

**Proposal to Add a New Undergraduate Course**

Last revised: September 24, 2013

1. Date: 11/14/2016

2. Department requesting this course: Geography

3. Semester and year in which course will be first offered: Spring 2018

# Final Catalog Listing

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below!

**3000.** Race, Sex, Space, and Place

Three credits. Prerequisite: None.

Focuses on cities, sexualities, and race relations through a study of racial segregation in American cities, emergence of gay neighborhoods, globalization, migration and human rights.

# Items Included in Catalog Listing

**Obligatory Items**

1. Standard abbreviation for Department, Program or Subject Area: GEOG

2. Course Number: 3000

3. Course Title: *Race, Sex, Space, and Place*

4. Number of Credits: Three

5. Course Description (second paragraph of catalog entry):

The course is an intermediate level overview of key issues in human geography focusing on the spatialization of race and sex in contemporary society, including topics such as the racial segregation in American cities; the emergence of LGBT neighborhoods; relationship between gender, sexuality and globalization & broader issues relating to the geography of human rights.

**Optional Items**

6. Pattern of instruction, if not standard: The course follows a directed reading style pedagogy.

1. Three times during the semester each student is required to bring cultural artifacts such as newspaper clippings, blog entries, or social media items such as pictures from Instagram accounts like “Humans of New York.” These cultural artefacts will illuminate the readings for each day. Students will need to write a 500-word reflection for each of the artefacts. The reflections will need to make explicit connections with the readings of the day and the artefact chosen by the student. The cultural artefacts portion constitutes 15 points. (3 X 5points=15points)
2. Three times during the semester each student is required to write an in class brief reflection making connections between their life experiences and the reading of the day. These reflections are meant to provide points of entry into some of the more theoretical texts, allowing students a concrete way to understand complex concepts. The in-class reflections will be pop reflections. Students will receive 10 minutes to write on the basis of a detailed prompt, and are required to write 150 words. The reflections constitute 15 points of the final credits. (3 X 5points=15)
3. There will be a mid-term. The mid-term will constitute of small essay type questions (150 words maximum) that seeks to examine whether the student understands key concepts such as the difference between space & place; intersectionality; race and ethnicity; global-local etc. The mid-term will also have a large essay question that seeks to examine students’ capability to make connections between different readings & themes, provide genuine examples of social problems that relates to the spatialization of racial inequities, global & local level efforts to promote social justice and equity. (25 points)
4. Final Project & Presentation: The final project is a creative project. Students will identify a critical social issue, such as the LGBT human rights, refugee encampments, right to the city alliance, movements such as Black Lives Matter. Students will write blog length entries that make explicit connections between race, sex, gender and place. Students will submit their blogs on Husky CT (1,500-word blog. 30 points)
5. Students will do a power point presentation about their final project in the style of a Ted Talk for the class. Students can only prepare up to 3 slides and will need to prepare an 8-minute Ted Talk about their critical issue. Students will be paired up & provided peer-based training for their presentation. Grade for this portion will be computed on the basis of students’ ability to represent their data or main arguments on 3 slides and within an 8-minute talk. (15 points).

7. Prerequisites, if applicable:

a. Consent of Instructor, if applicable: Not Required

b. Open to sophomores/juniors or higher: Open to all

# Justification

1. Reasons for adding this course:

The course will provide students with an understanding of how place & space intersect with social difference. The course will help with enrollment in Geography major & minors, as well as in programs such as Women’s, Gender, Sexuality Studies & Human Rights.

2. Overlapping courses and departments consulted: The course will provide Geography majors and minors with an introduction to geographies of race, ethnicity, gender, sexuality and the way social difference & inequality intersect with movements for social justice & human rights.

There are no other courses like this at UConn. However, the course content is relevant to the Department of Sociology, programs in Women’s, Gender, and Sexuality Studies and the Human Rights Institute. The directors of both of these programs have been consulted while designing the course. The course will be considered as one of the elective (potentially as one of the required) courses that count toward the Human Rights major & minor. Cross-listing of the course with WGSS is also being considered.

4. Number of students expected: 30

5. Number and size of sections: 1 section – 30

6. Effects on other departments: The course has been designed to provide a geographic perspective on the intersections of race, gender, and sexuality. It is likely to draw students from many majors, but does not compete directly with courses an any other field. It will complement classes on race, gender, and sexuality by helping student understand how racial & gender inequality is mapped through space & place, and how movements for the human rights of sexual minorities and refugees navigate geopolitical borders.

7. Effects on regional campuses: None.

8. Staffing: The course is being offered by Dr. Debanuj DasGupta who is a joint appointment between Geography & Women’s, Gender, Sexuality Studies as well as an affiliate for the Human Rights Institute, El-Instituto, Asian & Asian American Studies Institute.

**General Education**

None

# Proposer Information

1. Dates approved by

    Department Curriculum Committee: 7th December 2016

    Department Faculty: 7th December 2016

2. Name, Phone Number, and e-mail address of principal contact person: Carol Atkinson-Palombo, carol.atkinson-palombo@uconn.edu ; 860-486-3023

# Syllabus

A syllabus for the new course must be attached to your submission email

(See proposed syllabus below)

**Race, Sex, Space, and Place**

**GEOG 2400**

Instructor: **Dr. Debanuj DasGupta**

Assistant Professor

Department of Geography

215 Glenbrook Road, U-4148  
University of Connecticut  
Storrs, CT 06269-4148  
U.S.A.

**Office: AUST 433  
Office phone: 860-486-5952**[**debanuj.dasgupta@uconn.edu**](mailto:debanuj.dasgupta@uconn.edu)

**Office Hours: Wednesday 1:30pm-3:30pm**

The focus of the course is to understand how sex and gender based differences are constituted in and through space. Conversely, we shall consider how gender and sex norms, laws and statutes come to constitute space. The present political conjuncture is marked by uprisings against police brutality, contentious debates about deindustrialization in the US, borders, immigration, refugee resettlement and race in the US. The killing of black and brown bodies is a spatialized phenomenon, wherein, police and immigration agencies target specific neighborhoods and border areas. Such selective targeting frame racialized bodies in and through certain spaces (airports, neighborhoods, workplaces). Further, the targeting is overtly sexual-through profiling black men and women, poor transgender people of color, migrant sex workers as criminalized bodies. The course will help students contextualize some of these pressing issues of our times through an examination of topics such as #blacklivesmatter, detention and deportation, new ways of thinking about borders/territories/boundaries, police brutality, HIV/AIDS, and Human Rights.

The directed reading style seminar draws upon three inter-related fields within Human Geography: 1) Race, Ethnicity and Place, 2) Feminist geography and 3) Geographies of sexualities. We shall first explore the vibrant, if often contentious, field of feminist geography. As a field, feminist geography has a relatively short but rich history, stemming in part from post-war feminist political movements. Today, feminist geography is characterized by its continued commitment to the politics of the personal, the contestation of knowledge production and conversations with other approaches, including queer, anti-racist, post-structuralist and Marxist theories. It covers many thematic areas, from established research on women’s participation in the paid labor market and the emergence of gendered divisions of work in the home to more nascent areas of inquiry on such topics as the cultural politics of masculinity, gender and affect and the geographies of the techno-cultural body. The course shall then introduce students to geographic approaches toward studies of sex and sexualities, and geographic approaches to justice & Human Rights. Drawing from these three inter-related fields, the seminar is clustered around urgent political themes that address issues of race, sex, gender, and place at a multi-scalar level.

* In this class we will first understand three foundational concepts in Human Geography: Space-Place-and Society.
* The class will focus on Geographies of cultural difference (race, ethnicity, gender, and sexuality). We will study key geographic approaches in order to understand how social difference is mapped through space, and how social inequality & oppression is interconnected with processes such as globalization, border control and immigration, as well as study emerging new social movements such as #blacklivesmatter, #slut walk, and movements for immigrant justice.

**Learning Objectives:**

1. Students will be able to understand difference between space and place. Students will be able to explain the relationships between, space-place-and society.
2. Students will be able to explain how social diversity and inequity is distributed through space, and how social diversity & inequality frames spatial patterns.
3. Students will be able to interpret maps, population distribution related charts, graphs & diagrams and make connections between regions, cultural difference, and social inequalities.
4. Students will be able to conduct research into policy issues related to racial inequality, poverty, immigration, human rights, globalization & identify organizations working on solutions related to some of the pressing issues of our times.

**Required Texts**

1. **Rashad Shabazz: *Spatializing Blackness: Architectures of Confinement and Black Masculinity in Chicago***
2. **Lionel Cantu. Nancy Naples, & Salvador Vidal-Ortiz. *The Sexuality of Migration: Border Crossings and Mexican Immigrant Men*.**
3. **Eric Tang. *Unsettled: Cambodian Refugees in the New York City Hyperghetto***
4. **Christina B. Hanhardt: Safe Space: *Gay Neighborhood and the Politics of Violence***
5. **Others as assigned, available on Husky CT, or as handout.**

**Articles marked (pdf) are available in Course Materials on Husky CT.**

**Expectations**

1. ***Your intellectual and physical presence is valued***in every class session.
2. **In class activities**: Be mindful that class room activities such as pop quizzes, small group exercises, reflective writing, and making presentations on specific days inform your final grade. When you miss a class you might be missing graded activities. I encourage you to attend every class. I remain committed to creating an exciting learning environment for all of you.

***You are responsible for readings and class discussions for any class you miss.***

1. **Participation**: ***You are responsible for coming to class prepared to participate*** as discussants and active listeners. While my hope is that everyone will come to feel comfortable verbally joining in class discussions, I also recognize that listening and observing are important components of an engaged classroom. I will ensure diverse participatory practices in the classroom in order to make everyone feel comfortable in sharing their ideas.

Respectful participation in class requires

* 1. that we listen closely and fully to each other, without interrupting each other;
  2. that we claim our own thoughts and feelings about class topics and discussion, and introduce them to each other with civility and care;
  3. that we ask clarifying questions of each other, attempting to truly understand a point of view or experience that is different from our own;
  4. and that we are open to hearing and reading new points of view that challenge our intellects and emotions
  5. and that we frame our opinions and arguments based upon the class readings. Learning to make an academic argument requires that we frame our arguments based upon the key points, research findings of the authors
  6. As a feminist educator I believe a human geography class room requires a collective commitment to diversity of opinions, identities, muddling through discomfort while being challenged by new concepts and ideas. We will create a set of ‘ground rules’ on the first day of class. The ground rules will be available on Husky CT throughout the semester. We will revisit the ground rules during contentious moments in the class room

1. **Readings**: ***You must read all assigned readings each week. For each reading* you should come to class having reflected on** 
   1. Vocabulary – words and phrases which are central to the reading (some of the key concepts are in text boxes in the textbook); words and phrases which you didn’t understand. Make an effort to find out for yourself the meanings of words or phrases that you don’t “get”; then we’ll make sense of them as a class.
   2. The main theme or argument of the chapter or the article: What is the author trying to say? How/Why is this reading important to this class? What are the connections between previous readings and this specific reading? How might you make connections between the readings and your life, or your academic majors/minors?
   3. Your reactions, thoughts, feelings as you were reading. There are no good or bad feelings. Our feelings are important modalities of learning. I welcome your feelings in the class room.
2. **Writing:** ***This course requires that you submit* *your best writing at all times***: that is, your grammar and spelling are correct; word choice is thoughtful; your ideas are communicated clearly.

Although this is not a writing course, you are expected to write at college level.

Sources must be cited correctly, in text and in a bibliography if submitted. You must cite all sources using a standard academic citation style such as MLA, Chicago, APA, etc.

All papers should be printed double line-spaced, with one-inch margins and 12 point fonts, stapled; with your names on the top right side of the submissions, no handwritten papers, please. Keep an electronic copy of every paper you turn in – always!

You may not rewrite any assignments for a higher grade; there are no do-overs, so again, ***submit your best writing at all times***. Please make use of my office hours to discuss drafts, or how to develop the papers.

In every written assignment, be sure to **use readings from the course to support your analysis and arguments**. For more writing related resources and support please visit the Writing Canter. You can make appointments for assistance related to your writing projects. <http://writingcenter.uconn.edu/>

***All written assignments MUST be turned in in ‘hard copy’ at the end of the class period for which they are due.*** *E-mail submissions will NOT be accepted.*

1. **Late papers/assignments *are defined as those that are turned in any time after the class period for which they are due***. They will incur a 1point decrease for each day that the assignment is late. Late papers can be turned in to my mailbox in the WGSS office in Austin 422 ***write on the paper the date and time when you put it in my mailbox.***
2. ***At least twice a week, students must check their uconn.edu email and/or the course Blackboard site***. This is where notices about changes in readings and course assignments, and cancelled classes will be available. **All students are responsible for knowing and responding to all electronic class communications.**
3. **Laptops** are fine for useduringclass **to take notes or read materials for this class only**. ***FB visitations, tweeting***, ***tumbling, web-surfing, etc. are not allowed during class. Although we will be live tweeting, learning to visit Facebook pages of activist and policy organizations, and even use apps such as Pokemon Go and snap chats during some classes! After all what is a class about topics such as society, space, gender, sexuality and globalization without learning to interact critically with digital technologies ☺***  But if I see that you are using the laptop on something that is not directly related to our class, you will be asked to reorient your attention to the class room.
4. **I encourage you to turn of cell phones** and not “consult” them during class period. ***Texting during class period is not allowed. As mentioned earlier on specific days we will use cell phone apps, and we will discuss this well in advance of the activity period.*** If I see that you are looking at your phone you will be asked to reorient yourself to the class room. Surely you do not want to be called out in front of your peers ;)
5. **Food and drinks:** Please don’t bring full meals to class to eat during our class time; it’s distracting for me and your fellow students. You’re welcome to bring drinks and small snacks for sustenance, popcorn for movies. Since, we are an early morning class bringing drinks such as coffee, tea, juice, or energy bars are okay. If you need any dietary arrangement or prayer arrangement during class time, please let me know in advance.
6. As in all courses at the University of Connecticut, ***plagiarism will not be tolerated***.

“Academic misconduct is dishonest or unethical academic behavior that includes, but is not limited, to misrepresenting mastery in an academic area (e.g., cheating); failing to properly credit information, research, or ideas to their rightful originators; or representing such information, research or ideas as your own (e.g., plagiarism).”

For some great information on avoiding plagiarism and citing sources, see: <http://freshmanenglish.uconn.edu/instructors/forms/plagiarism.php>

1. **Classroom as a Community**: The topics and ideas that we discuss in class will often relate to our daily lives. Because racial and economic inequity, gender oppression, heterosexism, classism, ableism, racism, homophobia, rural-urban disparities, immigration politics and ethnocentrism touch each one of us on some level, the topics in this class will challenge students on a personal level. It is important to remember that this class offers a safe environment that fosters learning, respect and community.

We are here to take risks, stay open-minded, speak up, ask questions and try out new ideas. It is my hope that you will attempt to digest and understand material that makes you uncomfortable, and be ready to understand and articulate – even if you don’t “buy” -- feminist perspectives.

People with diverse backgrounds, experiences, and priorities will enrich class discussions and activities. Although I welcome personal stories *that connect to our readings and topics*, this level of participation is not required. Many of the topics we discuss may be personally challenging, not only to your beliefs, but also your emotions. Above all things, keep yourself safe; if you are having trouble with a topic, I am here to help and can guide you to numerous campus resources. In order to ensure that this is a respectful space, all cell phones, i-devices, pda’s, etc. must be turned off at all times, except on specific days. As explained earlier we will create a set of collective agreements-ground rules for class room discussions. Please abide by these ground rules in order to respect the class room as a community of learning. **If you are using devices such as note-pens, please be mindful of not using them when your peers are narrating personal stories or discussing sensitive topics. You are welcome to take notes during the lecture portion of the class.**

1. **If you are struggling with this class for *any* reason** (a learning dis/ability, course content, readings, discussion), **please let me know**. It is my responsibility to help you be a successful learner, and I will do all I can to make this class valuable for each one of you. If you have a documented disability for which you are or may be requesting an accommodation, please let me know early in the course, and contact the Center for Students with Disabilities as soon as possible: <http://csd.uconn.edu/> Academic life can induce stress and other mental health issues.
2. Developing a mental wellness plan, time management plans during your college days is key to your success. Please consult the Counseling and Mental Health Services at UCONN. Please visit their webpage for more information: <http://csd.uconn.edu/>
3. ***Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here:*** [***http://titleix.uconn.edu/***](http://titleix.uconn.edu/)  ***For any concern related to diversity and equity you can find the appropriate resources here:*** [***http://equity.uconn.edu/***](http://equity.uconn.edu/)

**Course Requirements**

**Grade Computation**

Class Participation and Reflexive writing: 15 points (3 X 5points)

Cultural Artefact Analysis: 15 points (3 X 5 points)

Mid Term Exam: 30 points

Final Project: 30 points

Final Project Presentation: 10 points

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Total 100

1. **Participation and Reflexive writing (5pts x 3= 15 points):** This is a discussion based course, so please come to class having done the readings and be prepared to discuss your questions and comments with your fellow students. Students are expected to engage in respectful intellectual dialogue in the classroom. One key method of learning is to reflect upon one’s own life experiences, social position and identity in order to make connections between our life and larger social & spatial processes. **Three times** during the semester I will provide all of you with notecards. You are expected to reflect on key concepts of the readings from the day, how they might affect you, or how you relate to these concepts through your own life experiences (maybe they are familiar concepts such as rural, suburban or urban living, transnational family migration or experiencing your racial and gender identity differently based on your location). These are brief reflections. You are not required to present them in class, however I encourage students to present some of their reflections. You will be provided with a detailed prompt and 10 minutes on each day of this exercise. **The reflexive exercise will be held unannounced and will be always held in the beginning of the class period.** After you complete the reflexive writing, you will turn them into me. Each completed reflexive writing exercise accounts for 5 points. There is no good or bad reflection, only an honest 100% effort to engage with the readings of the day from and through your life experiences.
2. **Cultural Artefact (15 points):** Three times during the semester each student is required to bring cultural artefacts such as newspaper clippings, blog entries, or social media items such as pictures from Instagram accounts like “Humans of New York.” These cultural artefacts will illuminate the readings for each day. Students will need to write a 500 word reflection for each of the artefacts. The reflections will need to make explicit connections with the readings of the day and the artefact chosen by the student. The cultural artefacts portion constitutes 15 points. (3 X 5points=15points)
3. **Mid Term Exam (25 points):** Exam will have a combination of multiple choice questions, small essay questions that require brief (about 100 word answers), and one large essay (300 words). We will discuss a detailed prompt, key readings at least ten days before the exam. The exam will be for the entire class period. I will provide a printed out exam for you to write on it. Please use pencil for the exam. This will help you to think, revise, and erase if and when needed.
4. **Final Project (30 points):** The final project entails applying the core concepts learnt during the semester to a policy issue of your choice that is relevant to issues such as racial, gender, and economic inequality, LGBT rights, disease distribution, police brutality, immigration, deindustrialization etc. We will be discussing key issues and debates pertaining to the negative impacts of corporate globalization on poor and working communities, women and LGBTQ communities, the impact of deindustrialization upon rural and urban communities, racism and racial justice, access to reproductive services and HIV/AIDS treatment within the unequal scales of globalization, migration and militarization, the geopolitics of border control. In this final project you are required to pick an issue that has been discussed in class and identify an NGO, a community organization, state agencies or initiatives, planning boards, or a global civil society organization that is working on solutions relevant to this issue. You will be required to analyze how the organization is developing an analysis of the issue, how is space and place connected with the issue & the organization, what is the problem and how is the organization approaching a solution, what kinds of campaigns are they developing, and what kinds of actions or results are these campaigns generating. I will provide a list of potential organizations on Husky CT for your benefit. You can choose an organization from this list, or pick an organization of your choice. **I will provide a detailed prompt and discuss the project in advance.** You are encouraged to make appointment with me or make use of my office hour to discuss your final project. You are expected to write a blog styled entry about the issue & the organization working to address the issue. You will create your own blog on Husky CT.
5. **Final Project Presentation (15 points):** You will need to create a power point presentation that effectively communicates the issue, organization, problem and solution related to your Final Project. Each of you will be provided with 8 minutes to do a class presentation of your power-point during the last three weeks of classes. You will be paired with a peer to develop a Ted Talk style class presentation. Your Ted Talk will address the issue, the organization working on the solution, and your call to action about the issue. I will provide a Ted Talk coaching guide via iTunesU app, and meet with you to help you develop your Ted talk styled presentation. You will be allowed to use only 3 slides to represent your data or issue during the talk. Each of you will be provided with a rubric, you will use this rubric to grade your peers. Based on everyone’s rubric & my evaluation a final grade point will be granted to everyone.

***It is my hope that you and I will both work to honor each other’s time and most importantly ENJOY this class*** ☺

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**Grading in this course**

Grading Scale

93-100 A

90-92 A-

87-89 B+

83-86 B

80-82 B-

77-79 C+

73-76 C

70-72 C-

67-69 D+

63-66 D

60-62 D-

Here are the standards I will use to determine your letter grade for each assignment, and for your final course grade:

***A=*** Work that goes beyond the requirements of the assignment by adding insight, creativity and/or particularly thoughtful analysis. Demonstrates a comprehensive command of the course material, an exceptional ability to apply concepts to the real world, and a superior ability to organize and express ideas.

***B=***Work that adequately meets the requirements of the assignment. Demonstrates a solid command of the course material, and good organization and expression of ideas.

***C=*** Work that partially meets the requirements of the assignment. Demonstrates acceptable command of the course material, and moderate skill in the organization and expression of ideas.

***D=***Work that marginally meets the requirements of the assignment. Demonstrates little command of the course material, and limited ability to organize and express ideas.

***F=***Work that does not meet the requirements of the assignment. Demonstrates no command of the course material, and insufficiently organizes and expresses ideas.

**Reading Order:**

**What does Race, Sex, and Gender have to do with Space & Place?**

Lynda McDowell, “The Transformation of Cultural Geography” (Husky CT)

bell hooks: *Belonging: A Culture of Place* (Selected Portions on Husky CT)

Rashad Shabazz: *Spatializing Blackness: Architectures of Confinement and Black Masculinity in Chicago*

Kath Browne, Gavin Brown, and Jason Lim: “Why have a book about Geographies of Sexualities?”

(Posted on Husky CT)

Christina B. Hanhardt: *Safe Space: Gay Neighborhood and the Politics of Violence*

Jean Connolly Carmalt: Rights and Place: Using Geography in Human Rights Work

**Race, Sex, and Migration**

Lionel Cantu. Nancy Naples, & Salvador Vidal-Ortiz. *The Sexuality of Migration: Border Crossings and Mexican Immigrant Men*.

Sara L. McKinnon: *Gendered Asylum: Race and Violence in US Law & Politics* (Selected Portions on Husky CT)

Bosco, Fernando J.; Stuart C. Aitken, Thomas Herman: Women and children in a neighborhood advocacy group: engaging community and refashioning citizenship at the United States‐Mexico border. (Husky CT)

**Race, Gender and Spatial Politics**

Wilson, David: Racialized Poverty in U.S. Cities: Toward a Refined Racial Economy Perspective. (Husky CT)

Eric Tang. *Unsettled: Cambodian Refugees in the New York City Hyperghetto*

**Spatial Justice**

Andreas Philippopoulos: *Spatial Justice: Body, Laws, Atmosphere* (Selected portions on Husky CT)

Daniel Levy and Natan Sznaider: Human Rights & Memory (Posted on Husky CT)

Jones, P. S: AIDS Treatment and Human Rights in Context (Posted on Husky CT)

Royen Richard Thoreson: The Yogyakarta Principles and the Norm that Dare Not Speak Its Name (Husky CT)