

*Department of City and Regional Planning
UNC-Chapel Hill*

PLAN 52: RACE, SEX and PLACE in AMERICA

FIRST YEAR SEMINAR

Fall 2014
Peabody 220
T/TH 11-12:15

Professor: Mai Thi Nguyen
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Course Introduction: This first year seminar will expose students to the complex dynamics of race, ethnicity, and gender and how these have shaped the American city since 1945. It will examine both the historical record as well as contemporary works of literature and film to probe the ways race and ethnicity have contributed to the culture of urban life in the United States. It will also explore the different ways women and men perceive, understand, occupy and use urban space and the built environment. Drawing upon the scholarship of several disciplines (urban planning, ethnic studies, sociology and American history), the seminar will examine a broad spectrum of topics, including the social construction of race, the creation of the underclass label, residential segregation, the significance of Hurricane Katrina, sexual identity and space, and immigration. The last portion of the course will focus on planning and policy tools that have the potential to alleviate racial/ethnic and gender inequality in space.

Course Objective: This course is intended to introduce students to issues related to race, ethnicity and gender and their relationship to physical space. The course will explore how various 'identities' are socially constructed and how these social constructions shape urban space. In addition, students will be exposed to a diversity of contemporary issues that highlight the intersection between race, ethnicity, gender and place. The course will also provide opportunities for first year students to acquire or improve skills in research methods, active learning, self-directed inquiry, communications skills (oral and written), and social networking.

Class Format: Each Tuesday, the class session will be focused on the required readings. Students will be asked to discuss concepts and provide critical thoughts about the readings. Students may be asked to discuss in small groups or with the entire class. Thursday classes will consist of instructor led discussions/guest speaker/group activities/exercises/movies.

In-Class Participation:

Each student is expected to read all assigned readings for each class session BEFORE class. The suggested readings are there for you to scan or use to facilitate discussion, but are not required. This is a small seminar class, so discussion participation is crucial to a productive and successful course. If you are not participating, it will be assumed that you have not read the materials and you will be asked directly about your thoughts/opinions about the readings.

Required Readings:

All required readings will be posted on Sakai: <https://www.unc.edu/sakai/> unless noted otherwise.

Films:

All films must be watched in the Media Resources Center in the Undergraduate Library. It may be useful for students to watch the movies in small groups in order limit the number of times the video is in use.

Course Grades:**Percentage of Grade:**

Assignment #1: Background Paper	10%
Assignment #2: Viewpoints	10%
Assignment #3: Planning/Policy Strategies	10%
Assignment #3: Final Report	30%
Assignment #4: Group Presentation	20%
Short responses/quizzes to readings/films	10%
In-Class Attendance/Active Discussion Participation	10%

Course Grading Scale: Total 100 Points

A =95-100, A- =90-94,
 B+=88-89, B=84-87, B-=80-83,
 C+ =78-79, C=74-77, C- =70-73,
 D+ =68-69, D=64-67, D- =60-63,
 F =0-59

(Students should also refer to the Undergraduate Bulletin, pgs.381-382, for general guidelines about the characteristics of work that constitute a grade of A, B, C, etc.)

Other Academic Business

The Honor Code:

“The Honor Code represents UNC-Chapel Hill students' commitment to maintain an environment in which students respect one another and are able to attain their educational goals. As a student at Carolina, you are entering a community in which integrity matters--integrity in the work you submit, and integrity in the manner in which you treat your fellow Carolina community members.”

I am committed to treating Honor Code violations seriously and urge all students to become familiar with its terms set out at

<http://studentconduct.unc.edu/sites/studentconduct.unc.edu/files/documents/Instrument.pdf>

If you have questions it is your responsibility to ask the professor about the Code's application. All written work, and other projects must be submitted with a signature that you have complied with the requirements of the Honor Code in all aspects of the submitted work.

Contacting the professor:

I encourage you to talk to me before or after class and during office hours. I also encourage you to inform me beforehand, either in person or by email, if you are unable to attend class or fulfill an assignment rather than after the fact. I am more willing to make accommodations legitimate excuses if I am told beforehand.

Missing Class:

Students are permitted to miss class for EXCUSABLE absences only (for details about what an excused absence is, see UNC-Chapel Hill's attendance policy below). On the first day of class, each student starts with a 100% or A for participation. Students are allowed one UNexcused absence without any questions from the instructor. If a student has two UNexcused absences, their participation grade will be deducted by one letter grade (from an A to a B, for example). With each additional absence, a student's participation grade will be deducted one letter grade per absence. I abide strictly by the university's attendance policy, so please be familiar with it. <http://provost.unc.edu/files/2012/09/Class-Attendance-Policy-8-18-10.pdf>

Laptops and cell phones:

This class will be a **laptop and cell phone free** environment. Unless you have a disability that requires usage of a laptop, there will be no need for a laptop in this course. At the end of the semester, I will ask you to bring your laptops to class to complete on-line course evaluations and there may be other instances when laptops may be needed. You will be notified in advance to bring your laptops to class in these instances. Please turn off cell phones before entering class.

Disability: If you have a documented disability that may require assistance, you may need to contact the Academic Services office that houses the Academic Success Program for coordination in your academic accommodations. Please contact me to discuss any accommodations that may be required to satisfy your needs.

Resources: My purpose as a professor is to help you to excel in this learning environment. Should you need further assistance beyond the help of the professor, please consult the following on-campus resources:

The Writing Center: <http://www.unc.edu/depts/wcweb/>

Academic Success Program (for students with learning disabilities (LD) and/or attention-deficit/hyperactivity disorder (ADHD): <http://learningcenter.unc.edu/ldadhd-services/>

Learning Center: <http://www.unc.edu/depts/lds/>

Counseling and Wellness Services: <http://campushealth.unc.edu>

Class Schedule

PART I: CONSTRUCTING AND CHALLENGING IDENTITIES

Week 1: Introduction

8/19: Overview of course, syllabus, & assignments (start thinking about topic for assignment!)

8/21:

Read:

- ❖ Smedley, Audrey. November 1997. "Origin of the Idea of Race." *Anthropology Newsletter*.
- ❖ Diamond, Jared. November 1, 1994. "Race without Color." *Discover Magazine*.
- ❖ Week 2: The Origins of Race

Week 2: The Social Construction of Race and Ethnicity

8/26: **View Before Class:** Race: The Power of an Illusion, Episode 1 (~1hr)
Be Prepared to Discuss in Class

8/28

Read:

- ❖ Almaguer, Tomas. 1994. *Racial Fault Lines: The Historical Origins of White Supremacy in California*. Berkeley and Los Angeles: University of California Press. Introduction, Introduction & Ch. 1. Pgs 1-41.
- ❖ Ojito, Mirta. New York Times, June, 5, 2000. Best of Friends, Worlds Apart.

1st Group Meeting: 15 minutes

Week 3: Social Construction of Gender

9/2 **How to Start a Research Project: Introduction to Davis Library Resources by Philip McDaniel, Librarian**
Meet in Davis Library Room 247

9/4

Read

- ❖ Fausto-Sterling, Anne. March/April 1993. "The five sexes: why male and female are not enough." *The Sciences* 33(2).
- ❖ Beall, Jo. 1996. "Urban Governance: Why Gender Matters. London School of Economics and Political Science." *Monograph*.

Week 4: Privilege & Bias

9/9

Read

Rothenberg, Paula S. 2011. White Privilege. Parts I & II, pgs 9-103.

9/11

Read

Banaji and Greenwald. 2013. *Blind Spot*. Appendix 1: Are Americans Racist? p. 169-188

Background Paper Due & 15 minute group meeting

PART II: INTERSECTION OF RACE, ETHNICITY AND GENDER IN SPACE

Week 5: The Underclass: The Significance of a Label

9/16

Read

- ❖ Anderson, Elijah. 1999. *Code of the Streets: Decency, Violence, and the Moral Life of the Inner City*. New York and London: W. W. Norton & Co. Ch 1-2. Pgs. 35-106. Can also be found at:
<http://www.theatlantic.com/magazine/archive/1994/05/the-code-of-the-streets/6601/>

9/18

Guest Speaker: Jock Lauterer, Lecturer in Journalism and Director of the Carolina Community Media Project

Read the Durham VOICE newspaper: <http://www.durhamvoice.org>

Week 6: Determinants of Residential Segregation: Discrimination, Economics, or Preferences?

9/23

Read

- ❖ Galster, George and Erin Godfrey. 2005. "By Words and Deeds: Steering by Real Estate Agents," *Journal of American Planning Association* 71(3): 251-268.
- ❖ Adelman, Larry. June 29, 2003. *Racial Preferences for Whites: The Houses that Racism Built*. San Francisco Chronicle

9/25

Hudson Vaughn, Deputy Director, The Jackson Center

Listen to oral histories before class

<http://www.jacksoncenter.info/public-histories/jackson-center-histories/>

Week 7: Race, Class, and Hurricane Katrina

9/30

Read

- ❖ Powell et al. 2006. "Towards a Transformative View of Race: The Crisis and Opportunity of Katrina. Pgs. 59-84. In *There is No Such Thing as a Natural Disaster: Race, Class and Hurricane Katrina*, eds. Chester Hartman and Gregory Squires. New York: Taylor and Francis Group.

10/2

View before class and be prepared to discuss: [When the Levees Broke: A Requiem in Four Acts \(4 hours\)](#)

Week 8: Gendered and Spaces

10/7

Read

- ❖ Hayden, Dolores. 1981. "What Would a Non-Sexist City Be Like? Speculations on Housing, Urban Design, and Human Work." In *Women and the American City*, Eds. Stimson et al. Chicago and London: University of Chicago Press. Pgs. 167-191.

10/9 **Read**

- ❖ Rosin, Hanna. July/August 2010. "The End of Men: How Women are Taking Control of Everything." *The Atlantic*.

❖ ***Viewpoints Due & 20 minute group meeting***

Week 9: Immigration: The Good and the Bad

10/14 ***Guest Speaker: Marty Rosenbluth, Executive Director, NC Immigrant Rights Project***

10/16 Fall Break

Week 10: Immigration: The Good and the Bad (continued)

10/21 **Read**

- ❖ Gill, Hannah. 2010. The Latino Migration Experience in North Carolina: New Roots in the Old North State. Intro, Ch 1 & Ch 3.
- ❖ News & Observer. March 05, 2006. Illegal Immigration—who profits, who pays (Part 1-5).

10/23 ***Group meeting to discuss planning and policy solutions***

Week 11:

10/28 ***Lynden Harris, Founder, Hidden Voices***
<http://www.hiddenvoices.org>

10/30 What do you want to be when you grow up? A workshop on careers
Meet in Hanes Hall 239B
Speaker Ray Angle, Director University Career Services

PART III: PLANNING AND POLICY SOLUTIONS

Week 12: Poverty Deconcentration: Moving to Opportunity

11/4 **Read**

- ❖ Goering, John and Judith D. Feins (eds.) Choosing a better life? : Evaluating the Moving to Opportunity social experiment. Ch. 1, pg. 3-36. Washington D.C.: Urban Institute.

Planning & Policy Solutions Due

11/6 ***View Before Class: The Pruitt Igoe Myth (~54 minutes)***
Be Prepared to Discuss in Class

Week 13: Racial Integration Policies

11/11

Read

- ❖ McKenzie, Evan and Jay Ruby. Nd. "Reconsidering the Oak Park Strategy: The Conundrums of Integration."

11/13

View Before Class: Holding Ground: the Rebirth of Dudley Street (~1hr)
Be Prepared to Discuss in Class

Read

- ❖ Enterprise Foundation. 2000. "Dudley Street Neighborhood Initiative."

Week 14: Group Presentations

11/18

Group Presentations: 15 minutes each

11/20

Group Presentations: 15 minutes each

Week 15: Storytelling for Social Change

11/25

TBD

11/27

HAPPY THANKSGIVING! (No class)

Week 16:

12/2

Wrapping Up: What have we learned?
Final Reports Due

UNC-Chapel Hill Class Attendance Policy: 8-18-2010

Regular class attendance is a student obligation, and a student is responsible for all the work, including tests and written work, of all class meetings. No right or privilege exists that permits a student to be absent from any class meetings except for excused absences for authorized University activities (see below). If a student misses three consecutive class meetings, or misses more classes than the course instructor deems advisable, the course instructor may report the facts to the student's academic dean.

Course instructors only excuse absences from class for valid reasons (illness or family emergency, etc.). A student should present his or her explanation for any absences in writing to the course instructor in advance if the reason for the absence could be foreseen, or as soon as possible thereafter if the reason for the absence could not be foreseen.

Students are authorized up to two excused absences each academic year for religious observances required by their faith. Students who wish to request more than two excused absences in an academic year for religious observances required by their faith will need to contact their course instructors and request the additional absence, which will only be granted with the course instructor's permission. Primary holy days for religious observance are noted on a web-based interfaith calendar site at www.interfaithcalendar.org.

Students are responsible for providing a written notice for an excused absence for a religious observance two weeks in-advance of the date requested or as soon as possible if the date occurs within the first two weeks of the semester. This policy also applies to students who have an excused absence for a religious observance during the summer.

Students must be given the opportunity to make up tests and other work missed due to an excused absence for a religious observance. Make up tests may entail an alternative examination, or other accommodation, which allows the student not to be penalized for an excused absence for a religious observance.

A student may appeal a course instructor's denial of a request that an absence be excused if the request to be excused from class and the reasons for the request are presented to the course instructor in writing within the time limits above. The appeal is to be made to the course instructor's immediate academic supervisor.

Students who are members of regularly organized and authorized University activities and who may be out of town taking part in some scheduled event are to be excused during the approved period of absence. Notification of such an absence must be sent by the responsible University official to the course instructor before the date(s) of the scheduled absence.