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 and oral assignments;
✦ Understand the fundamental elements of a research proposal such as research topic, topic’s relevance, research questions, central hypotheses, relevant literature and intended methodology and;
✦ Use historical and cultural contexts to design and conduct an oral history interview.

Assignments
✦ Group presentation on academic article= 10 points
✦ Oral history (guide-10, transcript-15 and audio- 20 pts each) = 45 points
✦ Group digital exhibition and presentation = 35 points
✦ Attendance & participation, including weekly discussion board posts = 10 points

Total= 100 points
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.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Viewings</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>1/27 (Wk 2)</td>
<td>Introduction:</td>
<td>Go over syllabus</td>
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| 2/3 (Wk 3) | Understanding race, ethnicity, urban space and place | • Sibley, Intro to Geographies of Exclusion (The sociology of race & ethnicity -theories and definitions)  
• Harvey, “The Right to the City”*  
• “1.4 Starecheski A Brief Lesson_BdIP”  
• “1.5 What We’re Interested In_BdIP adaptation” | Discussion board post on Harvey                                                   |
| 2/10 (Wk 4) | Late 19th/Early 20th Century Understandings | • DuBois, Excerpt- The Philadelphia Negro, Chap 1 & 2  
• Massey & Denton, Excerpt- American Apartheid, Chap 2 (17-59)*  
• “1.6 Selecting a Narrator_BdIP adaptation” | Group 1 Presentation on Massey & Denton; Discussion board post on Massey & Denton |
| 2/17 (Wk 5) | Segregation                               | • Color of Law, Chapter 3 “Racial Zoning”*  
• “The Best Map Ever Made of America’s Racial Segregation”  
• PODCAST: This American Life 512: House Rules 11/22/13  
• “1.8 Writing an Oral History Interview Guide adaptation”  
• “Biographical Info Sheet” | Group 2 Presentation on Chap 3; Discussion board post on Chap 3; Select a narrator |
| 2/24 (Wk 6) | Wealth Inequalities                       | • Color of Law, Chapter 4 “Own Your Own Home”*  
• Color of Law, Chapter 10 “Suppressed Incomes”  
• How-to Guide - interview questions  
• “1.7 DCOHC Legal Release Form_BdIP adaptation- tentative” | Group 3 Presentation on Chap 4; Discussion board post on Chap 4;                    |
| 3/2 (Wk 7)  | Gender & Sexuality                        | • Briggs, “La Moynihan, and Other Libels: Migration, Social Science, and the Making of Vida, the Puerto Rican Welfare Queen”*  
• Carby, “Policing the Black Woman’s Body in an Urban Context”  
• 1.9 DCOHC Invitation Letter Template_BdIP adaptation - tentative  
• 2.1 Moves of an Interviewer_BdIP | Group 4 Presentation on Briggs; Discussion board post on Briggs  
Oral History Interview Guide/ Biographical Info Sheet Due |
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<tr>
<th>Date</th>
<th>Week</th>
<th>Topic</th>
<th>Readings and Activities</th>
<th>Group or Discussion Board Post</th>
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<tr>
<td>3/9</td>
<td>Wk 8</td>
<td>Class Cancelled</td>
<td>(added May 5th)</td>
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<td>3/16</td>
<td>Wk 9</td>
<td>Spring Break!</td>
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<td>3/23</td>
<td>Wk 10</td>
<td><strong>CONFINEMENT</strong></td>
<td>* Color of Law, Chapter 2 “Public Housing, Black Ghetto”</td>
<td>Group 5 Presentation on Chap 2; Discussion board post on Chap 2</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)</td>
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<td>* “3.1 The Steps of an Interview_BdlP”</td>
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<td>3/30</td>
<td>Wk 11</td>
<td><strong>Urban Violence</strong></td>
<td>* Baldwin, “Fifth Avenue, Uptown”</td>
<td>Group 6 Presentation on Chap 9; Discussion board post on Chap 9</td>
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<td>* Color of Law, Chapter 9 “State-Sanctioned Violence” *</td>
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<td>4/6</td>
<td>Wk 12</td>
<td><strong>Environmental Racism</strong></td>
<td>* Bullard, “The Legacy of American Apartheid and Environmental Racism” *</td>
<td>Group 7 Presentation on Bullard; Discussion board post on Bullard</td>
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<td>4/13</td>
<td>Wk 13</td>
<td><strong>TRANSFORMATION</strong></td>
<td>* Levitus, “Planning, Slum Clearance and the Road to Crisis in Newark”</td>
<td>Group 8 Presentation on Chap 8; Discussion board post on Chap 8</td>
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<td>* Curvin, “Why Newark Struggles”</td>
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<td>* Color of Law, Chapter 8 “Local Tactics” *</td>
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<td>* “4.1 After the Interview by de la Piedra_BdlP adaptation”</td>
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<td>4/20</td>
<td>Wk 14</td>
<td><strong>Gentrification</strong></td>
<td>* Moskowitz, Excerpt- How to Kill a City: Gentrification, Inequality, and the Fight for the Neighborhood, Chap. 2*</td>
<td>Group 9 Presentation on Moskowitz; Discussion board post on Moskowitz; Oral history with narrator</td>
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<td>* Website: Anti-eviction Mapping Project</td>
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<td>* “4.4_Roi Barnard Metadata and Index by Judy Waxman_BdlP”</td>
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<td>* “4.2 Blank DCOHC Metadata Form_Bdl”</td>
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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 five practices:

Course Rules and Regulations

Final Presentations, Newark Public Library, May 5, 2020 5:30-8p
Final project submission, due May 11 by 6:20p.
1. **Attendance**: Attendance is mandatory. I will be taking attendance. 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. 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/](https://sims.rutgers.edu/ssra/). You will lose 15 points for your first unexcused absence beyond the first one. This means that if you miss two classes the most points you can earn for the course is 85. Miss 3 classes (21% of the course), the most you can earn is 80. Any student who misses 4 or more sessions through any combination of excused and unexcused absences will not earn credit in this course; such students should withdraw from the class. 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. If you check in and did not 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.

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 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.”

3. **Submit assignments on time**: Assignments are due prior to the start of class. Assignments submitted late (after the start of class) 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!

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.
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.

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](http://www.blackboard.com/mobile-learning/blackboard-app.aspx)

You must communicate with me via your Rutgers email account (this has been stressed to faculty during many meetings). It is the only way that I can guarantee that the emails are coming from you and discuss your work accordingly. Email is the best way to communicate with me. 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. Calling my office phone is almost equivalent to calling your home telephone in 2019.

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 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.

**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,
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/.

**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.

**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

**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. If you wish to speak with a staff member who is confidential and doesn't have this reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973) 353-1918, or at run.vpva@rutgers.edu. Learn more about the office here: http://counseling.newark.rutgers.edu/vpva

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

Harlem, 1948. Photo by Gordon Parks.