" section of our Canvas site. Canvas will keep for me a spreadsheet containing information of who watches those videos and for how long which will allow the professor to track your attendance that way. In terms of contributions, these include comments in class, participation in group activities, showing up to office hours, talking to the professor after class, sending the professor emails. They are all equally valid ways of participating.

LATE WORK

Each student will get a **eight-day** "time bank" for the quarter, which you may use at your discretion to extend a response paper due date without penalty. For example, say you get all your assignments done and handed in on time. That means you wouldn't use any of the **eight days**...OR... say you need two extra days for the 1st paper, and three extra days for the second paper. When the quarter ends, you will have used up five of your eight time bank days. If you run out of time bank days, I will deduct 3% points per for every day that that



assignment is late. **NOTE: You do not have to inform me when you use your time bank days.** I will keep a tally on my end. If you get sick, have an accident or family crisis, please use these time bank days (but you should still let me know if anything serious is going on that you think we should know about).

EMAIL

Please email me with questions and/or concerns about the course. I will respond within the next 24 hours (except on weekends). If you have an important personal question such as inquiring about a grade or class discussion, please contact me to schedule an appointment.

GENDER PRONOUNS

If you feel comfortable doing so, please let us know your preferred pronouns. Prof. Fusté's pronouns are he/him/his.

RESPECT

Diverse backgrounds, embodiments, and experiences are essential to critical thinking endeavors at the heart of

university education. At UC San Diego (and especially in Ethnic Studies courses such as this one) students are expected to: (1) Respect individual differences which may include, but are not limited to: age, cultural background, disability, ethnicity, family status, gender presentation, immigration status, national origin, race, religion, sex, sexual orientation, socioeconomic status, and veteran status; (2) Engage respectfully in discussion of diverse world-views and ideologies embedded in course readings, presentations, and artifacts, including those course materials that are at odds with personal beliefs and values.

ACADEMIC INTEGRITY

PLAGIARISM = when you borrow from someone else's work in your own assignments without giving that person credit in your references. This includes not just copying text from someone else word for word, but also borrowing ideas that are not obvious to anyone but that instead required a bit of research and extended thinking to come up with. You will all exchange a number of ideas and perspectives



throughout the course in class discussions and in your groups. Nonetheless, when it comes to writing, you have to sit down and write and argue by yourself without relying on other classmates to articulate your written thoughts for you (unless you give those you borrow from due credit in your references). As a student at UC San Diego, you are responsible for understanding what constitutes cheating. See <https://academicintegrity.ucsd.edu/process/consequences/index.html> for crucial information regarding academic integrity. If I discover plagiarism in your assignments (which is very easy to do thanks to the fact that we will use advanced plagiarism detection software), we will report this instance of academic misconduct to the university.

“UNGRADED” ASSESSMENT

Your grade in this class will reflect the consistency of the required work you turn in. Research shows

that assigning numeric grades to assignment submissions (e.g., papers) is not only subject to partly-biased or arbitrary assessment. It also leads students to produce work that they think will get them a good grade, which is not always work that develops their original critical and creative thinking. In order to avoid this, discussion posts/replies and the Week 2 Space and Power Journal entry will be graded on a pass/no pass rubric (you pass if you follow the instructions). Additionally, the essay assignments will be graded not on the content of the essay, but rather on a questionnaire that you will submit along with the work that will include your self-assessment and self-grading. The take home final exam will also be graded on a pass/no pass rubric similar to the one used for the discussion posts (which we will share with you before finals week).

In a nutshell, if you turn in the work this class requires, you will get an A. If you don't turn in assignments, your grade will drop

significantly, putting you at risk of not passing this class (this includes P/NP students who need at least a 70% to pass).

GUIDELINES FOR USING GenAI (e.g, ChatGPT) FOR WRITING IN ETHN104

Using an AI-chat engine, such as Chat GPT, to write your paper is generally not a good idea. First, if you do it **without disclosing it to Prof. Fusté, it constitutes academic dishonesty** subject to point reductions and a potential Academic Integrity complaint. Secondly, if you get permission from the instructor, it's still a bad idea because: 1) it writes corny, overly superficial papers that may be of passing grade in High School but not at the UC college level; 2) GenAI also notoriously makes up “facts” or “sources,” which goes against any academic ethics which requires us to pursue truth as tenaciously and collaboratively as we possibly can; 3) it prevents you from exercising your critical and creative thinking and writing capacities; 4) ChatGPT and other GenAI engines are especially bad at Ethnic Studies analytical writing; 5) Prof. Fusté tests the paper prompts with GenAI engines to make sure that they're not answerable through those AI writers, or even through paid-for internet paper mills; and lastly 6) GenAI cannot write from personal experience. Some prompts will require you to do that in this class (e.g., Week 2 Space and Power Journal entry and Discussion Posts).

If you read each of these six warnings and still cannot resist

the temptation of using a GenAI chat engine like ChatGPT to generate content (spell and grammar check is fine), you will have the option of using it to generate a first draft of your response to whatever paper prompt you choose, if and only if: 1) the heart of your submission consists of a "critique" of whatever that GenAI chat engine produced, in which you add your own analysis based on the content of this course, and 2) you get prior authorization in writing from Prof. Fusté, and your reiterate in your submission that's what you did [stay tuned for more about this in Essay #1 and Essay #2 prompts].

NOTE: This requirement applies to anything you submit as work for this class.

ACCESS AND ACCOMMODATIONS

Your experience in this class is important to us, and it is the policy and practice of the University of California San Diego to create inclusive and accessible learning environments consistent with federal and state laws. The Office for Students with Disabilities (OSD) offers resources and coordinates reasonable accommodation for students with disabilities. Reasonable accommodations are established through an interactive process between you, your instructor(s), and the OSD. If you have not yet established services through OSD but have a temporary or permanent disability that requires accommodations (this can include, but is not limited to, mental health, attention-related, learning, vision, hearing, physical

or health impacts), you are welcome to contact OSD at 858.534.4382 or email osd@ucsd.edu. For more information, visit: <http://disabilities.ucsd.edu>.

STUDENT SUPPORT SERVICES

Please don't hesitate to consult these websites to find out what kind of support these offices will provide during the COVID-19 Campus Closure.

Library: <http://library.ucsd.edu>, 858.534.0133

OASIS (Office of Academic Support and Instructional Services): <http://oasis.ucsd.edu>, 858.534.2230

The Writing + Critical Expression Hub: <https://commons.ucsd.edu/academic-support/writing/>, 858.246.2177

Student Promoted Access Center for Education and Service (SPACES): <http://spaces.ucsd.edu>, 858.534.7330

Cross Cultural Center (CCC): <http://ccc.ucsd.edu>, 858.534.2230

UCSD LGBT Resource Center: <https://lgbt.ucsd.edu/>, 858.534.2230

TRITON FOOD PANTRY (@ the Old Student Center)

Food insecurity is a major issue in all college campuses. Surveys suggest that an estimated 20-33% of students at four-year colleges experience food insecurity. The mission of the Triton Food Pantry is to provide discreet services to UCSD students in need of food. Our

goals are to ensure that every student has enough energy to get through the day, and that no student should give up a single meal for any reason. We aim to build a network of food resources and awareness of food insecurity so that every UCSD student has nutritious fuel to achieve academic success. The Triton Food Pantry is in partnership with the San Diego Food Bank and Garden of Eden. At the food pantry, a variety of dried goods, canned goods, and fresh produce are available to students. Items are assigned a point value and any registered student is able to pick up 10 points worth of food per week. For more information, visit <https://basicneeds.ucsd.edu/food-security/pantry/index.html>

DACA AND UNDOCUMENTED STUDENT RESOURCES

If you are an undocumented student, please know that we at the UCSD Ethnic Studies department have your back. Anything that you reveal to the instructor about your immigration status will remain strictly confidential.

In addition, please know that UCSD has an office called the Undocumented Student Services Center that assists undocumented students. For more information, go to: <https://students.ucsd.edu/sponsor/undoc/>, or call 858.822.6916

GENDER NEUTRAL BATHROOMS

According to maps.ucsd.edu, Peterson Hall has no gender-

neutral bathroom. The closest one is on the second floor of the the Social Sciences Research building directly North of Peterson Hall.

THE SEXUAL ASSAULT RESOURCE CENTER (SARC)

If you are a survivor of sexual violence, relationship violence and/or stalking, CARE at the Sexual Assault Resource Center can offer confidential support, and a safe place to talk with you. SARC staff are available to talk to you about your reporting rights, options and available resources. Visit <http://care.ucsd.edu/get-help/>, or contact 858.534.5793 during business hours Monday-Friday. 8:30 a.m. – 4:30 p.m.

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

CAPS is an indispensable resource for student life at UCSD. They provide FREE, confidential, psychological counseling and crisis services for registered UCSD students. CAPS also provides a variety of groups, workshops, and drop-in forums. For more information, please visit <https://wellness.ucsd.edu/CAPS/>, or contact 858.534.3755 (includes 24 hours crisis counseling).

NOT A D.E.I. COURSE

Please note, this course does not meet UCSD's DEI requirements. For more on that, go to: <https://senate.ucsd.edu/media/513521/dei-list-of-courses.pdf>



LAND ACKNOWLEDGEMENT

It bears reminding ourselves that UC San Diego sits on unceded colonized lands. Today, the Kumeyaay, Payómkawichum, Cahuilla, and Cupeño peoples of the San Diego-Tijuana border region continue to assert their political and cultural sovereignty in the face of unabating colonization and erasure. We honor their presence and struggles while also acknowledging indigenous peoples displaced from other homelands who now reside here. (For more information, go to <https://sctca.net> and <https://itrc.ucsd.edu>).

COURSE CALENDAR

WEEK	THEMATIC UNITS	DEADLINES FOR DISCUSSION POSTS	MAIN ASSIGNMENTS DUE
1	I- Introduction to Race/Space Theory		Week 2- Space and Power Journal Entry due FRIDAY, 1/19 at 11:59pm
2	II- Race, Space, Segregation and Settler Colonialism		
3	III- Separate and Unequal: The Creation and Adaptation of Racial Apartheids in the United States	Part A due last FRIDAY of Unit III: 1/26 at or before 11:59pm; Part B due TUESDAY, 1/30	
4	IV- The Ghettoization of Urban America and its Enduring Power	Part A due last FRIDAY of Unit IV: 2/9 at or before 11:59pm; Part B due TUESDAY, 2/13	
5			
Sess. 5B- Week 6	V- Urban “Renewal” as Removal, Containment, and Displacement		
7	VI- Educational Apartheids in the US	Part A due last FRIDAY of Unit VI: 2/23 at or before 11:59pm; Part B due TUESDAY, 2/27	Essay #1 due on FRIDAY 2/16 by 11:59pm
Sess. 8A	VII: (B)ordering as a Force of Segregation		
Sess. 8B	VIII: “Internal” and ‘External” Enemy “Aliens”: Segregating Spaces of Exception	Part A due last FRIDAY of Unit VIII: 3/1 at or before 11:59pm; Part B due TUESDAY, 3/5	
Sess. 9A	IX: Gerrymandering and Other Sources of Racial Power in Space		
Sess. 9B	X: Environmental Racism and Space	Part A due last FRIDAY of Unit X: 3/8 at or before 11:59pm; Part B due TUESDAY, 3/12	
Sess. 10A			
Sess. 10B	XI- Contemporary Anti-Racist Space-Taking Practices		
Finals	No class meetings on finals week.		Take home final on Tuesday 3/19 (on Canvas) by 11:59pm

READING SCHEDULE

This schedule is subject to changes. The official schedule will be in the "modules" section of our Canvas website (the page you see as a home page). There, you will see links to all assigned readings, videos, podcasts, etc.

I. Introduction to Race/Space Theory

Session 1A- Tuesday 1/9 (13 pp. of reading):

READ: Tatum, Beverly Daniels (1997). "Defining Racism: Can We Talk?" *Why Are All The Black Kinds Sitting Together in the Cafeteria? and Other Conversations About Race*. New York: Basic Books, 3-16 (13pp.)

Session 1B- Thursday 1/11 (34 pp. of reading):

FINISH: Tatum, Beverly Daniels (1997). "Defining Racism: Can We Talk?" *Why Are All The Black Kinds Sitting Together in the Cafeteria? and Other Conversations About Race*. New York: Basic Books, 3-16 (13pp.)

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

AND READ: Bonam, Courtney M., Valerie J. Taylor, and Caitlyn Yantis (2017). "Racialized physical space as cultural product." *Soc Personal Psychol Compass* 11 (9pp.)

II. Spatial and Labor Control: The Roots of Segregation and Race

Session 2A- Tuesday 1/16 (57pp. of reading):

READ: Mar, Tracey Banivanua, and Penelope Edmonds (2010). "Introduction: Making space in settler colonies." In *Making Settler Colonial Space: Perspectives on race, place and identity*, pp. London: Palgrave Macmillan (24pp.)

ALSO READ: Castillo, Edward D. (2016). "Short Overview of California Indian History." <http://nahc.ca.gov/resources/california-indian-history/> (13pp.).

AND: Clarke, Chris. (2016). "Untold History: The Survival of California's Indians" <https://www.kcet.org/shows/tending-the-wild/untold-history-the-survival-of-californias-indians> (approx. 13pp. w/o images).

Session 2B- Thursday 1/18 (23pp. of reading):

READ: Harris, C. (2004). "How did colonialism dispossess? Comments from an edge of empire." *Annals of the Association of American Geographers*, 94(1), 165-182 (17pp.).

ALSO READ: Irwin, Paul D. (2011). "Learning from the American Ghetto: A Comparative Analysis of African American Inner Cities." *Agora* 5: 9-15 (6pp.)

III: Separate and Unequal: The Creation and Adaptation of Racial Apartheids

Session 3A- Tuesday 1/23 (65pp. of reading):

READ: Stewart, Lynn (1995). "Louisiana subjects: power, space and the slave body." *Ecumene* 2(3): 234-243 (excerpt, 9pp.).

ALSO READ: McKittrick, Katherine (2013). "Plantation Futures." *Small Axe* 42: 1-15 (15pp.).

ALSO begin to READ: Berrey, Stephen A. (2015). "Chapter 1- Intimate Spaces: Performance and the Making of Jim Crow." From: *The Jim Crow Routine: Everyday Performances of Race, Civil Rights, and Segregation in Mississippi*. Chapel Hill: University of North Carolina Press, 19-60 (41pp.)

Session 3B- Thursday 1/25 (20pp. of reading, and if you have time, watch part of the video):

FINISH READING: Berrey, Stephen A. (2015). "Chapter 1- Intimate Spaces: Performance and the Making of Jim Crow." From: *The Jim Crow Routine: Everyday Performances of Race, Civil Rights, and Segregation in Mississippi*. Chapel Hill: University of North Carolina Press, 19-60 (41pp.)

ALSO READ: Goldberg, D. T. (1993). "Chapter 8: Polluting the Body Politic: Race and Urban Location." *Racist culture*. Blackwell Publishers, 185-205 (20pp.).

WATCH: (1999). "Jim Crow and Apartheid (segregation systems in Racist America and the Afrikaner South Africa)." (Excerpt from "Skin Deep", dir by Marian Marzynski). <https://youtu.be/XVw9UjHPe8>

IV: The Ghettoization of Urban America and its Enduring Power

Session 4A- Tuesday 1/30 (52pp. of reading):

READ: Menendian, Stephen, Samir Gambhir, and Arthur Gailles (2021). "The Roots of Structural Racism Project: Twenty-First Century Racial Residential Segregation in the United States." Report of the Othering & Belonging Institute, UC Berkeley. 31pp. (31pp.)

ALSO READ: Chang, Alvin (2018). "Living in a Poor Neighborhood Changes Everything About your Life." <https://www.vox.com/2016/6/6/11852640/cartoon-poor-neighborhoods> (approx. 15pp. Without graphics).

AND: Chang, Alvin (2017). "White America is Quietly Self Segregating" <https://www.vox.com/2017/1/18/14296126/white-segregated-suburb-neighborhood-cartoon> (approx. 15pp. Without graphics).

Session 4B- Thursday 2/1 (30pp. of reading and 55 mins, of listening):

LISTEN TO: (2013). "House Rules," *This American Life*, Ep. 512, Available for download in your device through iTunes or through various Android podcast apps. <https://www.thisamericanlife.org/radio-archives/episode/512/house-rules> (55 mins of listening)

ALSO READ: Hannah-Jones, Nikole (2015). "Living Apart: How the Government Betrayed a Landmark Civil Rights Law." June 25, <https://www.propublica.org/article/living-apart-how-the-government-betrayed-a-landmark-civil-rights-law> (30pp.)

Session 5A- Tuesday 2/6 (31pp. of reading):

READ: Ford, L., & Griffin, E. (1979). "The ghettoization of paradise." *Geographical Review*, 140-158 (18pp.).

ALSO READ: Guevarra Jr, R. P. (2008). "Skid Row": Filipinos, Race and the Social Construction of Space in San Diego. *The Journal of San Diego History*, 54(1), 26-38 (13pp.).

V: Urban "Renewal" as Removal, Containment, and Displacement

Session 5B- Thursday 2/8 (30mins. of video viewing; 10pp. of reading):

READ: Stromberg, Joseph (2016). "Highways Guttled American Cities. So Why Did They Build Them"? May 11. <https://www.vox.com/2015/5/14/8605917/highways-interstate-cities-history> (approx. 10pp. Without graphics).

ALSO READ: Dottle, Rachael, Laura Bliss, and Pablo Robles (2021). "What It Looks Like to Reconnect Black Communities Torn Apart by Highways." Bloomberg.com. https://www.bloomberg.com/graphics/2021-urban-highways-infrastructure-racism/?utm_source=twitter&utm_medium=social&utm_content=citylab&utm_campaign=socialflow-organic

WATCH: "Chavez Ravine: a Los Angeles Story" (Bullfrog Films, 24mins.) - I will provide a link that will allow you to stream the movie from your computer.

Session 6A- Tuesday 2/13 (31pp. of reading and 27 mins of video viewing):

READ: Hyra, Derek S. (2012). "Conceptualizing the New Urban Renewal: Comparing the Past to the Present." *Urban Affairs Review* 48(4): 498-517 (19pp.)

AND: Smith II, Preston (2019). "How New is New Urban Renewal? Class, Redevelopment and Black Politics." Nonsite.org, September 9. 12pp. <https://nonsite.org/how-new-is-new-urban-renewal-class-redevelopment-and-black-politics/>

WATCH: (2004). *Bay View Hunter's Point: San Francisco's Last Black Neighborhood* (Dante Higgins, Producer, 27 mins). <https://youtu.be/ttDMMr8C9wQ?si=SkX9jhiFq8bXNLAZ>

Session 6B- Thursday 2/15 (17pp. of reading and 85 minutes of video viewing):

READ: Liu, Michael. Kim Geron (2008). "Changing Neighborhood: Ethnic Enclaves and the Struggle for Social Justice." *Social Justice* 35(2): 18-35 (17pp.)

WATCH: (2021). "Is The U.S. Losing Its Chinatowns?" (CNBC, 10mins). <https://youtu.be/oh5WVFK2lhE?si=PmyPLlIFSe-sh7O->

VI: Educational Apartheids in the US

Session 7A- Tuesday 2/20 (40pp. of reading + 55 mins. of podcast listening):

READ: Hannah-Jones, Nikole. "Segregation Now." April 16. <https://www.propublica.org/article/segregation-now-full-text> (24pp.)

ALSO READ: Larson, Jeff, Nikole Hannah-Jones, and Mike Tigas (2014). "School Segregation After Brown." <http://projects.propublica.org/segregation-now/>

ALSO READ: Chang, Alvin (2017). "School segregation didn't go away. It just evolved." July 27. <https://www.vox.com/policy-and-politics/2017/7/27/16004084/school-segregation-evolution> (16pp.)

BEGIN TO LISTEN TO: (2015). "The Problem We All Live With, Part One" *This American Life*, Ep. 562, 55 mins. Available for download in your device through iTunes or through various Android podcast apps. <https://www.thisamericanlife.org/radio-archives/episode/562/the-problem-we-all-live-with-part-one>

Session 7B- Thursday 2/22 (11pp. of reading + 55 mins. of podcast listening): NO CLASS, VETERAN'S DAY

READ: Tegeler, Philip. Michael Hilton. "Disrupting the Reciprocal Relation between Housing and School Segregation." (11pp.)

FINISH LISTENING TO: (2015). "The Problem We All Live With, Part One" *This American Life*, Ep. 562, 55 mins. Available for download in your device through iTunes or through various Android podcast apps. <https://www.thisamericanlife.org/radio-archives/episode/562/the-problem-we-all-live-with-part-one>

AND ALSO LISTEN TO: (2015). "The Problem We All Live With, Part Two" *This American Life*, Ep. 563, 55 mins. Available for download in your device through iTunes or through various Android podcast apps. <https://www.thisamericanlife.org/radio-archives/episode/563/the-problem-we-all-live-with-part-two>

VII: (B)ordering as a Force of Segregation

Session 8A- Tuesday 2/27 (56pp. of reading + 90 mins. of video viewing):

READ: 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.)

ALSO READ: Gahman, L., & Hjalmarson, E. (2019). "Border Imperialism, Racial Capitalism, and Geographies of Deracination." *ACME: an international e-journal for critical geographies*, 18(1), 107-122 (15pp.).

AND: Masri, H. (2018). Queer Border Objects and the Sudio Material Politics of Migration in the US-Mexico Borderlands. *QED: A Journal in GLBTQ Worldmaking*, 5(2), 1-20 (20 pp.).

ALSO **WATCH:** *The 800 Mile Wall* (2009, 90 mins.) – Geisel: FVLVDV 8798-1 (will provide an online link)

VIII: "Internal" and 'External" Enemy "Aliens": Segregating Spaces of Exception

Session 8B- Thursday 2/29 (24pp. of reading):

READ: Michaelsen, Scott. "Between Japanese American Internment and the USA Patriot Act: The Borderlands and the Permanent State of Racial Exception." *Aztlán: A Journal of Chicano Studies* 30:2 (2005): 87-111 (24pp).

IX: Gerrymandering and Other Sources of Racial Power in Space

Session 9A- Tuesday 3/5 (15pp. of reading + 22 mins. of podcast listening):

LISTEN to: (2017). "Who's Gerry and Why Is He So Bad at Drawing Maps?" (21 mins). *Radiolab Presents: More Perfect*. Available for download in your device through iTunes or through various Android podcast apps. <https://www.wnyc.org/story/whos-gerry-and-why-he-so-bad-drawing-maps/>

AND READ: Pierce, Olga, and Kate Rabinowitz (2017). "'Partisan' Gerrymandering Is Still About Race." Oct. 9. <https://www.propublica.org/article/partisan-gerrymandering-is-still-about-race>

X: Environmental Racism and Space

Session 9B- Thursday 3/7 (42pp. of reading): NO CLASS, THANKSTAKING DAY

READ: Brulle, Robert J., and David N. Pellow (2006). "Environmental Justice: Human Health and Environmental Inequalities." *Annual Review of Public Health* 27: 103-118 (15pp.)

ALSO READ: Bolin, Bob, Sara Grineski, and Timothy Collins. "The Geography of Despair: Environmental Racism and the Making of South Phoenix." *Human Ecology Review* 12(2): 156-166 (10pp.)

AND BEGIN TO READ: Pulido, Laura (2015). "Geographies of Race and Ethnicity I: White Supremacy vs White Privilege in Environmental Racism Research." *Progress in Human Geography* 39(6): 809-815 (6pp.)

AND: Pulido, Laura (2017). "Geographies of Race and Ethnicity II: Environmental racism, racial capitalism and state-sanctioned violence." *Progress in Human Geography* 41(4): 524-530 (6pp.)

AND LASTLY: Sun-Hee Park, Lisa. David Naguib Pellow. "Forum 4: the environmental privilege of borders in the anthropocene." *Mobilities*, 14:3, 395-400 (5pp.).

OPTIONAL READING: Bernasconi, Robert (2018). "Environmental Racism, Anthropocentric Racism, and the Dialectic." *Eco-ethica* 7, 169-182.

Session 10A- Tuesday 3/12 (-pp. of reading):

FINISH: ALL READINGS ASSIGNED FOR SESSION 9B

BEGIN TO WATCH: (2017). *The United States of Detroit* (Charles E. Sellier Jr., dir, 86 mins). - Watch through your preferred online rental platform (I couldn't find you a free copy. It should be a \$3-4 rental).

XI: Social Justice Through Contemporary Space-Taking Practices

Session 10B- Thursday 3/14 (86mins. of video viewing + 30pp. of reading):

FINISH WATCHING: (2017). *The United States of Detroit* (Charles E. Sellier Jr., dir, 86 mins). - Watch through your preferred online rental platform (I couldn't find you a free copy. It should be a \$3-4 rental).

AND READ:

Jeffers, Kristen (2016). "Black Experience, Cities, City Life and Culture, Placemaking, Planning, Urbanism Building on Theories and Practice of Black Urbanism in Our New World." <https://theblackurbanist.com/building-on-theories-and-practice-of-black-urbanism-in-our-new-world/>

Kim, Sojin (2015). "On Fences, Plazas, and Latino Urbanism: A Conversation with James Rojas." Smithsonian Center for Folklife and Cultural Heritage. <https://folklife.si.edu/talkstory/2015/on-fences-plazas-and-latino-urbanism-a-conversation-with-james-rojas>

Butow, David (2016). Latino Urbanism: A photo essay. Boom Journal. Vol 6, No 1. <https://boomcalifornia.org/2016/05/12/latino-urbanism/>

Tactical Urbanism, Vol. 1. The Street Plans Collaborative. Nextgen: Next Generation of Urbanists (2012). https://issuu.com/streetplanscollaborative/docs/tactical_urbanism_vol.1

Tactical Urbanism, Vol. 2. The Street Plans Collaborative. Nextgen: Next Generation of Urbanists (2012). https://issuu.com/streetplanscollaborative/docs/tactical_urbanism_vol_2_final