Course Overview

How have racial and ethnic inequalities in housing and neighborhood development become hallmarks of many U.S. cities? This course focuses on the complex and often misunderstood topics of race and racism from a spatial perspective, paying particular attention to the effects of interlocking systems of oppression on the economic restructuring and spatial transformation of primarily urban African-American communities. However, we will not just examine the built environment of such communities. People shape and are shaped by the places they physically occupy. We, therefore, also delve into the narratives and everyday experiences of racialized city dwellers through various fields and forms: the social sciences (e.g. sociology, economics, political science, geography), the humanities (e.g. literature, history, anthropology) and media (e.g. music, photography, television, film, podcasts). We will think critically about the uneven development of US cities through three different lenses: Exclusion, Confinement and Transformation. They represent three crucial and intersecting moments in the physical development of US cities, and the social, economic and political lives of their inhabitants. We will cover topics such as: residential segregation, the development of the “ghetto” and ethnic enclaves, environmental racism, crime, justice, policing, urban protest, social movements and gentrification.
Course Objectives

Upon successful completion of this course, students will be able to:

✦ Demonstrate an understanding of how race, ethnicity, class, gender, and sexuality are embedded in the ways space and place develop;

✦ Use this theoretical knowledge to understand and analyze the production of urban inequality based around social difference and the resistance strategies to combat these inequalities employed by those in the United States;

✦ Continue to develop and hone analytical and writing skills by participating in class discussions and completing written, visual, and oral assignments;

✦ Use historical and cultural contexts to design and conduct an oral history interview.

✦ Demonstrate the ability to work collaboratively to execute a task and develop a meaningful product.

Assignments

✦ Group presentation on academic article = 10 points

✦ Hip-hop Lyrics OR Photography Analysis = 20 points

✦ Oral history (guide-10, transcript-15 and audio- 15 pts each) = 40 points

✦ Group digital exhibition and presentation = 20 points

✦ Attendance & participation, including weekly discussion board posts = 10 points

Total = 100 points

Your grades will be routinely updated on Canvas. It is your responsibility to check them to assure they are current and accurate. Guidelines for submission of written work are available on Canvas and must be followed to receive assignment credit.
# Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Viewings</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>1/24 (Wk 2)</td>
<td>Introduction:</td>
<td>Go over syllabus and course requirements</td>
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<tr>
<td>1/31 (Wk 3)</td>
<td>Understanding race, ethnicity, urban space and place</td>
<td>• Sibley, Intro to Geographies of Exclusion (The sociology of race &amp; ethnicity -theories and definitions) &lt;br&gt; • Harvey, “The Right to the City”*&lt;br&gt; • “1.4 Starecheski A Brief Lesson_BdlP”&lt;br&gt; • “1.5 What We’re Interested In_BdlP adaptation”</td>
<td>Discussion board post on Harvey</td>
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<td>2/7 (Wk 4)</td>
<td>Late 19th/Early 20th Century Understandings</td>
<td>• DuBois, Excerpt- The Philadelphia Negro, Chap 1 &amp; 2 &lt;br&gt; • Massey &amp; Denton, Excerpt- American Apartheid, Chap 2 (17-59)*&lt;br&gt; • “1.6 Selecting a Narrator_BdlP adaptation”</td>
<td>Group 1 Presentation on Massey &amp; Denton; Discussion board post on Massey &amp; Denton</td>
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<tr>
<td>2/14 (Wk 5)</td>
<td>Segregation</td>
<td>• Color of Law, Chapter 3 “Racial Zoning”*&lt;br&gt; • “The Best Map Ever Made of America’s Racial Segregation”&lt;br&gt; • PODCAST: This American Life 512: House Rules 11/22/13&lt;br&gt; • “1.8 Writing an Oral History Interview Guide_adaptation”&lt;br&gt; • “Biographical Info Sheet”</td>
<td>Group 2 Presentation on Chap 3; Discussion board post on Chap 3; Name of Oral History Narrator Due</td>
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<td>2/21 (Wk 6)</td>
<td>Wealth Inequalities</td>
<td>• Color of Law, Chapter 4 “Own Your Own Home”*&lt;br&gt; • Color of Law, Chapter 10 “Suppressed Incomes”&lt;br&gt; • How-to Guide - interview questions&lt;br&gt; • “1.7 DCOHC Legal Release Form_BdIP adaptation- tentative”</td>
<td>Group 3 Presentation on Chap 4; Discussion board post on Chap 4;</td>
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<td>2/28 (Wk 7)</td>
<td>Gender &amp; Sexuality</td>
<td>• Briggs, “La Moynihan, and Other Libels: Migration, Social Science, and the Making of Vida, the Puerto Rican Welfare Queen”*&lt;br&gt; • Carby, “Policing the Black Woman’s Body in an Urban Context”&lt;br&gt; • 1.9 DCOHC Invitation Letter Template_BdIP adaptation - tentative&lt;br&gt; • 2.1 Moves of an Interviewer_BdIP</td>
<td>Group 4 Presentation on Briggs; Discussion board post on Briggs Oral History Interview Guide &amp; Biographical Info Sheet DUE</td>
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<td>Date</td>
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<td>3/7</td>
<td>Guest Speaker TBA</td>
<td>Discussion board post on TBA</td>
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<td>3/14</td>
<td>Spring Break! No Class</td>
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<td>3/21</td>
<td>Urban Poverty • <em>Color of Law</em>, Chapter 2</td>
<td>Group 5 Presentation on Chap 2; Discussion board post on Chap 2; Hip-hop lyrics OR Hip-hop Photography DUE</td>
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<td>• Artist examination: Gordon Parks Photo Essay, 'Harlem Gang Leader' and NYTimes article, “Gordon Parks's Harlem Argument” by Maurice Berger (Nov. 11, 2015) • “3.1 The Steps of an Interview_BdlP”</td>
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<td>4/11</td>
<td>Slum Clearance/Urban Renewal (Negro Removal) &amp; Re-development • Levitus, “Planning, Slum Clearance and the Road to Crisis in Newark” • Curvin, “Why Newark Struggles” • <em>Color of Law</em>, Chapter 8 “Local Tactics” • “4.1 After the Interview by de la Piedra_BdlP adaptation”</td>
<td>Group 8 Presentation on Chap 8; Discussion board post on Chap 8</td>
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<td>4/18</td>
<td>Gentrification • Moskowitz, Excerpt- How to Kill a City: Gentrification, Inequality, and the Fight for the Neighborhood, Chap. 2 • Website: Anti-eviction Mapping Project • “4.4_Roi Barnard Metadata and Index by Judy Waxman_BdlP” • “4.2 Blank DCOHC Metadata Form_Bdl”</td>
<td>Group 9 Presentation on Moskowitz; Discussion board post on Moskowitz; Oral History Audio File DUE</td>
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Course Rules and Regulations

The primary goal of academia is the free exchange of information and ideas. Thus, in this class RESPECTFUL discussion is MANDATORY. While students are required to be respectful of divergent opinions and viewpoints, that does not mean you have to agree with everyone, including the professor. Differences in opinion can provide an opportunity to look at situations from someone else’s point of view, which can only facilitate our intellectual growth. Such discussions will be impossible without a basic level of courtesy and respect. This said, certain types of speech will not be tolerated, including offensive remarks and personal attacks that demean and belittle other students. Criticize ideas, not individuals. Our primary commitment is to learn together.

The best way to achieve the aforementioned things is through six practices:

1. **Good Citizenship:** In order to protect the health and well-being of all members of the Rutgers-Newark community, masks must be worn by all persons inside campus buildings when in the presence of others, and in buildings in non-private enclosed settings (e.g., common workspaces, workstations, meeting rooms, classrooms, etc.). **Masks**
Masks must be worn during class meetings. Food is not permitted in classrooms. Subject to rules that may be posted at individual classrooms, beverages may be consumed provided that face coverings are promptly replaced after taking a drink. Each day before you arrive on campus or leave your residence hall, you must complete the brief survey on the My Campus Pass symptom checker self-screening app found at: myRutgers Portal. Students who violate the mask policy will be asked to leave the classroom for that session. Student violations will be handled by the Student Conduct Committee. Let’s hope this is never necessary and that we can have an exciting and safe semester that runs as smoothly as possible given all that’s going on in the world. You feel me?

2. Attendance: Attendance is mandatory. We will be taking attendance using Qwickly Attendance on Canvas. Please be mindful that we only really meet 13 times. Each class is 3 hours long because it is a double period. Therefore, missing one class is equivalent to missing 2 classes. Absences may be excused with appropriate notification from a medical doctor for illness or from the Dean of Students (e.g., family emergencies). You are allowed one unexcused absence after the first day of class. If you do not register in time and miss the first two weeks of class then the second absence counts as your excused absence. If you want to let me know that you will be absent, use Rutgers’ (extremely efficient) Self-Reporting Absences App https://sims.rutgers.edu/ssra/. If absent, you are still responsible for missed materials and making arrangements to turn in any assignments. If you check in and did not actually attend class, you will have violated the Rutgers University Code of Student Conduct and I will file a case with the Office of Student Conduct. If you ask me to check in for you because you did not make the 20 min grace period to check in, it will count as a partial absence.

1. Due to COVID-19 concerns, I am bit more flexible with the attendance policy to accommodate students struggling with health or family concerns. If you are sick, let me know, and STAY HOME! If something is happening at home, let me know, and stay home.

3. Do your own work: This class is based on actively thinking, speaking and writing. Give me your own thoughts with evidence from course related or outside materials. There will be no tolerance for intellectual dishonesty. Cheating, plagiarism (including “borrowing” information from the internet), fabrication of facts, and other forms of intellectually dishonest practices are subject to disciplinary action. Matters of academic dishonesty are taken very seriously and will involve severe repercussions. I will file a case with the Office of Student Conduct.
*All students are required to sign the Rutgers Honor Code Pledge. Ensure that it is listed on every assignment you submit. “On my honor, I have neither received nor given any unauthorized assistance on this examination/assignment.”

4. Submit assignments on time: Assignments are due prior to the start of class. Two (2) points per day will be deducted for late submissions.

5. Informed participation: Classes will flow as long as you produce ideas and thoughts. Read carefully and completely all of the assigned readings prior coming to class. Good discussion involves good preparation, which is why you discussion board posts are required. If you are not prepared and making informed statements, you are not participating.

6. Electronics: All cell phones, music players, and other devices must have the ringer COMPLETELY disabled (No loud vibrations, please). No phones are to be visible and present during class time. Laptops and tablets (e.g., iPads) are allowed, but wi-fi should be switched to the off position unless necessary for the class work. If students are caught using electronics in ways that are unrelated to the course, they will be asked to leave and I reserve the right to restrict laptops and tablets based on internet abuse. (Not really applicable on Zoom)

Communication

Our primary means of communicating with one another will be through Canvas. You must check Canvas regularly for announcements, including syllabus changes. If you wish to meet with me during office hours, you must sign up using the WeJoinIn link on Canvas. Office hours are an opportunity for you to ask me to clarify things you might not understand, discuss grades, or something else that you’ve been pondering.

You must communicate with me via your Rutgers email account. It is the only way that I can guarantee that the emails are coming from you and can, therefore, discuss your work. Email is the best way to communicate with me. Please use the gmail address listed on p. 1. (vallestudents@gmail.com) Working with many students can make managing email a challenge; this general account insures that all correspondence is seen by me and dealt with in an efficient way. I check and respond to my email regularly. Students should not, however, anticipate an immediate reply, nor that I will be available outside of normal business hours. In other words, please allow at least 24 hours for reply and note that after hours, on weekends, and when traveling, my response will be slowed to non-existent. Do not call my office as you will not reach me there.
Email etiquette: Email has developed into a very informal medium. But I would encourage you to treat class emails as you would any formal correspondence – think of this as the way in which you would write your supervising employer. This means doing simple things like capitalizing letters when they should be capitalized, providing a salutation (e.g. “Dear Professor/Dr. Valle”) and signing your full name. Please provide a subject heading for your email so I can easily classify your question. You are welcome to address me as Professor Valle or Dr. Valle.

Campus Resources

Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students. RU-N has identified the following resources to further the mission of access and support:

**Students with Disabilities**

Rutgers University welcomes students with disabilities into all of the University's educational programs. The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. In order to receive consideration for reasonable accommodations, a student with a disability must contact ODS, register, have an initial appointment, and provide documentation. Once a student has completed the ODS process (registration, initial appointment, and documentation submitted) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided to the student. The student must give the LOA to each course instructor, followed by a discussion with the instructor. This should be completed as early in the semester as possible as accommodations are not retroactive. More information can be found at ods.rutgers.edu. Contact ODS: (973) 353-5375 or ods@newark.rutgers.edu.

**Student Health Center**

Student Health Centers can provide health care services for current students. Students may contact Rutgers Student Health to make an appointment:

- Call 973-353-5232
- Visit Blumenthal Hall, Room 104
- Email stuhlth@newark.rutgers.edu

**The Rutgers Holiday Policy and Accommodations**

Students are advised to provide timely notification to instructors about necessary absences for religious observances and are responsible for making up the work or exams according to an agreed-upon schedule. The Division of Student Affairs is available to verify absences for religious observance, as needed: (973) 353-5063 or DeanofStudents@newark.rutgers.edu.
**The Rutgers University-Newark Counseling Center**

Life can be tough for us for any number of reasons (family, academic, health, financial, romantic, political, this whole global pandemic we are still living through, etc.). Sometimes we are struggling emotionally and psychologically and need someone to talk to. Other times we are dealing with more significant psychological challenges that require a different level of intervention. Either way, PLEASE PLEASE PLEASE take advantage of the services at your disposal. There is absolutely NO shame in seeking help. For real. Being a college student can bring about all new emotional challenges or exacerbate existing ones. The RUN Counseling center is staffed by highly qualified mental health professionals who are passionate about providing an array of clinical services to our diverse student body. They are committed to helping students take care of their mental health and working through their challenges while they strive toward emotional and academic success. They offer psychological and psychiatric services, as well as a comprehensive Alcohol and Other Drug Assistance Program to all enrolled and eligible students. Their services are FREE and CONFIDENTIAL. Counseling Center Room 101, Blumenthal Hall, (973) 353-5805 or [http://counseling.newark.rutgers.edu/](http://counseling.newark.rutgers.edu/).

**Students with Temporary Conditions/Injuries**

Students experiencing a temporary condition or injury that is adversely affecting their ability to fully participate in their courses should submit a request for assistance at:

[https://temporaryconditions.rutgers.edu](https://temporaryconditions.rutgers.edu).

**Students Who are Pregnant**

The Office of Title IX and ADA Compliance is available to assist students with any concerns or potential accommodations related to pregnancy: (973) 353-1906 or [TitleIX@newark.rutgers.edu](mailto:TitleIX@newark.rutgers.edu)

**Gender or Sex-Based Discrimination or Harassment**

Rutgers faculty are committed to helping create a safe learning environment for all students and for the university as a whole. If you have experienced any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. Rutgers has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The University strongly encourages all students to report any such incidents to the University. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to Policy 10.3.12) are required to report information about such discrimination and harassment to the University. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the University’s Title IX Coordinator. To report an incident, contact the Office of Title IX and ADA Compliance: (973) 353-1906 or TitleIX@newark.rutgers.edu. To submit an incident report: tinyurl.com/RUNReportingForm. To speak with a staff member who is confidential and does NOT have a reporting responsibility, contact the Office for Violence Prevention and Victim Assistance: (973) 353-1918 or run.vpva@rutgers.edu
**Rutgers Learning Center (tutoring services)**

Room 140, Bradley Hall

(973) 353-5608

https://sasn.rutgers.edu/student-support/tutoring-academic-support/learning-center

**Writing Center**

The Writing Center at Rutgers-Newark offers writing tutoring and writing workshops to all undergraduate students currently enrolled in classes on the Rutgers, Newark campus. Tutors can help students: clarify an assignment, generate ideas and writing, review and revise drafts, improve grammar and usage, and strengthen reading and editing skills. Room 126, Conklin Hall (973) 353-5847 nwc@rutgers.edu

Let’s have a great semester!