Course Information UP 160: 'Race', Social Justice, and Cities

Course Overview

Students will explore the contingent and contested social meanings attached to the idea of ‘race’ and how these ideas are mobilized into racist political projects to govern the inequalities shaped by centuries of genocide, land theft, racial slavery, decades of legalized segregation and neoliberal economic exclusions. Our 8 week course proceeds in two roughly equal movements. Theoretically, we introduce our sociological and historical lens that a dominant system of ideas (ideology), the White Racial Frame (WRF) is foundational to everyday and institutionalized racial conflicts in North American cities. Practically, we map stories and timelines of present urban rebellions as case studies of the WRF and associated counter frames in operation. These case studies introduce a range of urban rebellions resulting from racialized policing, pogroms, and privatization of public health, municipal environmental and emergency services after disasters. The story map course project invites students to showcase the explanatory power of historically informed arguments and propose viable pathways toward antiracist and desegregated futures.

Course Goals and Objectives

Ongoing and often violent urban conflicts suggest the need for a deeper debate on the complex relation between segregated urban places and racialized inequalities. This course suggests an iceberg model of simple and complex views of racism to distinguish between proximate and root causes of social problems and explain how spatial segregation underpins current everyday racialization practices, reproduces social inequalities and fuels social struggles for more dignified urban livelihoods.

By the end of this course, you will be able to:

- Explain the history of "race" as an ideology (system of ideas) created by racist social practices
- Differentiate between race, racism, racialization, and explain their relation to social inequalities
- Explain how racist spatial practices like exclusionary zoning reproduces racialized relations
- Identify the White Racial Frame as foundational to systemic and institutionalized racisms in North America
- Propose possible anti-racist strategies as pathways to desegregate urban spaces
- Create a story map of specific struggles against intersecting spatial and social inequalities

Course Structure

This is a 3 credit hour course. The course is 16 weeks long and consists of 8 content modules. You should dedicate approximately 6–8 hours per week to working on the course itself, but
actual time commitments will vary depending on your input, needs, and personal study habits. You are required to log on to the course website a minimum of 4 days per week, but as discussions develop, you will probably need to do so more frequently. For additional information about student commitment, please see the policies page.

**Required Texts**

You can order the required textbook from the Illini Union Bookstore (IUB) (217-333-2050). Be certain you select the correct term from the Search by Course dropdown list. Used books are often available and can be provided at a cost savings to you. Note that the cost and postage for all books must be prepaid. You can charge your order using VISA, Discover, or MasterCard. If you are ordering books elsewhere (e.g., Amazon.com), please be sure to order the correct edition and year of publication.


- ISBN-10: 9814411159

**Recommended Texts**


**Course Components**

This course will consist of the following components:

**Module Overviews**

Each module will begin with the module overview, which will explain what the module is about, what learning goals you are expected to achieve, how long the module will take, and in what activities you will participate. Each module is designed with the same
structure and activities unless otherwise specified. The module activities are explained in
greater detail below. You can find the due dates of specific assignments on each module's
Overview page.

Readings and Lessons

Each module will contain a list of lessons (recorded lectures) and assigned readings. In
some cases, optional or supplemental readings may be listed for further study. Lessons
cover major topics from the readings but do not necessarily include all important
information from the readings.

Discussions

The discussion forums are a ripe place to engage with one another as you wrestle with the
content covered in the week. In Modules 1–6, a number of students will act as
“presenters” by posting questions related to the module content to the rest of the class.
The rest of the class will act as “responders” by responding to the questions for that
week. As the discussions evolve, both presenters and responders will contribute their
thoughts to the threads that interest them.

Discussion Journals

For Modules 1–6, students will write journal entries to reflect on insights gleaned from
participating in group discussions on questions that they and peers request for clarity.
Graded activities include presenting and responding to questions and reflecting on the
learning process during discussions.

Project

Students will create and present a story map of five key sites of struggles against racism.
As preparation for the project, students will write four 500-word project journals as steps
towards creating a story map and timeline of past events and possible futures of a present
urban rebellion in a city of your choice. Project journals will 1) propose a racialized
conflict for further study; 2) identify different community and state archives of the
conflict; 3) categorize different community and state acts of remembrance in terms of the
WRF and CF; and 4) propose a manifesto for existing projects towards emerging anti-
racist futures. All students will present and review peer projects before submitting final
story map and 500 word manifesto of racial inequalities as per guidelines at
https://storymap.knightlab.com/ More detailed information about the project can be found
on the Course Project page.

Accommodations

To obtain disability-related academic adjustments and/or auxiliary aids, students should
contact both the instructor and the Disability Resources and Educational Services
(DRES) as soon as possible. You can contact DRES at 1207 S. Oak Street, Champaign, (217) 333-1970, or via email at disability@illinois.edu.

**Topic Outline**

1. Introductions and the threat of "race" for democracy in urban America
2. The White Racial Frame of every day and systemic racisms
3. Counter-frames of the White Racial Frame
4. Racism, violent policing, and BLM movement: St. Louis, Chicago, Minneapolis
5. Memorializing race massacres and displacement: Tulsa and New Orleans
6. Forging anti-acist alliances and solidarities: Los Angeles and New York
7. Project Presentations
8. Project Peer Reviews

**Grading**

**Grading Distribution**

<table>
<thead>
<tr>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
<th>Module 5</th>
<th>Module 6</th>
<th>Module 7</th>
<th>Module 8</th>
<th>Activity Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>0</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>0</td>
</tr>
<tr>
<td>Discussion</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Discussion Journals</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Project</td>
<td>NA</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>NA</td>
<td>NA</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Module Total</td>
<td>10</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

You will only be graded on your top 5 discussion activities and discussion journals.

**Grading Scale**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>97-100</td>
<td>A+</td>
</tr>
<tr>
<td>94-96.5</td>
<td>A</td>
</tr>
<tr>
<td>90-93.5</td>
<td>A-</td>
</tr>
<tr>
<td>87-89.5</td>
<td>B+</td>
</tr>
<tr>
<td>84-86.5</td>
<td>B</td>
</tr>
<tr>
<td>80-83.5</td>
<td>B-</td>
</tr>
<tr>
<td>Score Range</td>
<td>Grade</td>
</tr>
<tr>
<td>-------------</td>
<td>-------</td>
</tr>
<tr>
<td>77-79.5</td>
<td>C+</td>
</tr>
<tr>
<td>74-76.5</td>
<td>C</td>
</tr>
<tr>
<td>70-73.5</td>
<td>C-</td>
</tr>
<tr>
<td>67-69.5</td>
<td>D+</td>
</tr>
<tr>
<td>64-66.5</td>
<td>D</td>
</tr>
<tr>
<td>60-63.5</td>
<td>D-</td>
</tr>
<tr>
<td>Below 59.5</td>
<td>F</td>
</tr>
</tbody>
</table>