

Social Justice in the City – Winter 2017
GEOG 25 / WGSS 37.04 / SOCY 49.22
M,W,F Thornton Hall, 105

Professor Treva Ellison

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Office Hours: M, W 1 – 2pm or by appointment

Office Location: Fairchild 019

Course Overview

In this course we will explore issues surrounding uneven development and interrogate the meaning and practice of social justice in urban landscapes. We will examine the historic developments and spatial strategies that have shaped uneven development in US cities. This course treats both “social justice,” and “the city” as dynamic and contentious formations that everyday people, activists, politicians, and others struggle over and define through practice. The course takes an inter-disciplinary approach to the topic and as such, the readings will traverse a range of academic fields of inquiry.

Learning Objectives

- 1) Students will become familiar with recent trends in urban spatial development and management.
- 2) Students will become familiar with several US-based social movement campaigns and organizations.
- 3) Students will develop a fluency in issues stemming from uneven development and inequality in urban landscapes.
- 4) Students will be able to identify and analyze how planners, politicians, scholars, and activists have articulated and implemented ideas of social justice in an urban context.
- 5) Students will be able to identify and analyze how activists, policy makers, and scholars define and practice concepts like space, place, time, justice, and freedom.

Teaching Philosophy

As a geographer, I believe that we carry many places with us wherever we go. The 'wheres' we carry shape how we interact, interpret and make meaning in the world. Space and place are not passive, they are alive, moving, and take shape as they are imagined and practiced. I understand the classroom as such as space. A classroom is not passive, it does not constitute an equal playing field or a safe space, it is a terrain of ideological struggle and we will struggle over meaning, theory and practice because learning has real stakes and consequences. I do believe though we as a group can create an experimental space of engagement that can be as transformative as the energy that we all put into it.

Grading Policies and Breakdown

- Reading and Participation: 30%
 - Weekly Photo Response: 20%
 - 18 points total, 2 points per week
 - Graded for Completion and Content: 1 point for completion, 2 points for completion with thoughtful content
 - Weekly Reading and Participation: 10%
 - 36 points total, 4 possible points per week for class discussions, in-class quizzes / assignments, and group work.
- Midterm Exam: 20%
 - 50 points total
 - Friday, 2/10/2017 in class
- Final Exam: 20%
 - 50 points total
 - March 8, 2017 in class
- Project Proposal: 30%
 - 50 points total
 - Due Monday, March 13 by 11:59 pm online

Late Work Policy: I will accept late work and it will be docked one-third a letter grade for every day late. I will not accept work more than a week late unless you have a documented dire emergency or make arrangements with me well in advance.

Weekly Photo Response: Each week, students should read the news, reflect on the readings and class discussion, and select a photo that speaks to an issue or theme that we've addressed that week. Students should caption the photo, providing a short explanation of how the photo relates to the themes, issues, or concepts that we've covered in class or in the readings. I do not wish to police your creativity, but please use your best judgement in regards photos containing 'graphic' content. If you have further questions about what constitutes reasonable content for the photos, please do not hesitate to ask me. **Photo Responses will be due every Thursday by 9am** and captions for the photos should be between 2-3 sentences.

Weekly Reading and Participation: This course places a heavy emphasis on reading and participation. Getting a good mark in this class requires students to show up to class on time, having read the readings for the week, and ready to participate. Participation includes class attendance as well as being prepared to engage in discussion with questions and comments. I will periodically assess reading through ad hoc, open book / open notes free-writes during class. I will not take attendance in every class, but I will notice if you are frequently absent.

Exams: will consist of a mixture of key term identifications and short essay questions. I will provide a review for each examination, at which time I will provide more details about the content of the exam. **The Midterm will be on Friday, February 10th in class.** The date of **the final exam will be Wednesday March 8th in class.**

Project Proposal: For the Project Proposal assignment, students will outline a research project on a contemporary urban social justice issue. The proposal must consist of: 1) a research question 2) thesis statement or hypothesis, and 3) 3-5 arguments to support your

thesis or hypothesis. For each argument, students must provide an annotated list of sources that support your claims. The proposal should incorporate a MINIMUM of 10 sources and at least 3 of those 10 sources should be primary sources. Some of you might find excellent primary sources that you may not have immediate access to, such as an archival collection at a University or research institute. In such a case, please list the source and talk about why you are interested in that source and how it might support your claim or argument. Research proposals should be typed, in 12-point font, double spaced, and turned in as hard copies.

Project Proposals will be due on March 13th at 11:59pm

Expectations / Course Policies

Computers/ Electronic Devices

Computers, tablets and phones can be used during group work and for assignments in class. However, during lectures, I will ask you to take handwritten notes (I know of the allures of facebook, instagram, twitter, etc.). If you have a documented cognitive or physical issue that would make taking notes impossible please let me know. Also, I do not consent to be audio or video recorded during class and out of respect for me and your classmates ask that you all refrain from making recordings or taking photographs of our class meetings.

Participation

Please come to class prepared to engage with the course materials. This means completing course readings, and developing 1-2 questions about lecture materials and readings. See this article for tips on formulating good questions from readings:

<http://avidly.lareviewofbooks.org/2016/09/13/we-arent-here-to-learn-what-we-know-we-already-know/>

Generous Reading and Listening

Generous reading is a way of interacting with texts in order to engage with the ideas and arguments before criticizing them. Generous readings are meant to **generate ideas and create new openings** for thought rather than focusing solely on what is missing. A generous reader tries to understand the context in which a given text was produced. Why did the artist / author write this text? What ideas are guiding the text? If something important is left out, why? How would the text look different if it were included? These are some questions you could meditate on as you read texts.

Generous listening applies the same concepts as generous reading, extended towards your classmates. We will talk about some topics that whose tensions and discords are a foundational component of U.S. social, political, and economic life. I expect all of us to treat that with the seriousness it deserves and to try to engage with the stakes of particular arguments and ideas that we will discuss. I will not tolerate ad hominem attacks on fellow students or the professor, or language that degrades and/or dehumanizes.

Proactive Communication

It is my goal to maintain an atmosphere of critical engagement. If you are having any difficulties with assignments, readings, class dynamics, or my presentation of materials please come to office hours or contact me by email as problems arise rather than at the last minute. I am open to helping you engage with the course concepts and materials however I feasibly can, but only

ask that you be proactive about communicating with me. I will do my best to respond to emails within 48 hours of receipt. I will not respond on the same day to emails sent after 5pm.

Academic Honor Code

I believe strongly in collaborative work and this class is situated around that belief, with many opportunities to learn from and share with your classmates. However, for the individual assessments: the exams and the project proposal, I expect you all to present your own ideas and analysis. Dartmouth College has a policy on academic integrity that circumscribes our interaction. The policy can be reviewed online:

<https://www.dartmouth.edu/judicialaffairs/honor/index.html>.

Student Needs

- I respect religious observances that may not be scheduled academic holidays. Please let me know **by the end of the second week of class** if you will miss sessions due to religious observances.
- Students with disabilities who may need disability-related academic adjustments and services for this course are encouraged to see me privately as early in the term possible. Students requiring disability-related academic adjustments and services must consult the Student Accessibility Services office (205 Collis Student Center, 646-9900, Student.Accessibility.Services@dartmouth.edu). Once SAS has authorized services, students must show the originally signed SAS Services and Consent Form and / or a letter on SAS letterhead to me. As a first step, if you have questions about whether you qualify to receive academic adjustment and services, you should contact the SAS office. All inquiries and discussion will remain confidential.
- Additional Support for Learning
 - Academic Skills Center – <http://www.dartmouth.edu/~acskills/>
 - The Research Center for Writing, and Information Technology – Berry 183 – <http://writing-speech.dartmouth.edu/learning/support-writing-research-and-composing-technology/rwit>

Class Reading Schedule

Week 1 (1/ 2): The Terms of Order: Social Justice, Memory and Racial Capitalism

1. Robinson “Racial Capitalism: The Non-Objective Character of Capitalist Development” from *Black Marxism: The Making of the Black Radical Tradition*
2. Black Youth Project 100 - “Agenda to Build Black Futures”
3. Black Lives Matter - Movement for Black Lives Platform
4. Coalition of Black Trade Unionists – “A Future for Workers: A Contribution from Black Labor”
5. Donald Trump: First 100 Days Plan

Week 2 (1/9): Terms of Order Part II

1. Lipsitz, George. “Race, Place, Power” from *How racism takes place*. Temple University Press, 2011.
2. James Boggs - American Revolution: Pages of a Negro Worker’s Notebook- “Introduction” and “The Rise and Fall of the Union” - available online
3. Hom, Sharon K., and Eric K. Yamamoto. "Collective memory, history, and social justice." *UCLA L. Rev.* 47 (1999): 1747.
4. Declaration of the Rights of Man and of the Citizen
5. Susan Buck-Morss - “Hegel and Haiti”

Week 3 (1/16): Urbanization, Difference, and Contest: Historical Context -- NO Class 1/16 – Martin Luther King Jr. Day--

1. Kornbluh, Felicia Ann. “Introduction” from *The battle for welfare rights: Politics and poverty in modern America*. University of Pennsylvania Press, 2007.
2. d’Emilio, John. "11 Capitalism and Gay Identity." *The Gender/Sexuality Reader: Culture, History, Political Economy* (1997).
3. Hanhardt, Christina B. "Sexual Deviancy, Police Accountability, and the 1960s War on Poverty” from *Safe space: Gay neighborhood history and the politics of violence*. Duke University Press, 2013.
4. Combahee River Collective “13 Black Women: Why Did They Die?”
5. Song-Ha Lee, Sonia "Building Black and Puerto Rican Political Power through the War on Poverty” from *Building a Latino Civil Rights Movement: Puerto Ricans, African Americans, and the Pursuit of Racial Justice in New York City*. UNC Press Books, 2014.

Week 4 (1/23) Urbanization, Difference and Contest: Spatial Theory

1. Gilmore, Ruth Wilson “From Military Keynesianism to Post-Keynesian Militarism”
2. Heynen, Nik. "Urban political ecology II The abolitionist century." *Progress in Human Geography* (2015):
3. McNally, David. “The Day the Music Died: Three Decades of Neoliberalism *Global slump: The economics and politics of crisis and resistance*. PM Press, 2011. 25-60
4. Smith, Neil. "Contours of a spatialized politics: homeless vehicles and the production of geographical scale." *Social text* (1992): 55-

5. Pulido, Laura. "Geographies of race and ethnicity II Environmental racism, racial capitalism and state-sanctioned violence." *Progress in Human Geography* (2016)

Week 5 (1/30): Migration and (im)Mobility

-- No Class Wednesday 2/1—

1. Molina, Natalia. "Deportations in the Urban Landscape" from *How race is made in America: Immigration, citizenship, and the historical power of racial scripts*. Vol. 38. Univ of California Press, 2013.
2. Emi Koyama. "State Violence, Sex Trade, and the Failure of Anti-Trafficking Policies" - available online
3. Golash-Boza, Tanya. "Targeting Latino men: mass deportation from the USA, 1998–2012." *Ethnic and Racial Studies* 38, no. 8 (2015): 1221-1228.

Week 6 (2/6): Exam Review

--- Study Day 2/6

--- In class Review - 2/8

--- Exam 1, 2/10 in class – Will cover weeks 1 - 4

Week 7 (2/13): Urban Poverty and the Decline of the Keynesian Welfare State

1. Wolch, J. "Volunteerism and the American Welfare State" from *The Shadow State: Government and Voluntary Sector in Transition* The Foundation Centre. New York (1990).
2. Perkins, Kristin L., and Robert J. Sampson. "Compounded Deprivation in the Transition to Adulthood: The Intersection of Racial and Economic Inequality Among Chicagoans, 1995–2013." *RSF: The Russell Sage Foundation Journal of the Social Sciences* 1, no. 1 (2015): 35-54.
3. DeFilippis, Joseph. "Common Ground: The Queerness of Welfare Policy" *Scholar and Feminist Online* available online

Week 8 (2/20): Policing and Incarceration

1. Gerda, Ray, Richard Schaufler, Larry Trujillo, Lynn Cooper, Elliot Currie, and Sidney Harring. "The Origins of Policing" from *The iron fist and the velvet glove: An analysis of the US police*. San Francisco: Crime and Social Justice Associates, 1982.
2. Sexton, Jared. "Racial profiling the societies of control." from *Warfare in the American Homeland: Policing and prison in a penal democracy* (2007): 197-218.
3. Ellison, Treva and Lenz, Colby: "Mapping Police Violence in Los Angeles" from *Scholar and Feminist Online* available online.
4. Gilmore, Ruth Wilson. "The Prison Fix" from *Golden gulag: Prisons, surplus, crisis, and opposition in globalizing California*. Vol. 21. Univ of California Press, 2006.
5. Camp, Jordan – *Incarcerating the Crisis*, Selections

Week 8 (2/27): Housing and Homelessness

1. Hoover, Joe. "The human right to housing and community empowerment: home occupation, eviction defence and community land trusts." *Third World Quarterly* 36, no. 6 (2015): 1092-1109.
2. Wilse, Craig. "The Value Of Homelessness" selections
3. Ampu, Ralowe. "Hotel Hell: With Continual References to the Insurrection" from Smith,

Nat, and Eric A. Stanley, eds. *Captive genders: Trans embodiment and the prison industrial complex*. AK Press, 2011.

Week 9 (3/6): Exam Week

3/6 – Final Exam Review

3/8 – Final Exam in Class – Will be cumulative with focus on content from weeks

5 - 8