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 their lives, their identities, their sense of history, and their visions for the future. We will 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 socially constructed and segregated through laws, policies, and institutional practices. We will end by considering 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,
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 about 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 to hierarchies of power in our society. You have license to interpret this mini prompt freely, as long it shows that you reflected about 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 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.

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 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.

Content-Specific Learning Outcomes

In addition to fulfilling these objectives, this critical interrogation of race, space, and segregation will focus 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 ethno-racial 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
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 Canvas on Thursday 12/12 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).

GENDER PRONOUNS

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

RESPECT

Diverse backgrounds, embodiments and experiences are essential to the critical thinking endeavor 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.

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.

J. Fusté
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 knowing 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 be using an advanced plagiarism detection software), we will report this instance of academic misconduct to the University.

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 law. The Office for Students with Disabilities (OSD) offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process between you, your instructor(s) and OSD. If you have not yet established services through OSD, but have a temporary or permanent disability that requires accommodations (this can include but 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

DACA AND UNDOCUMENTED STUDENT RESOURCES

If you are an undocumented student, please know that I am your ally. Anything that you reveal to your instructor or your TAs...
about your immigration status will remain strictly confidential.

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

**GENDER NEUTRAL BATHROOMS**

Several single-occupancy restrooms are located throughout the UC San Diego campus. Specific locations of single occupancy restrooms on main campus, SIO and Hillcrest are shown on an interactive map available here: https://blink.ucsd.edu/facilities/services/general/personal/restrooms.html.

**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.

**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).

**MASKS**

Although you are not technically required to wear masks to prevent the spread of the Covid-19 virus and other viruses that are causing hospitalization surges, given the large size of this class and the relatively tight layout of our classroom, I would like to ask you all to bring and wear masks. As the instructor, I will not be wearing one (because if I do, you will find it hard to understand me given my Spanish accent). However, I will be standing on the lectern, at least 10 feet from the closest students, and will wear my mask if I need to get close to anyone.

**LAND ACKNOWLEDGEMENT**

It bears repeating and thus 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).
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<tr>
<th>WEEK</th>
<th>THEMATIC UNITS</th>
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<tr>
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<td>0- Syllabus Discussion</td>
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<tr>
<td>1</td>
<td>I- Introduction to Race/Space Theory</td>
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<td>2</td>
<td>II- Race, Space, Segregation and Settler Colonialism</td>
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<td>3</td>
<td>III- Separate and Unequal: The Creation and Adaptation of Racial Apartheids in the United States</td>
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<td>IV- The Ghettoization of Urban America and its Enduring Power</td>
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<td>5</td>
<td>V- Urban “Renewal” as Removal, Containment, and Displacement</td>
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<td>VI- Educational Apartheids in the US</td>
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<td>VII: (B)ordering as a Force of Segregation</td>
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<td>VIII: “Internal” and ‘External’ Enemy “Aliens”: Segregating Spaces of Exception</td>
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<td>IX: Gerrymandering and Other Sources of Racial Power in Space</td>
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<td>X: Environmental Racism and Space</td>
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<td>XI- Contemporary Anti-Racist Space-Taking Practices</td>
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<td><em>No class meetings on finals week.</em></td>
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<th>DEADLINES FOR DISCUSSION POSTS (you choose five)</th>
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<tr>
<td>Week 2- Space and Power Journal Entry due FRIDAY, 1/20 at 11:59pm</td>
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<tr>
<td>Part A due last FRIDAY of Unit III: 1/27 at or before 11:59pm; Part B due TUESDAY, 1/31</td>
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<td>Part A due last FRIDAY of Unit IV: 2/10 at or before 11:59pm; Part B due TUESDAY, 2/14</td>
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<td>Part A due last FRIDAY of Unit VI: 2/24 at or before 11:59pm; Part B due TUESDAY, 2/28</td>
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<td>Part A due last FRIDAY of Unit VIII: 3/3 at or before 11:59pm; Part B due TUESDAY, 3/7</td>
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<tr>
<td>Part A due last FRIDAY of Unit X: 3/10 at or before 11:59pm; Part B due TUESDAY, 3/14</td>
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<tr>
<td>Essay #1 due on FRIDAY 2/17 by 11:59pm</td>
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<td>Essay #2 (or creative project) due on FRIDAY 3/17 by 11:59pm</td>
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<tr>
<td>Take home final on Thursday 3/23 (on Canvas) by 11:59pm</td>
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<th>MAIN ASSIGNMENTS DUE</th>
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<tr>
<td>Finals</td>
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**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.

**Session- 0B Thursday 9/23: CLASS INTRODUCTION (no readings assigned)**

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**I. Introduction to Race/Space Theory**

**Session 1A- Tuesday 1/10 (36pp. of reading):**


**Session 1B- Thursday 1/12 (34 pp. of reading):**


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

**Session 2A- Tuesday 1/17 (57pp. of reading):**


**Session 2B- Thursday 1/19 (23pp. of reading):**


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

Session 3A- Tuesday 1/24 (65pp. of reading):


Session 3B- Thursday 1/26 (20pp. of reading):


IV: The Ghettoization of Urban America and its Enduring Power

Session 4A- Tuesday 1/31 (52pp. of reading):


Session 4B- Thursday 2/2 (26pp. of reading):


Session 5A- Tuesday 2/7 (30pp. of reading; 55mins. of listening):


**Session 5B- Thursday 2/9 (31pp. of reading):**


**V: Urban “Renewal” as Removal, Containment, and Displacement**

**Session 6A- Tuesday 2/14 (30mins. of video viewing; 10pp. of reading):**


**Session 6B- Thursday 2/16 (19pp. of reading):**


**WATCH:** (2001). *The Fillmore* (Peter L. Stein, dir., KQED)

**VI: Educational Apartheids in the US**

**Session 7A- Tuesday 2/21 (40pp. of reading + 55 mins. of podcast listening):**


**Session 7B- Thursday 2/23 (11pp. of reading + 55 mins. of podcast listening): NO CLASS, VETERAN’S DAY**


VII: (B)ordering as a Force of Segregation

Session 8A- Tuesday 2/28 (56pp. of reading + 90 mins. of video viewing):


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

VIII: “Internal” and ‘External’ Enemy “Aliens”: Segregating Spaces of Exception

Session 8B- Thursday 3/2 (24pp. of reading):


IX: Gerrymandering and Other Sources of Racial Power in Space

Session 9A- Tuesday 3/7 (15pp. of reading + 22 mins. of podcast listening):


X: Environmental Racism and Space

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


**Session 10A- Tuesday 3/14 (—pp. of reading):**

**FINISH:** ALL READINGS ASSIGNED FOR SESSION 9B

**XI: Social Justice Through Contemporary Space-Taking Practices**

**Session 10B- Thursday 3/16 (86mins. of video viewing + 30pp. of reading):**

**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).

**ALSO:** Check the Canvas site for instructions on web articles I want you to read and questions I want you to answer at home.