

**UP 160 Spring 2020 Open Undergraduate Seminar**  
**'Race', Social Justice and Cities**  
**(Gen Ed: US Minority Cultures)**  
**225TBH**  
**(Lectures 70402)M &W 1-1:50pm**  
**(Discussion 70667) F 1-1:50pm**  
**(James Scholar Discussion 70668) F 12-12:50pm**

**Instructors**

Prof Ken Salo [kensalo@illinois.edu](mailto:kensalo@illinois.edu)

314 TBH

Office hours M & W 12-1pm

TA Nick Kerr [nwkerr2@illinois.edu](mailto:nwkerr2@illinois.edu)

**Introduction**

In this course you will use a socio-spatial approach to explore how ideas of 'race' and social justice work together in specific cities as technologies for governing the unequal social relations rooted in centuries of genocide, land theft, racial slavery, decades of legal and spatial segregation and economic exclusions. In the process you will learn about the power and limits of 'race' as racial thinking to further struggles of racially oppressed collectives for democratic and desegregated forms of social and economic relations. To realize this understanding you must prepare to critically read, analyze and think through materials provided online between classes. Specifically, to understand how residential segregation frustrates struggles against racialized wealth hierarchies you will create a story map of changing patterns of spatial segregation across multiple scales in a particular place. Lectures and discussions will introduce key critical concepts and storytelling strategies of antiracist urban social movements to challenge racist state projects such as punitive policing, surveillance, re-segregation and privatization of public services and places. Your final grade will assess each student's ability to make a historically informed argument and propose viable pathways toward alternate antiracist and desegregated futures. To evaluate your progress you will get feedback throughout the semester on following learning objectives:

**Learning Objectives**

At the end of the course, students should be able to -

- Understand 'race' as a social and historical product of racist state projects and struggles against social inequalities and spatial segregation.
- Understand the WRF as foundational for ongoing systemic and everyday racisms.
- Understand how spatial practices like zoning reproduce racialized exclusions.
- Create a story map of specific struggles against intersecting spatial and social inequalities.

**Course Format and Grade Components**

The course will proceed via a combination of lectures, discussions and two local field visits.

Student grades comprise the following activities:

- |   |           |
|---|-----------|
| 1) Five 500-word reviews of readings                | 5@10 =50% |
| 2) Four 500 word course project journals            | 4@10= 40% |
| 3) Presentation and peer reviews of final story map | 1@10= 10% |

Final letter grades based on the following distribution: 100points =A+, 99-95 points = A, 94-90 = A-, 89-85 = B+, 84-80 = B, 79-75 = B- . . . 60 – 0 points = F

*Reading Assignments*

Throughout the semester, students will write five 500-word reviews of readings as per guidelines for writing academic essays on our course management site.

*Story map project journals*

Throughout the semester, students will write four 500-word project journals as steps towards creating a final story map of anti-racist struggles on and around our campus. For James scholars each journal will include reflections of engaging in prior approved campus, neighborhood, city and county wide meetings.

*Production, presentation and peer reviews of story map project*

Students will create, present and peer review a story map of a specific urban social struggle against racism and racial inequalities as per guidelines at <https://storymap.knightlab.com/>

Grading rubric for reviews and project journals

	Poor 3 Points	Fair 5 Points	Good 8 Points	Excellent 10 Points
Completeness	Answered less than half of the questions.	Answered three quarters to half of the questions.	Answered most of the questions.	Answered all questions and personal reflection.
Content	Many factual errors and not responding to required reading.	Superficial, lacks detail.	Good but partial interpretation of readings.	Thoughtful and informative responses that engage readings.

**Class attendance**

Attendance is mandatory and students needing special accommodations are encouraged to visit counseling center, <https://counselingcenter.illinois.edu/>. Students with disabilities must contact a course instructor and Disability Resources and Educational Services (DRES) as soon as possible either by visiting 1207 S. Oak St., Champaign, calling 217.333.4603, email [disability@illinois.edu](mailto:disability@illinois.edu) or go to the DRES website at, <https://disability.illinois.edu/>.

Please note accommodations begin when a student contacts an instructor with a current letter of accommodation from DRES and schedules a private conversation with the course instructor to discuss your needs and requirements.

**Academic Integrity:** As per Articles 1-401 through 1-406 of the *Student Code* (beginning at [http://studentcode.illinois.edu/article1\\_part4\\_1-401.html](http://studentcode.illinois.edu/article1_part4_1-401.html)) infractions of academic integrity, include but are not limited to cheating, fabrication and plagiarism. You must follow these guidelines and consult an instructor. If you have any questions whether something would be an infraction, before proceeding.

**Assignment Submission Policy:**

All assignments are due by due date unless notified otherwise on the syllabus. Unexcused late assignments incur a 10% per day penalty and one late submission without penalty is condoned if submitted within one week of the due date

### Course Topics

Week 1 – Collective issue framing and course learning objectives

Weeks 2– Paradoxes of ‘race’ and democracy in founding America

Weeks 3&5- The White Racial Frame of every day and systemic racisms and its counter frames

Weeks 6&15 – Case studies of anti-racist rebellions and repression in specific cities including

1. **St. Louis** Making Ferguson: Zoning, Resistance and BLM movement
2. **Chicago** Protesting Police Torture in Chicago
3. **New Orleans** Disaster Recovery Policy and Displacement in NOLA
4. **Los Angeles** Forging antiracist alliances in LA
5. **Tulsa, OK** Memorializing Black Wall Street Pogrom in early 20th C Tulsa
6. **Atlanta** Transit equity and segregation in Black Mecca
7. **Detroit** Antiracist rebellions and repression in mid-20<sup>th</sup> C Detroit
8. **UIUC campus and communities** Anti-War / Anti -Racism Protests at Privatizing Universities

Week 16– Presentation of story map, peer review and course evaluation

### Required Texts

- Joe R Feagin The White Racial Frame; Centuries of Racial Framing and Counter Framing (2013) Routledge
- Robert Bullard (ed) The Black Metropolis in the 21<sup>st</sup> Century Race, Power and Politics of Place (2007) Rowman and Littlefield
- Keeanga-Yamahtta Taylor “ From#BlackLivesMatter To Black Liberation (2016) Haymarket Books
- Peter Moskowitz How To Kill a City : Gentrification, Inequality and The Fight for The Neighborhood (2018) Nation Books
- <http://scalar.usc.edu/works/ftn-ethnic-studies-pedagogy-workbook-/intersectionality>
- Additional resources on online course site

**Schedule of Class Topics and Activities** (revised Jan 15)

**Please note!** Changes to this schedule are announced in class and via our canvas homepage.

<b>Topics</b>	<b>Before class</b>	<b>In class discussions and after class assignments</b>
<p>Week 1</p> <p>Introduction to framing issue of 'race' as race thinking and urban democracy</p> <p>Discussion to generate questions for a story mapping course project</p>	<p><b>W 1/22</b></p> <p>Read</p> <p>The syllabus for course framing, learning outcomes, assignments, course project and discussion guidelines</p> <p>Watch</p> <p>Cornell West on racism in America under Trump  <a href="https://www.aljazeera.com/programmes/upfront/2019/11/cornell-west-neo-fascist-white-house-191127214026397.html">https://www.aljazeera.com/programmes/upfront/2019/11/cornell-west-neo-fascist-white-house-191127214026397.html</a></p> <p>SPLC on fighting rising hate crimes  <a href="https://www.splcenter.org/fighting-hate/extremist-files/ideology/white-nationalist">https://www.splcenter.org/fighting-hate/extremist-files/ideology/white-nationalist</a></p> <p>Haas Institute on bridging and belonging  <a href="https://belonging.berkeley.edu/bridging-towards-society-built-belonging-animated-video-curriculum">https://belonging.berkeley.edu/bridging-towards-society-built-belonging-animated-video-curriculum</a></p> <p>Poor Peoples Campaign  <a href="https://www.poorpeoplescampaign.org/resource/the-souls-of-poor-folk-audit/">https://www.poorpeoplescampaign.org/resource/the-souls-of-poor-folk-audit/</a></p> <p><b>F 1/24</b></p> <p>Generate questions to propose a semester long story mapping project for both regular and community engaged (James) scholars</p>	<p>For discussion</p> <p>Prepare and present a question arising from framing question on relation between a rising racisms and democracy in American cities?</p> <p>For example 1) why are calls for racialized hierarchies, national rebirth and authoritarian responses to exclude others so appealing? 2) What are y/our responsibilities as privileged multicultural students at a privatizing land grant university to resist racisms, reconnect to promote democratic forms of governance, on and off campus?</p> <p>After class post a 500 word reflection of discussions as <b>review 0</b></p>
<p>Week 2</p> <p>What is the origin and history of the threat of 'race' and associated racist projects in N America?</p>	<p><b>M 1/27</b></p> <p>Read</p> <p>The origins and development of racial thinking in America to understand the power of the 'race' illusion/myth animates current racialization practices and state projects  <a href="https://www.racepowerofanillusion.org/interviews/interview-audrey-smedley-2002">https://www.racepowerofanillusion.org/interviews/interview-audrey-smedley-2002</a></p>	

	<p><a href="https://www.racepowerofanillusion.org/qa/why-were-only-africans-enslaved">https://www.racepowerofanillusion.org/qa/why-were-only-africans-enslaved</a></p> <p><a href="https://www.racepowerofanillusion.org/interviews/interview-ira-berlin-2002">https://www.racepowerofanillusion.org/interviews/interview-ira-berlin-2002</a></p> <p><b>W 1/29</b></p> <p>Read</p> <p>MLK Jr and the War on Poverty and Democratic Socialism Dream <a href="https://www-jstor-org.proxy2.library.illinois.edu/stable/j.ctt3fht1b.12?refreqid=excelsior%3A9e066b1968a8a4503d8a8dcc9ba80f88&amp;seq=1#metadata_info_tab_contents">https://www-jstor-org.proxy2.library.illinois.edu/stable/j.ctt3fht1b.12?refreqid=excelsior%3A9e066b1968a8a4503d8a8dcc9ba80f88&amp;seq=1#metadata_info_tab_contents</a> in</p> <p>Jackson, Thomas F. "Introduction." In <i>From Civil Rights to Human Rights: Martin Luther King, Jr., and the Struggle for Economic Justice</i>, 1-24. University of Pennsylvania Press, 2007. Accessed January 14, 2020. <a href="http://www.jstor.org/stable/j.ctt3fht1b.3">www.jstor.org/stable/j.ctt3fht1b.3</a>.</p> <p>Watch</p> <p>MLK on Three Evils of Society <a href="https://www.youtube.com/watch?v=6sT9Hjh0cHM">https://www.youtube.com/watch?v=6sT9Hjh0cHM</a></p> <p>MLK on Reparations <a href="https://www.youtube.com/watch?v=-Doi_U0f8OA">https://www.youtube.com/watch?v=-Doi_U0f8OA</a></p> <p><b>F 1/31</b></p> <p>Review story map software and propose a multistep plan to produce your online story map of your project topic</p>	<p>Prepare a question for further discussion in class on the argument that “Race was created to resolve the contradiction between Enlightenment ideals (of freedom) and the economic reality of slavery. Throughout American history, we have re-enacted this fateful choice over and over again through policies, language, and decisions that preserve inequality and exclusion.”</p> <p>After class, write a 500-word <b>review 1</b> of class discussions on the ‘race’ as founding paradox</p> <p>After class post a 500 word proposal and 4 step plan for your online story map as <b>course project journal 1</b></p>
<p>Week 3</p> <p>Centering Whiteness</p> <p>How does a White Racial frame and its counter frames explain every day and systemic racisms now?</p>	<p><b>M 2/03</b></p> <p>Read/Listen</p> <p><a href="https://www.racepowerofanillusion.org/interviews/interview-robin-dg-kelley-2002">https://www.racepowerofanillusion.org/interviews/interview-robin-dg-kelley-2002</a></p> <p><a href="https://www.npr.org/2020/01/13/795892582/wilmington-s-lie-author-traces-the-rise-of-white-supremacy-in-a-southern-city">https://www.npr.org/2020/01/13/795892582/wilmington-s-lie-author-traces-the-rise-of-white-supremacy-in-a-southern-city</a></p> <p><a href="https://www.racepowerofanillusion.org/interviews/interview-john-powell-2002">https://www.racepowerofanillusion.org/interviews/interview-john-powell-2002</a></p> <p><a href="https://www.racepowerofanillusion.org/articles/long-history-racial-preferences-whites">https://www.racepowerofanillusion.org/articles/long-history-racial-preferences-whites</a></p> <p><b>W 2/05</b></p> <p>Read</p>	<p>Prepare a question for in class discussion on 1 )how the “white racial frame creates ‘race’ as human difference in ways that frustrates analysis of systemic racial inequalities and injustices produced by unequal economic exchanges</p> <p>2) how the white racial frame produces home and counter culture practices of oppressed</p>

	<p>Chapter 1 of Feagin to understand ‘White Racial Frame’ as foundational to everyday and systemic racist practices, projects and historical process.</p> <p>Chapters 6 &amp; 7 of Feagin to understand how the White Racial frame shapes counter frames of oppressed groups</p> <p><b>F 2/07</b></p>	<p>groups including poor White Americans , African Americans, Native Americans, Latino/a American and Asian American groups</p> <p>After class, write and post a 500-word reflection as <b>review 2</b></p>
<p>Week 4</p> <p>Centering Whiteness (cont’d) and production of segregated places and metropolitan apartheid</p>	<p><b>M 2/10</b></p> <p>Read</p> <p><a href="https://www.racepowerofanillusion.org/articles/racial-preferences-whites-houses-racism-built">https://www.racepowerofanillusion.org/articles/racial-preferences-whites-houses-racism-built</a></p> <p><a href="https://www.racepowerofanillusion.org/articles/segregated-housing-and-racial-wealth-gap">https://www.racepowerofanillusion.org/articles/segregated-housing-and-racial-wealth-gap</a></p> <p><a href="https://www.vox.com/2016/6/6/11852640/cartoon-poor-neighborhoods">https://www.vox.com/2016/6/6/11852640/cartoon-poor-neighborhoods</a></p> <p>Watch</p> <p><a href="https://www.racepowerofanillusion.org/videos/redlining">https://www.racepowerofanillusion.org/videos/redlining</a></p> <p><b>W 2/12</b></p> <p>Read</p> <p>Chapter 1 “The Black Metropolis in the Era of Sprawl” and Chapter 2 by John A. Powell on “Structural Racism and Spatial Jim Crow” in Robert Bullard (ed) The Black Metropolis in the 21<sup>st</sup> Century: Race, Power and Politics of Place (2007) for how metropolitan segregation shapes racial equity.</p> <p><b>F 2/14</b></p> <p><a href="https://nonprofitquarterly.org/bridging-or-breaking-the-stories-we-tell-will-create-the-future-we-inhabit/?mc_cid=4031486096&amp;mc_eid=4718155a11">https://nonprofitquarterly.org/bridging-or-breaking-the-stories-we-tell-will-create-the-future-we-inhabit/?mc_cid=4031486096&amp;mc_eid=4718155a11</a></p>	<p>Prepare a question for in class discussion and further research on how metropolitan apartheid shapes opportunities for bridging divides between poor and rich neighborhoods of your project</p>
<p>Week 5</p> <p>The Making of Ferguson: Racial Zoning, Repression and Rebellion</p>	<p><b>M 2/17</b></p> <p>Read reports on Ferguson rebellion at:</p> <p><a href="https://www.popularresistance.org/banks-racist-policies-helped-shape-segregation-police-brutality/">https://www.popularresistance.org/banks-racist-policies-helped-shape-segregation-police-brutality/</a></p> <p><a href="http://www.washingtonpost.com/news/post-nation/wp/2015/03/04/the-12-key-highlights-from-the-joys-scathing-ferguson-report/">http://www.washingtonpost.com/news/post-nation/wp/2015/03/04/the-12-key-highlights-from-the-joys-scathing-ferguson-report/</a></p> <p><a href="https://www.epi.org/publication/making-ferguson/">https://www.epi.org/publication/making-ferguson/</a></p> <p><b>W 2/19</b></p>	

	<p>Read  <a href="https://www.jacobinmag.com/2015/08/ferguson-police-black-lives-matter/">https://www.jacobinmag.com/2015/08/ferguson-police-black-lives-matter/</a>  Watch  <a href="http://mappingdecline.lib.uiowa.edu/map/">http://mappingdecline.lib.uiowa.edu/map/</a>  Pruitt Igoe Myth (movie) <a href="http://www.pruitt-igoe.com/">http://www.pruitt-igoe.com/</a>  <b>F 2/21</b></p>	<p>Prepare a question for in class discussion and research on how racial zoning practices shaped patterns of rebellion and repression in your project</p>
<p>Week 6  Black Lives Matter Movement as a response to Ferguson rebellion</p>	<p><b>M 2/24</b>  Read Ch 1 A Culture of Racism in “Black Lives Matter; A Movement not a Moment” in Keeanga-Yamahtta Taylor “ From#BlackLivesMatter To Black Liberation (2016) Haymarket Books  <b>W 2/26</b>  Read Ch 6 Black Lives Matter; A Movement, Not a Moment in Keeanga-Yamahtta Taylor “ From#BlackLivesMatter To Black Liberation (2016) Haymarket Books  <b>F 2/28</b></p>	<p>Present a question for in class discussion on how Ferguson moment gave rise to Black Lives Matter movement (BLM).  After class, write a 500-word reflection on class discussion of relation between moments and movements and post as <b>review 3</b></p>
<p>Week 7  Police violence in Chicago</p>	<p><b>M 3/02</b>  Read Ch 7 From Black Lives Movement to Black Liberation in Keeanga-Yamahtta Taylor “ From#BlackLivesMatter To Black Liberation (2016) Haymarket Books on the movement against police violence  <a href="https://www.chicagoreader.com/chicago/caps-cpd-community-policing-analysis/Content?oid=23635982">https://www.chicagoreader.com/chicago/caps-cpd-community-policing-analysis/Content?oid=23635982</a>  <b>W 3/04</b>  Watch Democracy Now and TED Talk on Black Lives Matter and Black Liberation  <a href="https://www.democracynow.org/topics/chicago">https://www.democracynow.org/topics/chicago</a>  <a href="https://www.youtube.com/watch?v=nyE5n1InRJI">https://www.youtube.com/watch?v=nyE5n1InRJI</a>  <b>F 3/06</b></p>	<p><b>Project Journal 2 due</b></p>
<p>Week 8  Memorializing Torture at Chicago Torture Justice Center</p>	<p><b>M 3/09 &amp; W 3/11</b>  Read  <a href="http://chicagotorturejustice.org/">http://chicagotorturejustice.org/</a>  <b>F 3/13</b>  No class</p>	<p>Prepare and present a question on memorializing police torture in Chicago. After class, submit a 500-word post as <b>review 4</b></p>
<p>Week 9</p>	<p>Spring Break</p>	
<p>Week 11  Unequal Disaster Recovery in NOLA</p>	<p><b>M 3/30</b>  Read Part 1 of Peter Moskowitz How To Kill a City: Gentrification, Inequality and The Fight for Neighborhood</p>	<p>Prepare and present a question on connections between ecological disasters related displacement and dispossession.</p>





	<a href="https://southernspaces.org/2015/segregations-new-geography-atlanta-metro-region-race-and-declining-prospects-upward-mobility">https://southernspaces.org/2015/segregations-new-geography-atlanta-metro-region-race-and-declining-prospects-upward-mobility</a> <b>F 4/17</b>	
Week 14 'race' and shrinking Detroit	<b>M 4/20</b> Read Chapter 4 in Part 2 Detroit by Peter Moskowitz How To Kill a City: Gentrification, Inequality and The Fight for The Neighborhood <b>W 4/22</b> Read Chapter 5&6 in Part 2 Detroit by Peter Moskowitz How To Kill a City: Gentrification, Inequality and The Fight for The Neighborhood <b>F 4/24</b>	
Week 15 Final story map project presentations	<b>M 4/27, W4/29, F 5/01</b>	
Week 16 ICES evaluations	<b>M 5/04</b> Presentations continued and course evaluations	<b>ICES course evaluations</b> <b>Story map project journal 4 due</b>