Professor: Mai Thi Nguyen  
Office: New East 205  
Office Hours: T 2:00-3:00pm and gladly by appointment  
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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 scholarship across multiple 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 group collaboration.

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 participation in discussion sessions is crucial to a productive and successful course. If you are not participating, you may 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 can be streamed using “filmfinder” from Media Resources Center unless otherwise indicated.

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 or films  10%
Participation (Attendance and active participation in class)  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
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. 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 require elements 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.

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. 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.

Laptops and cell phones:
This class will be a laptop and cell phone free environment, unless otherwise instructed. 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.

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: https://writingcenter.unc.edu
- 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
1/9: Overview of course, syllabus, & assignments (start thinking about topic for assignment!)

Week 2: The Social Construction of Race and Ethnicity

1/14: The Origins of Race
Read:

1/16: View Before Class: The Difference Between Us: Race -- The Power of an Illusion, Episode 1 (~60mins)
Streaming available on filmfinder on Media Resource Center website:
https://catalog.lib.unc.edu/filmfinder/

Be Prepared to Discuss in Class along with Reading by Ojito
Read:

Week 3: Social Construction of Gender

1/21: How to Start a Research Project: Introduction to Davis Library Resources by Philip McDaniel, Librarian
Meet in Davis Library Room 247

Read:
❖ Examine Course Website before Session:
https://guides.lib.unc.edu/plan052

1st Group Meeting: 15 minutes

1/23
Read:

View Before Class: Becoming Me (27 minutes)
https://www.youtube.com/watch?v=IxzKIPVceWg

Week 4: Privilege & Bias

1/28
Read

1/30
Read
PART II: INTERSECTION OF RACE, ETHNICITY AND GENDER IN SPACE

Week 5: The Underclass: The Significance of a Label
2/4  
Read  

2/6  
Read  

Background Paper Due & 15 minute group meeting

Week 6: Determinants of Residential Segregation: Discrimination, Economics, or Preferences?
2/11  
Read  

2/13  
Guest Speaker: Allen Parnell, Fair Housing in America

Week 7: Race, Class, and Hurricane Katrina
2/18  
Read  

2/20  
View before class and be prepared to discuss: When the Levees Broke: A Requiem in Four Acts, Part 1-4, (~4 hours)  

Streaming available on filmfinder on Media Resource Center website:  
https://catalog.lib.unc.edu/filmfinder/

Week 8: Gendered Spaces
2/25  
Read:  
Week 9: Immigration: The Good and the Bad

3/3

Read

3/5

ACLU guest speaker

Read

❖ Viewpoints Due

3/10 & 3/12 **Spring Break, No Class**

Week 10: Policing, Race, and the Streets

3/17 Group meeting to discuss planning and policy solutions
Be prepared to bring in ideas for planning and policy solutions: 1 paragraph (1/2 page) write-up of at least 3 planning and/or policy solutions

3/19 View before class and be prepared to discuss:
In the Shadows of Ferguson Movie:
Available at: https://vimeo.com/247598465

Read

PART III: PLANNING AND POLICY SOLUTIONS

Week 11: Why Affordable Housing is Important

3/24 View Before Class: The Myth of Pruitt-Igoe (~54 minutes)
Streaming available on filmfinder on Media Resource Center website:
https://catalog.lib.unc.edu/filmfinder/
Be Prepared to Discuss in Class

3/26 Read

Week 12: Race and Reckoning at Universities

3/31 Readings TBD
4/2  (UAA) Guest Speaker. TBD.

Planning & Policy Solutions Due

Week 13: Racial Integration/Preservation Policies
4/7  View Before Class: Holding Ground: the Rebirth of Dudley Street (~1hr)

Be Prepared to Discuss in Class


4/9  **Tour of the Northside Neighborhood**
Meet at The Jackson Center is located at 512 W. Rosemary St. in Chapel Hill, NC
Be sure to allocate enough time to walk/take transit to the Center.
https://jacksoncenter.info/contact-us/

Read
❖ Data analysis of neighborhood demographics

Week 14: Performing Art for Social Change

4/14  **Meet in New East, Chapin Reading Room, 2nd Floor**

Affordable Housing!: The Musical
Maggie West, Producer, & Performers from the Musical

❖ Watch the taped recording of the musical before class:
http://www.affordablehousingmusical.org/film-version/

4/16  Wrapping up, what did we learn?

Week 15: Group Presentations

4/21  Group Presentations: 15 minutes each

4/23  Group Presentations: 15 minutes each

Week 16: Final Report Due

4/28  Final Report Uploaded to Sakai by 5pm

Class Attendance Policy
This policy applies to University approved class absences (listed below). For final examination absences, see the Policy on Final Examinations.

Regular class attendance is a student obligation. Students are responsible for all of their work, including assessments, tests, and written work, and for all class meetings. If a course instructor chooses to take attendance and sees that a student misses three or more consecutive class meetings or misses more classes than the course instructor thinks advisable, the instructor may report the facts to the student's advisor and/or academic dean.

No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities
2. Disability/religious observance/pregnancy, as required by law and approved by Accessibility Resources and Service and/or the Equal Opportunity and Compliance Office (EOC)
3. Significant health condition and/or personal/family emergency as approved by the Office of the Dean of Students, Gender Violence Service Coordinators, and/or the Equal Opportunity and Compliance Office (EOC).

Instructors may work with students to meet attendance needs that do not fall within University approved absences. For situations when an absence is not University approved (e.g., a job interview or club activity), instructors determine their own approach to missed classes and make-up assessments and assignments.

The University's policy regarding University approved absences as well as the instructor's course-level policies are communicated to students via the instructor's course syllabus on the first day of class.

Students are encouraged to communicate with their instructors early about potential absences and are reminded that they are bound by the Honor Code when making a request for a University approved absence.