

RACE, ETHNICITY, SPACE & PLACE: EXCLUSION, CONFINEMENT & TRANSFORMATION (RESPECT)

Monday & Wednesday | 4:00p - 5:20p | Conklin 455

Contact Info

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Office: Conklin 407

Office Hours: Mon. & Wed.

5:30-6:30p. Please use *WeJoin* to sign up. Link on Blackboard.

Ms. Soili Smith

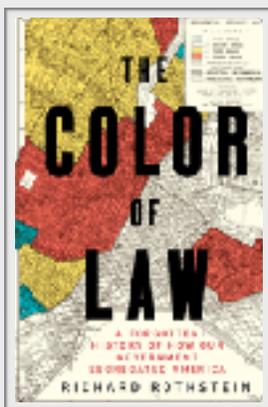
soili.smith@rutgers.edu

Office: Conklin 246

Office Hours: Mon. 2-3p

Required Texts

Richard Rothstein. *The Color of Law* (2017). Liveright.



**Please be mindful that
this syllabus IS SUBJECT
TO CHANGE.**



Baltimore Uprising, 2015. Photo by Devin Allen.

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 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



Assignments

- ◆ Group presentation on academic article= 10 pts
- ◆ Podcast VoiceThread reaction = 10 pts
- ◆ Parks/Allen photography analysis = 20 pts
- ◆ Hip hop lyrics analysis = 20 pts
- ◆ Group Digital exhibition = 25 pts
- ◆ Group Digital exhibition presentation = 5 pts
- ◆ Attendance & participation = 10 pts

Total= 100 points

A = 90-100+
 B+ = 87-89
 B = 80-86
 C+ = 77-79
 C = 70-76
 D = 60-69
 F = 0-59

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

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 employed by those in the United States to combat these inequalities;
- ◆ Continue to develop and hone analytical and writing skills by participating in class discussions and completing written and visual assignments and;
- ◆ Demonstrate the ability to work collaboratively to execute a task and develop a meaningful product.

Course Schedule

INTRODUCTION

Week 1: Welcome

1/17 - Go over syllabus

Week 2: Understanding race, ethnicity, urban space and place

1/22- Sibley, Intro to *Geographies of Exclusion*

(The sociology of race & ethnicity -theories and definitions)

1/24- Harvey, "The Right to the City"

(What is an oral history and how do we collect one?)

EXCLUSION

Week 3: Late 19th/Early 20th Century Understandings

1/29- DuBois, Excerpt- *Philadelphia Negro*, Chap. 1-2 (1-9)

1/31- Massey & Denton, Excerpt- *American Apartheid*, Chap. 2

(17-59)*

PODCAST: *On the Media*. "Monumental questions," 10/31/17

FILM: *Promises Betrayed* (1865 - 1896). Episode 1 of *The Rise and Fall of Jim Crow*

*Group 1 Article Presentation

Week 4: Segregation

2/5- *Color of Law*, Chapter 3 “Racial Zoning”*

2/7- “The Best Map Ever Made of America's Racial Segregation”
(Discuss visual analysis)

PODCAST: *This American Life* 512: [House Rules](#) 11/22/13

FILM: *The Racist History Of Chicago's Housing Policies*- *Al Jazeera*

*Group 2 Article Presentation

Podcast VoiceThread Reaction due 2/7

Week 5: Wealth Inequalities

2/12- *Color of Law*, Chapter 4 “Own Your Own Home”*

2/14- *Color of Law*, Chapter 10 “Suppressed Incomes”

FILM: *A House Divided: Inequality in Housing in New York City*

Part of the Series: *America Divided*

*Group 3 Article Presentation

Week 6: Gender & Sexuality

2/19- Briggs, “La Moynihan, and Other Libels: Migration, Social Science, and the Making of Vida, the Puerto Rican Welfare Queen”*

2/21- Carby, “Policing the Black Woman's Body in an Urban Context”

FILM: *Dream Deferred: The Sakia Gunn Film Project*

Provide name of oral history narrator by 2/21

*Group 4 Article Presentation

CONFINEMENT**Week 7: Urban Poverty**

2/26- *Color of Law*, Chapter 2 “Public Housing, Black Ghettos”*

2/28- Artist examination: Gordon Parks Photo Essay, ‘Harlem Gang Leader’ and *NYTimes* article, “[Gordon Parks’s Harlem Argument](#)” by Maurice Berger (Nov. 11, 2015)

FILM: *New Jack City*

*Group 5 Article Presentation

Parks/Allen Photography Analysis Due 2/28

Week 8: Urban Violence

3/5- Baldwin, “Fifth Avenue, Uptown”

3/7- *Color of Law*, Chapter 9 “State-Sanctioned Violence”*

PODCAST: *On the Media*. “Chokehold,” Oct 27, 2017

FILM: *We All We Got: An Elegy of Urban America*

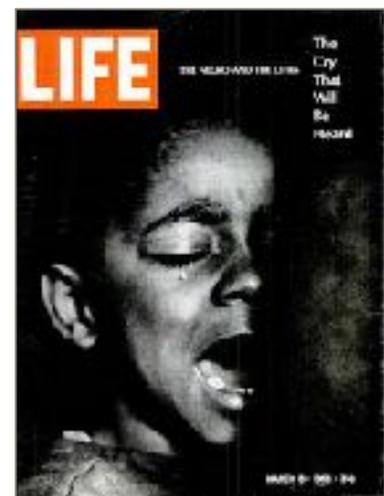
*Group 6 Article Presentation

Oral History Interview Guide Due 3/7

Informal Mid-Semester Course Evaluation



Department Store, Mobile, Alabama, 1956. Photo by Gordon Parks.



LIFE Magazine Cover, 1968. Photo by Gordon Parks.

Week 9: Spring Break (Enjoy!)**Week 10: Environmental Racism**

3/19- Bullard, “The Legacy of American Apartheid and Environmental Racism”*

3/21- PODCAST: *Democracy Now!* “Thirsty for Democracy: The Poisoning of an American City”:

Special Report on Flint’s Water Crisis

FILM: *When the Levees Broke*

*Group 7 Article Presentation

TRANSFORMATION**Week 11: Slum Clearance/Urban Renewal (Negro Removal) & Redevelopment**

3/26- Kaplan- *Urban Renewal Politics. Slum Clearance in Newark*, Chapt 1 *

3/28- *Color of Law*, Chapter 8 “Local Tactics”

FILM: *70 Acres in Chicago: Cabrini Green, The Demolition of Public Housing in Chicago*

*Group 8 Article Presentation

Hip Hop Lyrics Analysis Due 3/28

Week 12: Gentrification

4/2- Moskowitz, Excerpt- *How to Kill a City: Gentrification, Inequality, and the Fight for the Neighborhood*,

Chap. 2 *

4/4- Website: [Anti-eviction Mapping Project](#)

FILM: *Whose Barrio? The Gentrification of Spanish Harlem*

Oral History Deadline 4/4

*Group 9 Article Presentation

Week 13: Immigration

4/9- **Guest Lecture- Soili Smith**

Alba et al., “The Role of Immigrant Enclaves for Latino Residential Inequalities”

4/11- NO CLASS

FILM: *Made in LA*

Week 14: Urban Uprisings

4/16- Rojas & Atkinson, “Five Days of Unrest That Shaped, and Haunted, Newark”- *NYTIMES*, July 11, 2017

4/18- Taylor, “What’s the point of ‘Black Lives Matter’ protests? Black Lives Matter as Movement, not a Moment”*

FILM: *Whose Streets?* Part 1,2

*Group 10 Article Presentation



Protest at the Twin Towers worksite, Chicago, Illinois. 2016. Photo by Aaron Cynic.

Week 15: Looking Ahead

4/23 *Color of Law*, Chapter 12 “Considering Fixes”^{*}; Artist examination: Devin Allen’s, *A Beautiful Ghetto*

4/25- Davis, “We have to talk about systemic change” in *Freedom is a Constant Struggle* (chap. 3)

FILM: *Whose Streets?* Part 3

^{*}Group 11 Article Presentation

Week 16: Last Day of Class

4/30- CANCELLED

Oral History Index/Transcript; Transfer of audio; Release form due 4/30

May 2, 2018- 6pm- Newark Public Library, FINAL PRESENTATIONS!

Final project submission, due May 9 by 12p.

Extra Credit

You can receive an additional point for attending an event or exhibit related to race and ethnicity and reporting on it for the course Blackboard Blog. I will regularly provide suggestions of upcoming events through Blackboard and will encourage the class to do the same on the Blackboard Blog. You can receive a maximum of three extra credit points (1 point for each of three different events). In order to receive the points the blog must include the following: 1) Basic information including the title, location and date of the event, Description of the event. What was the point of it? 3) Your personal thoughts/interpretations of the event, 4) At least one pic (no more than 5) of the crowd, exhibit, or something else you feel is representative of the event/exhibit. 6) A pic of you at the event. This can be a selfie or a photo taken by someone else. This photo can be included with the others in the blog post, or it can be emailed to me if you don’t wish for your image to be in the blog post. If this event is being hosted by one of the departments at RU-N, I would also suggest sharing it on social media in order to engage with others who might be interested in dialogue about the event.

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! Students are required to be respectful of divergent opinions and viewpoints, however; 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 five practices:

1. **Attendance:** Attendance is mandatory. I will be taking attendance. You are allowed two unexcused absences. Absences directly impact your Attendance & Participation grade. If absent, you are still responsible for missed materials and making arrangements to turn in any assignments. First, try to get notes from at least three people who were in class, then if necessary, come to office hours for clarification.
2. **Do your own work:** This class is based on actively thinking, speaking and writing. Give me your own thoughts with evidence from course related 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. (Note: Matters of academic dishonesty are taken very seriously and will involve severe repercussions).
3. **Submit assignments on time:** Assignments will be due prior to the start of class. Assignments submitted late will lose 2 points for each day they are late.
4. **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. If you are not prepared and making informed statements, you are not participating! And if you are not participating you will NOT receive full credit for “Attendance and Participation.” So please don’t come to me at the close of the semester asking me why you only received 5 out of 10 participation points when you know you barely, if ever, contributed to class discourse.
5. **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. This includes during films. 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, they will be asked to leave and I reserve the right to restrict laptops and tablets based on internet abuse.



“Double Trouble”. Manhattan, NYC, 1981.
Photo by Jamel Shabazz.

Communication

Our primary means of communicating with one another will be through Blackboard. You must check Blackboard regularly for announcements, including syllabus changes. There is a Blackboard app that you might want to download (I cannot attest to the quality of this app.) <http://www.blackboard.com/mobile-learning/blackboard-app.aspx>

Email is the best way to communicate with me directly (please use gmail address listed on p. 1). 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 24 hours for reply and note that after hours, on weekends, and when traveling, my response will be slowed to non-existent. If you call my office phone, never leave a message because I don't check the voicemail.

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 (like, “Dear Professor Valle”) and signing your full name. I require your name as sometimes your email addresses do not match your names. If you have a “fun” email address (say, IGetHigh@gmail.com), I would encourage you to save it for your friends. Please provide a subject heading for your email so we can easily classify your question. You are welcome to address me as Professor Valle or Dr. Valle.

Students with Disabilities Policy

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus' disability services office will provide you with a Letter of Accommodations. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

For more information please contact the Office of Disability Services in the Paul Robeson Campus Center, in suite 219, by phone at 973-353-5375 or by email at odsnewark@newark.rutgers.edu.

Writing Center

FYI- 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.

<https://www.ncas.rutgers.edu/writingcenter>

The Rutgers University-Newark Counseling Center

Life can be tough for us for any number of reasons (family, academic, health, financial, romantic, political, 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. Reach out! Phone: 973-353-5805 <http://counseling.newark.rutgers.edu/contact-us>



Harlem, 1948. Photo by Gordon Parks.