

RACE, SPACE, & SEGREGATION
Ethnic Studies 104
Summer Session I 2009

Instructor: Rebecca J. Kinney

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Class Meets: T/TH 2-4:50 SSB 103

Office Hours: Tues 12:45-1:45, SSB 253, as well as Tuesdays and Thursdays by appointment

Purpose and Rationale

In this course, we will examine the concepts of race, class, gender, space, and segregation in the U.S. using a multidisciplinary perspective. We will begin by exploring the social and institutional forces that historically created racial and spatial segregation. A significant portion of this course will be devoted to understanding and analyzing the continuing significance of historical forces of segregation and the institutional investment in racialized policies as seen through concepts such as gentrification and an analysis of unnatural disasters. We will also consider organized responses to these phenomena, including community organizing and other forms of opposition to oppression.

Required Texts

All books are available at Groundwork bookstore (452-9625) and on reserve at Geisel Library.

Dávila, Arlene. 2004. *Barrio Dreams: Puerto Ricans, Latinos, and the Neoliberal City*. Berkeley: University of California Press.

South End Press Collective (eds). 2007. *What Lies Beneath: Katrina, Race, and the State of the Nation*. Cambridge, MA: South End Press Collective.

Sugrue, Thomas. 1996. *The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit*. Princeton, N.J.: Princeton University Press.

Evaluation

Attendance.....	5%
Participation.....	5%
“State of the Neighborhood, State of the Nation”.....	25%
Research Paper.....	45%
Final Exam.....	20%

Attendance and Active Participation

You are expected to attend every class for its entirety. In addition to simply being present, you must come to class having read the materials assigned for that day and ready to engage with the materials, your peers, and me in an active manner. You should be ready to ask at least one question and have at least one comment prepared in regards to the reading and I will call upon students to share their questions and comments and will collect these at the beginning of every session. These should reflect a deep engagement with the readings.

“State of the Neighborhood, State of the Nation”

The ideal place to understand the themes and ideas that we will explore throughout this course are not in the classroom, but in fact are outside the confines of this space. In order to understand how space is a social construct—both constructed by social forces and constructing social space, you will be required to study a particular location in San Diego.

In groups of 3-4 students will choose a particular site within the county of San Diego to engage with and analyze utilizing the theories that we rely upon in this course. Each group is expected to research the history, significance, and future of their site of focus within the themes of the course. What does an analysis of race, space, and segregation tell us about this location? How does this space reveal the linkages between legal segregation of the past and de facto segregation of the present? Please pick a neighborhood, community center, plaza, reservation, or any other approved space that is of interest to your group. Please do not choose a location on the UCSD campus or the campus itself.

Your group project makes up 25% of the total course grade. Your project will be time consuming and requires creativity and intense group cooperation. You need to design a creative project which includes information on your topic, why your audience should care about this location, and what are some possible steps towards addressing the concern(s) you bring to their attention. Your project must include a visual component of the space. Possible suggestions include short films, photo exhibits, paintings, banners, spoken word, short plays, murals, etc. The project is due Thursday July 30, 2009, the last day of class, at which time your group will present to the class. Expect your presentation to run about 25-30 minutes.

Research Paper

In order to more fully understand the processes at work in the neighborhood project each group member will chose a topic to explore more in depth and to form an expertise in regards to the scope of the group project. The research papers are intended to allow for each student to connect a specific phenomenon or trend they witness in the group research site to a broader context of literature and ideas. Each student is expected to turn in a research paper of 7-8 pages in length utilizing at least 6 sources, 1 of which must be a primary document. The final paper will be due Tuesday July 28, 2009.

Possible topics to explore in depth in regards to your site may include: gentrification as the new colonization; historical and contemporary impact of federal, state, and local housing legislation such as GI Bill, California Proposition 13, and restrictive housing covenants; the United States' investment in “whiteness as property”; the unequal environmental consequences of residential segregation, or any number of topics that are approved by the instructor.

As part of your paper you will be assigned writing exercises so that I can provide you with feedback along your process. The following is the schedule for these assignments:

1-2 page Paper proposal (5%)	July 7
Outline, including thesis (5%)	July 14
3-4 page Rough Draft (10%)	July 21
Final Draft (25%)	July 28

Final Exam

The final exam will be a take-home essay examination that will be due via email to me on or before Saturday August 1st at 2:29 p.m. The take home exam will be distributed during our last class meeting on Thursday July 30, and will ask you to critically analyze and synthesize the readings, lectures, and research component of our course.

ADA Statement

If you have a disability or condition that compromises your ability to complete the requirements of this course, you should inform me as soon as possible of your needs. I will make all reasonable efforts to accommodate you. If, as a result of a disability, you cannot accept the content or terms of this syllabus, you need to notify me in writing within one week of receiving it.

Late & Make-up Assignments Policy

I do not accept late papers and do not allow make-up assignments. Please review the syllabus so that you may plan ahead for deadlines.

Ground Rules

There will likely be a wide range of opinions among students, many of which may be rooted in your personal experiences. Our goal in this classroom is to stimulate critical analysis, challenge paradigms, and raise questions so that as a class we may engage in respectful and considerate debate and discussion. Offensive and insulting contributions to class discussions or behaviors and/or comments that otherwise disrupt the learning process are not acceptable. Abusive and harsh language will not be tolerated in this classroom.

Principles of Community and Academic Integrity

The term “academic integrity” represents a complex of values and practices essential to the successful pursuit of education at UCSD. Students are members of the academic community, with accompanying rights and responsibilities based on honesty, trust, fairness, and mutual respect. UCSD affirms the right to freedom of expression and, at the same time, is committed to the highest standards of civility and respect among the faculty, staff, and students. In keeping with these fundamental ideals, please familiarize yourself with the “UCSD Principles of Community,” available at <http://www.ucsd.edu/principles/>. Academic integrity, however, entails more than is contained in this declaration. It necessarily includes a personal, individual commitment to contribute to and maintain a supportive learning environment for all UCSD students within as well as outside of the classroom. Above all, it means upholding the rules of academic honesty – doing your own work on all assignments and examinations, written or otherwise; and giving credit where credit is due when using the words or ideas of others (that means citing so make sure you do this when is necessary in the response papers, the midterm, and the final, using proper conventions).

Majoring or Minor in Ethnic Studies at UCSD

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

Yolanda Escamilla, Ethnic Studies Department Undergraduate Advisor, at 858-534-3277 or yescamilla@ucsd.edu.

COURSE SCHEDULE

Subject to Change

All articles marked with an * are available on ereserves, except the Omi and Winant which is on hard reserve and you must copy or read at the library.

Week One Theories to Build On

What are the historical connections between race, gender, class, citizenship, and property in the United States? How does the social construction of race translate into real differences in terms of property and spatialization?

June 30 (T) Introduction to the course themes and expectations.
HW: What/where are you thinking for group project?
Film: "Race: Power of an Illusion." Episode 3: "The House we Live In."

July 2 (TH) *Omi, Michael and Howard Winant. "Racial Formation"
*Harris, Cheryl. "Whiteness as Property"
*Massey, Douglas and Nancy Denton "Missing Link"
*Mike Davis. "Fortress LA"

Week Two Urban History as Foundation to Urban Present

How do cities and the built environment produce and reinforce social/racial hierarchies? How do corporate and state interests shape the development of urban spaces and the continued oppression of low-income populations and people of color?

July 7 (T) Sugrue, (Intro, Chapters 1-2)
Library workshop
Paper Proposal Due

July 9 (TH) Sugrue, (Chapters 4-5, 7)

Week Three City Dreams

How do competing versions of a city's past, present, and future coexist? How do community groups and individuals challenge dominant understandings and paradigms of the city? How do social movements challenge various forms of exploitation and inequality?

July 14 (T) Sugrue, (Chap 8-9, conclusion)
Paper outline/thesis due

July 16 (TH) Dávila, (Intro, Chap 1-2)
Group Handout Draft Due

Week Four Looking Ahead, Looking Back—Same View?

How are cities and social inequalities linked to the natural environment? What are the impacts of gentrification for city residents? How are groups and individuals being incorporated into the urban memory? Are the same processes of development being enacted under the guise of new development?

July 21 (T) Dávila, (Chap 3-5)
Paper rough draft due

July 23 (TH) Dávila, (6, conclusion) South End Press preface-30

Week Five **Where do we Go? State of the Neighborhood, State of the Nation**

Are there ways to build socially just and ecologically sustainable communities? What is the state of our neighborhoods? How can we build the kind of neighborhood, community, and nation that we believe is possible?

July 28 (T) South End Press Collective (eds). 2007. *What Lies Beneath: Katrina, Race, and the State of the Nation*. Cambridge, MA: South End Press Collective.
Final Paper due.

July 30 (TH) Group Presentations/Class Potluck
Final exam distributed

August 1 (SAT) FINAL EXAM, due via email to rkinney@ucsd.edu by 2:29p.m. (please send as .doc attachment as my version of word will not read .docx attachments)