

**UP 199 Spring2019 Open Undergraduate Seminar**  
**'Race', Social Justice and Cities**  
Tuesday & Thursday 11-12:20pm in 212 DKH  
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## **Introduction**

In this course, students study the history and politics of American cities as sites of everyday struggles against systemic racialized exclusions rooted in patterns of residential segregation. We proceed in two movements. We first frame everyday racial encounters as surface symptoms of submerged and systematic forms of racism rooted in centuries of genocide, land theft, racial slavery and decades of Jim Crow segregation and neoliberal exclusions. We then explore everyday racial conflicts in selected cities as expressions of historical struggles for social and spatial justice, across multiple scales. Specifically, we focus on the governance of routine social practices ranging from policing, to education, to gentrification and memorialization in public places. Final student projects will focus on social struggles against systemic and everyday racisms on the UIUC campus and surrounding Champaign County.

## **Learning Objectives**

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

- Differentiate between systemic and everyday racisms
- Understand the historical and spatial roots of systemic racism underpinning urban governance
- Understand how urban planners can facilitate and frustrate social struggles for inclusive cities

## **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:

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| 1) Five 500-word reading and reflection assignments    | 50% |
| 2) Four 500 word project journals                      | 40% |
| 3) Presentation and reviews of social justice tour map | 10% |

### *Reading Assignments*

Throughout the semester, students will write five 500-word reflections of an assigned reading

### *Project journals*

Students will write four 500-word project journals during the semester. Each will reflect on experiences gleaned from participating in hour-long anti-racist and social justice activities including:

- (1) Participate in a social justice walking tour of campus sites of protests against racial exclusions
- (2) Search online archives of the UIUC Student Life and Culture Center and the Urbana Free Library
- (3) Attend a campus/city council/county board meeting on policing and criminal justice practices
- (4) Participate in a community event intended to promote racial justice in Champaign County.

*Presentation and peer reviews of story map project*

Students will create and present a story map of five key sites of struggles against racism on the UIUC campus and adjacent neighborhoods as per guidelines at <https://storymaps.arcgis.com/en/>

**Course Themes (as a weekly schedule)**

Week 1 – Personal introductions and course orientation

Weeks 2&3– Everyday and Systemic Racism; Then and Now

Weeks 4&15 –

<b>St. Louis</b>	Segregating Cities and Ferguson Protests
<b>Chicago</b>	Policing and Public Safety
<b>New Orleans</b>	Recovering Cities
<b>Los Angeles</b>	Rebel Cities
<b>Tulsa, OK</b>	Memorializing Pogroms
<b>Atlanta</b>	A Black Mecca?
<b>Detroit</b>	Shrinking Cities?
<b>UIUC campus</b>	Protesting Public Universities

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

**Required Texts**

- 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
- Joe R Feagin *The White Racial Frame; Centuries of Racial Framing and Counter Framing* (2013) Routledge Peter Moskowitz *How To Kill a City : Gentrification, Inequality and The Fight for The Neighborhood* (2018) Nation Books
- Janet L. Abu-Lughod *Race, Space and Riots in Chicago, New York and LA* (2007) Oxford UP
- Individual articles (on Compass) for each unit

**Schedule of Class Activities** (revised Jan 21)

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

<b>Class themes</b>	<b>Reading and Viewing (before class in preparation for class discussions)</b>	<b>In class presentations written essays and journals after class</b>
<p>Week 1</p> <p>Share personal stories of self-identities and relations between self and different others.</p> <p>Collaborate to develop and commit to learning agreement</p>	<p>T1/15</p> <p>Read the syllabus and communication policies on our compass course site.</p> <p>R 1/16</p> <p>Watch</p> <p>Race – The Power of an Illusion  <a href="http://www.pbs.org/race/000_General/000_00-Home.htm">http://www.pbs.org/race/000_General/000_00-Home.htm</a>                      This PBS website series demonstrates the illusory power of race. Most relevant to our topics is, "What is Race?"  <a href="http://www.pbs.org/race/001_WhatIsRace/001_00-home.htm">http://www.pbs.org/race/001_WhatIsRace/001_00-home.htm</a></p>	<p>Introduce yourself and share your stories</p> <p>Collaborate to develop and commit to a consensual learning contract.</p>
<p>Week 2</p> <p>Everyday and Systemic racisms; then and now</p>	<p>T 1/22</p> <p>Read chapter 1 of Feagin to understand his 'White Racial Frame' as foundational and productive, not a pathology, of everyday racial practices, racist state projects and cultural process generating systemic social inequalities and segregated urban landscapes of development.</p> <p>R 1/24</p> <p>Watch <a href="https://www.youtube.com/watch?v=uImqvw8QXqE">https://www.youtube.com/watch?v=uImqvw8QXqE</a></p>	<p>In class, with partner present a 5min response to the question; <b>is race real?</b> After class, write a 500-word response in which you explain the spatial dimensions of 'race'. Post this response as <b>assignment 1</b> to our compass site</p>

<p>Week 3</p> <p>Every day and Systemic racisms; then and now (continued)</p>	<p>T 1/29</p> <p>Read chapter 6 of Feagin to understand how the White Racial Frame explains everyday racist practices as expressions of systemic or institutional processes</p> <p>R 1/31</p> <p>Read chapter 7 of Feagin to understand how the idea of a White Racial Frame explains everyday racist practices as expressions of systemic or institutional processes</p> <p>Optional</p> <p>Read chapter 1 of Frantz Fanon’s Wretched of the Earth on the violence of colonial inequalities at <a href="http://www.openanthropology.org/fanonviolence.htm">http://www.openanthropology.org/fanonviolence.htm</a></p>	<p>In class, with a partner discuss and prepare a 5 min presentation defining the Feagin’s idea of a “white racial frame.”</p> <p>After class, post a 500-word essay as <b>assignment 2</b> on how the White racial frame shapes counter framing practices of oppressed African American, Native American, Latino/a American and Asian American groups</p>
<p>Week 4</p> <p>Where does Race Live? Race, Power and Politics of Place</p>	<p>T 2/5</p> <p>Read chapter 1 “The Black Metropolis in the Era of Sprawl” in Robert Bullard (ed) The Black Metropolis in the 21<sup>st</sup> Century: Race, Power and Politics of Place (2007) for the relation between racial equity and metropolitan regions.</p> <p>Watch</p> <p>Race – The Power of an Illusion <a href="http://www.pbs.org/race/000_General/000_00-Home.htm">http://www.pbs.org/race/000_General/000_00-Home.htm</a></p> <p>Most relevant is “Where Race Lives” on the stories and timelines of racial disparities in housing and employment. <a href="http://www.pbs.org/race/006_WhereRaceLives/006_00-home.htm">http://www.pbs.org/race/006_WhereRaceLives/006_00-home.htm</a>)</p> <p>R 2/7</p> <p>Read chapter 2 by John A. Powell on “Structural Racism and Spatial Jim Crow” and chapter 3 by Joe T. Darden on “Residential Apartheid America Style” in Robert Bullard (ed) The Black Metropolis in the 21<sup>st</sup> Century Race, Power and Politics of Place (2007)</p> <p>Read the essay “How living in a poor neighborhood changes your life expectations” <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>In class, with a partner(s) prepare a 5 min presentation on Bullard’s concept of metropolitan apartheid</p> <p>In class, with a partner(s) prepare a 5 min presentation on how your life opportunities would change if you lived in a differently racialized neighborhood</p> <p><b>Journal 1 due</b></p>

<p>Week 5</p> <p>The Making of Ferguson: Racial Zoning, Repression and Rebellion</p>	<p>T 2/12</p> <p>Read newspaper reports on Ferguson rebellion at:  <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>  <a href="http://www.washingtonpost.com/news/post-nation/wp/2015/03/04/the-12-key-highlights-from-the-dojs-scathing-ferguson-report/">http://www.washingtonpost.com/news/post-nation/wp/2015/03/04/the-12-key-highlights-from-the-dojs-scathing-ferguson-report/</a>  <a href="https://www.epi.org/publication/making-ferguson/">https://www.epi.org/publication/making-ferguson/</a></p> <p>R 2/14</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></p> <p>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></p>	<p>In class, with a partner(s) prepare a 5 min presentation on how racial zoning practices shaped the Ferguson rebellion</p>
<p>Week 6</p> <p>Ferguson Rebellion and Black Lives Matter Movement</p>	<p>T 2/19</p> <p>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</p> <p>R2/21</p> <p>Read Ch 6 Black Lives Matter; A Movement, Not a Moment in Keeanga-Yamahtta Taylor “ From#BlackLivesMatter To Black Liberation (2016) Haymarket Books</p>	<p>In class, with a partner(s) prepare a 5 min presentation on how the Ferguson rebellion and Black Lives Matter movement (BLM).</p> <p>After class, write a 500-word reflection on the relation between racial zoning, the Ferguson rebellion and the BLM post as <b>assignment 3</b></p>
<p>Week 7</p> <p>Policing Chicago</p>	<p>T 2/26</p> <p>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</p> <p><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></p>	

	<p>R 2/28</p> <p>Watch Democracy Now and TED Talk on Black Lives Matter and Black Liberation</p> <p><a href="https://www.democracynow.org/topics/chicago">https://www.democracynow.org/topics/chicago</a></p> <p><a href="https://www.youtube.com/watch?v=nyE5nI1nRJI">https://www.youtube.com/watch?v=nyE5nI1nRJI</a></p>	<b>Journal 2 due</b>
<p>Week 8</p> <p>Policing and Fear in Chicago: the Mayoral Forum</p>	<p>T 3/05</p> <p>Read newspaper reports of Chicago mayoral forum</p> <p><a href="https://www.chicagoreader.com/chicago/mayoral-forum-recap-all-the-answers-none-of-the-bullshit/Content?oid=65337274">https://www.chicagoreader.com/chicago/mayoral-forum-recap-all-the-answers-none-of-the-bullshit/Content?oid=65337274</a></p> <p>R 3/07</p> <p>Read</p> <p><a href="https://www.chicagoreader.com/Bleader/archives/2018/10/05/the-jason-van-dyke-case-showed-the-danger-of-being-ruled-by-fear">https://www.chicagoreader.com/Bleader/archives/2018/10/05/the-jason-van-dyke-case-showed-the-danger-of-being-ruled-by-fear</a></p>	<p>In class, with a partner(s) prepare a 5 min presentation on the recent mayoral forum responses to policing practices in Chicago. After class, submit a 500-word post as <b>assignment 4</b></p>
<p>Week 9</p> <p>Recovering NOLA</p>	<p>T 3/12</p> <p>Read Part 1 New Orleans of Peter Moskowitz book How To Kill a City: Gentrification, Inequality and The Fight for The Neighborhood</p> <p>Watch</p> <p><a href="https://www.democracynow.org/2015/8/28/an_unequal_recovery_in_new_orleans">https://www.democracynow.org/2015/8/28/an_unequal_recovery_in_new_orleans</a></p> <p>R 3/14</p> <p>Read Black New Orleans: before and after Hurricane Katrina / Beverly H. Wright and Robert D. Bullard</p>	<p>In class, with a partner(s) prepare a 5 min presentation on the relation between gentrification and city policies and practices for recovering from environmental disasters. After class post a 500word essay as <b>assignment 5</b></p>
<b><u>Week 10 Spring Break March 16 – March 24</u></b>		
<p>Week 11</p> <p>Social justice walking tours of campus sites of</p>	<p>T 3/26</p> <p>Participate in instructor led social justice walking tour of campus sites of struggles</p>	

<p>struggles against racial exclusions</p>	<p>R 3/28 Visit with curators at campus SLC archives and/or Urbana free library</p>	
<p>Week 12 Race and Rebellion in LA</p>	<p>T 4/02 Read the Origins of the 1992 LA Rebellion <a href="http://origins.osu.edu/milestones/may-2017-1992-los-angeles-rebellion-no-justice-no-peace">http://origins.osu.edu/milestones/may-2017-1992-los-angeles-rebellion-no-justice-no-peace</a> Watch The LA Rebellion 20 years later <a href="https://www.youtube.com/watch?v=mIbqDr-7oRs">https://www.youtube.com/watch?v=mIbqDr-7oRs</a> R 4/04 Read The 2000 US Commission on Civil Rights Report on 1991 conflict in LA on Rodney King beating at <a href="https://www.usccr.gov/pubs/guard/main.htm">https://www.usccr.gov/pubs/guard/main.htm</a></p>	<p><b>Journal 3 due</b></p>
<p>Week 13 Memorializing the 1921 Tulsa Pogrom</p>	<p>T 4/09 Read Tulsa Pogrom: A Report by the Oklahoma Commission to Study the 1921 Tulsa ‘Race Riot’ <a href="http://www.okhistory.org/research/forms/freport.pdf">http://www.okhistory.org/research/forms/freport.pdf</a> <a href="https://www.washingtonpost.com/news/local/wp/2018/09/28/feature/they-was-killing-black-people/?utm_term=.7a5e732fb8c5">https://www.washingtonpost.com/news/local/wp/2018/09/28/feature/they-was-killing-black-people/?utm_term=.7a5e732fb8c5</a> R 4/11 Orisabiyi Williams “Economic Development” Means Gentrification for North Tulsa <a href="https://theblackwallstimes.com/2017/04/10/economic-development-means-gentrification-for-north-tulsa/">https://theblackwallstimes.com/2017/04/10/economic-development-means-gentrification-for-north-tulsa/</a></p>	<p>In class, with a partner discuss and prepare a 5min presentation on memorializing the Tulsa Pogrom</p>
<p>Week 14 Atlanta: Black Mecca?</p>	<p>T 4/16 Read Chapter 7 “Atlanta: Black Mecca?” in Robert Bullard (ed) The Black Metropolis in the 21<sup>st</sup> Century Race, Power and Politics of Place (2007) R 4/18 Read Racial segregation and Mobility in Metro Atlanta</p>	<p>In class, with a partner discuss and prepare a 5min presentation on the problems of Atlanta as a Black Mecca?</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>	
Week 15 Shrinking Detroit	T 4/23 Read Chapter 4 in Part 2 Detroit by Peter Moskowitz How To Kill a City: Gentrification, Inequality and The Fight for The Neighborhood  R 4/25 Read Chapter 5&6 in Part 2 Detroit by Peter Moskowitz How To Kill a City: Gentrification, Inequality and The Fight for The Neighborhood	In class, with a partner discuss and prepare a 5min presentation on the problems of shrinking Detroit.
Week 16 Presentation of story map of campus sites of struggles ICES evaluations	T 4/30 & R 5/02 Presentations and course evaluations	ICES course evaluations <b>Journal 4 due</b>