



URBDP 514: Race, Gender, and Social Justice Seminar

WINTER 2021

Lecture: Thursday | 12:30 - 1:20 pm

Instructor : Branden Born, Associate Professor and Manish Chalana, Associate Professor

Course Description

This quarterly and continuing course explores concepts of race, gender, racism, class, social justice, and make explicit their connections between design, planning, policy, and cities. It does so to build student understanding about how, and the degree to which, these disciplines have historically addressed (or contributed to) these topics, and where they stand currently. This exploration will include progress made, persistent challenges, and overt actions that have and may continue to work in racist and unjust ways. This class, as a one-credit seminar, will only be able to begin to unpack these issues.

Objectives:

This class represents a beginning and ongoing commitment to having an academic home for RGSJ topics in our department. Participating faculty consider it a start, and hope (expect!) that it will be augmented by other courses. The readings will explore issues of race in the US, and issues of gender, different conceptions of justice, and the implications of those different ideas.

We are open to a wide variety of reading topics though we recognize this is a class located in a department of urban design and planning so we tend to stick to readings that hew closely to built environment and social policy issues (which is one reason we wouldn't likely read *White Fragility*, for example). That said, we also try to be responsive to student interests and the social moment.

Seminar discussions will provide students an opportunity to discuss these in an open and safe environment, and challenge them to develop their own thinking about the material. Readings, guest discussants, and discussions will be organized in collaboration with faculty and students each quarter.

Course structure and assignments:

This course is structured as a seminar based on readings and discussion.

Students will read one or sometimes two articles/book chapters and turn in reading responses (500 words max) on Canvas by 8pm the night before the class meeting.

Students should be ready to discuss the main themes that emerged from the readings and share their thoughts and participate in the discussions. We may invite students and other faculty to be discussants

and share their work when possible, a couple of times per quarter.

Evaluations:

Your final grade will be based on your participation in all facets of the class: in-class discussions, and reading responses. This is a Credit/NC class; active class participation and minimum of 75% of the reading responses will earn you credit for the course.

Participation:

Participation in all classes is required, unless discussed in advance with instructors. Students are expected to show up for all class periods and participate in discussions having done the readings, posted questions and/or comments on the discussion boards.

This class is governed by the university's student policies, including those on plagiarism and multiple submissions. It is your responsibility to be familiar with these. More information on this can be found at:

<https://depts.washington.edu/grading/pdf/AcademicResponsibility.pdf>

[\(https://depts.washington.edu/grading/pdf/AcademicResponsibility.pdf\)](https://depts.washington.edu/grading/pdf/AcademicResponsibility.pdf)

Accommodations:

Your experience in this class is important to us. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to us at your earliest convenience so we can discuss your needs in this course. The website for the [DRS \(https://depts.washington.edu/uwdrs/\)](https://depts.washington.edu/uwdrs/) provides other resources for students and faculty for making accommodations.

Washington state law requires that UW develop a policy for the accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at Religious Accommodations Policy [\(https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy\)](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy). Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form [\(https://registrar.washington.edu/students/religious-accommodations-request\)](https://registrar.washington.edu/students/religious-accommodations-request).

Safe Space:

We use the definition of safe space provided by the Safe Space Network: a place where anyone can fully express, without fear of being made to feel uncomfortable, unwelcome, or unsafe on account of biological sex, race/ethnicity, sexual orientation, gender identity or expression, cultural background, religious affiliation, age, or physical or mental ability.

Safe space doesn't mean your ideas won't be challenged, or you won't potentially feel uncomfortable. It does mean that you won't be made to feel uncomfortable, unwelcome, or unsafe on account of the characteristics mentioned.

In discussing issues of race, gender, and social justice in the US context it is likely that at some time you will be uncomfortable, as the history of the country regarding these is particularly painful and conflicted. As planners, designers, and humans, we have professional and personal responsibilities for understanding and dismantling racism and systems of oppression. In this class we will work hard to talk about these topics while protecting everyone's self-respect. In the event of inadvertently offensive remarks we will recognize and attempt to educate ourselves about ways of discussing and doing shared analysis in a non-offensive manner.

Given that we all come at this with different levels of experience engaging with these concepts, we will all benefit from providing each other with the benefit of the doubt when speaking: assume that people mean the best and that we are all learning as we move on a path to a greater understanding of race, racism, gender, class, and justice as they play out in the US, in planning, and beyond.

Technology Protocol:

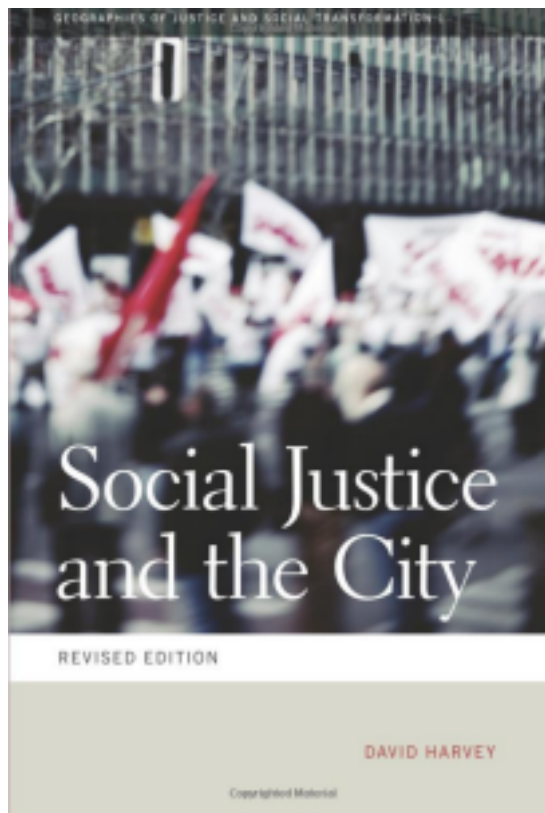
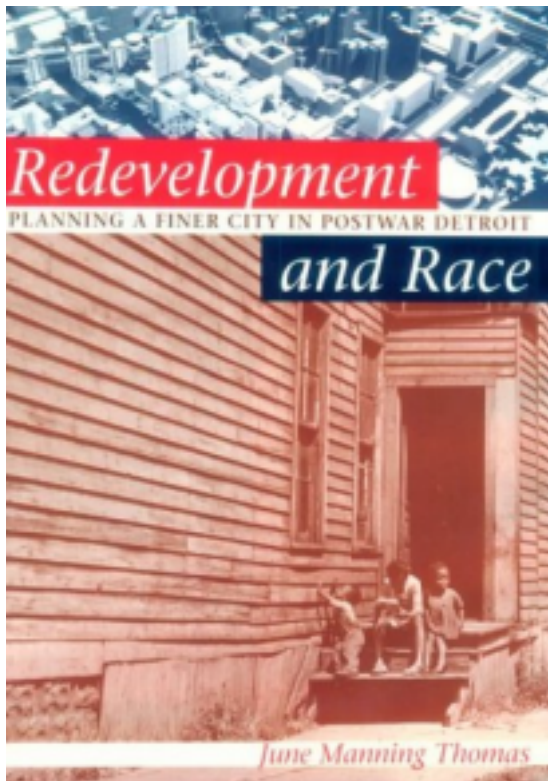
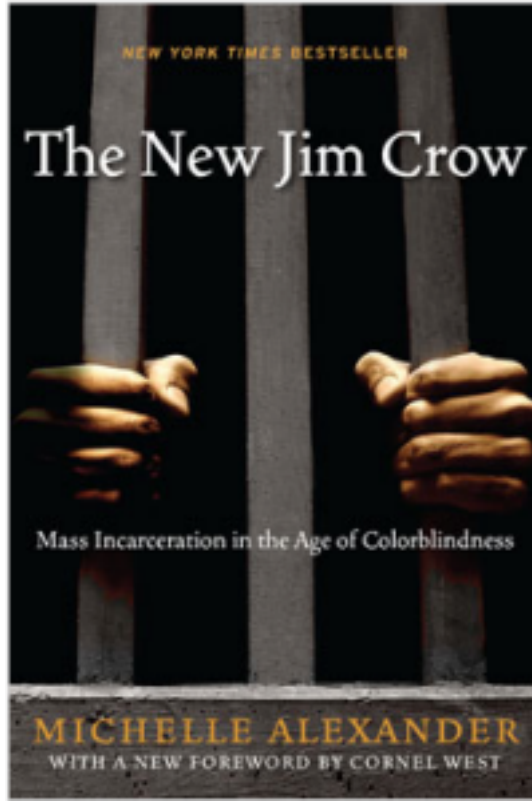
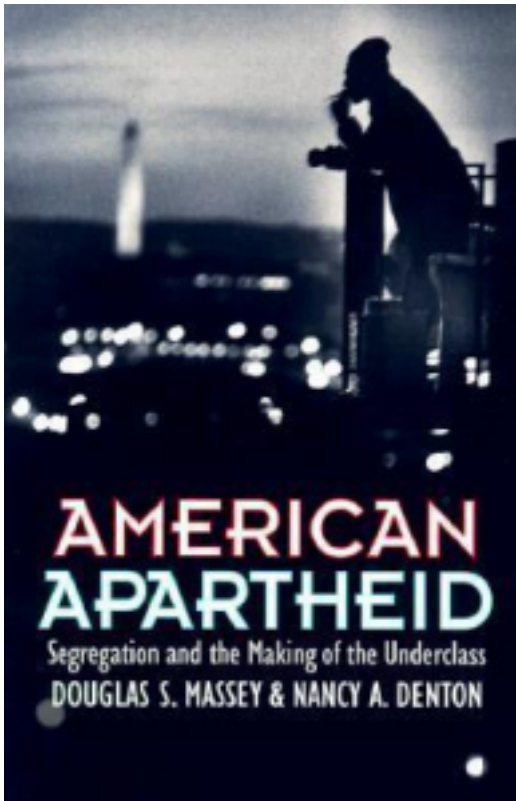
Cell Phones and other Internet distractions: Please be courteous and refrain from personal digital activity during class time.

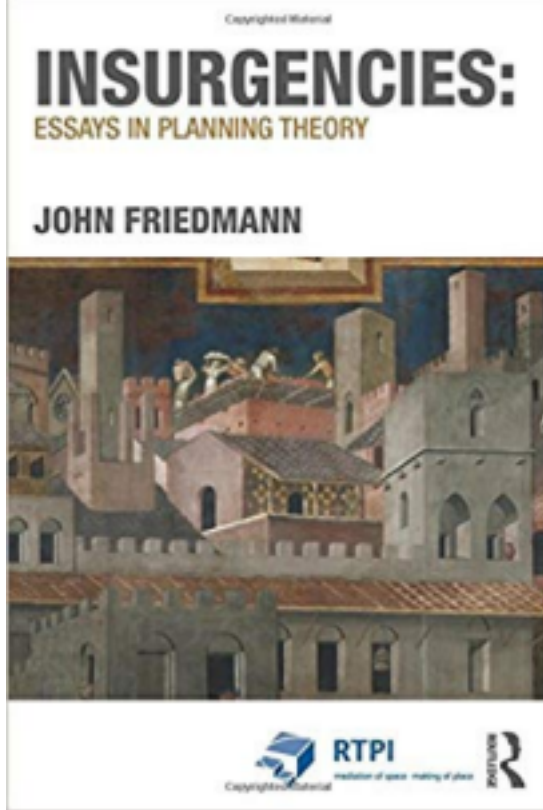
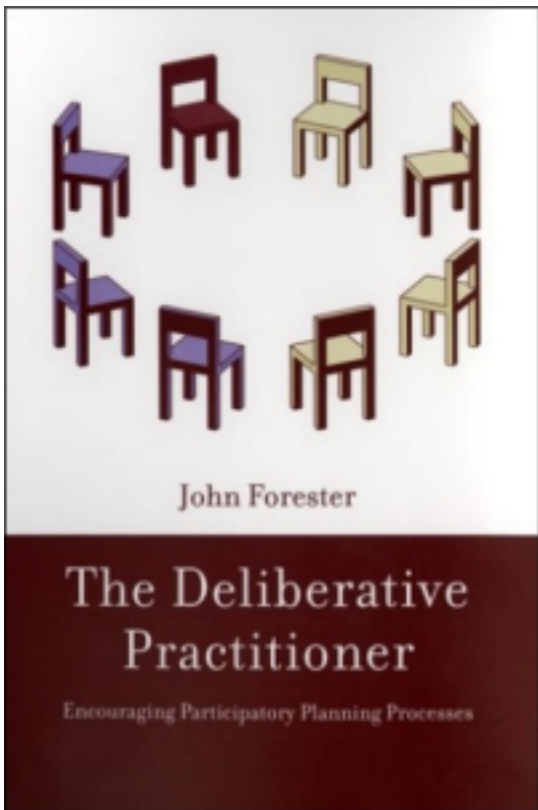
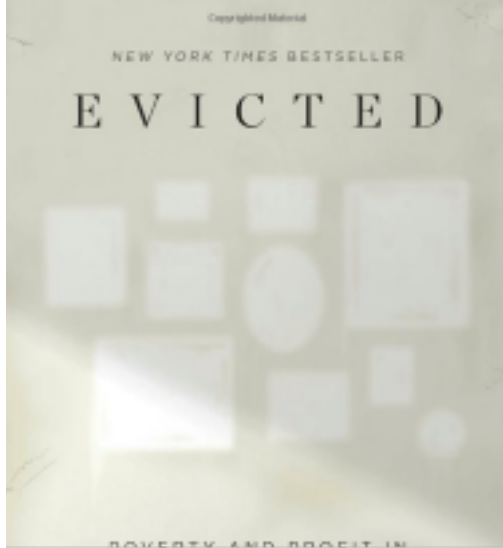
CLASS SCHEDULE

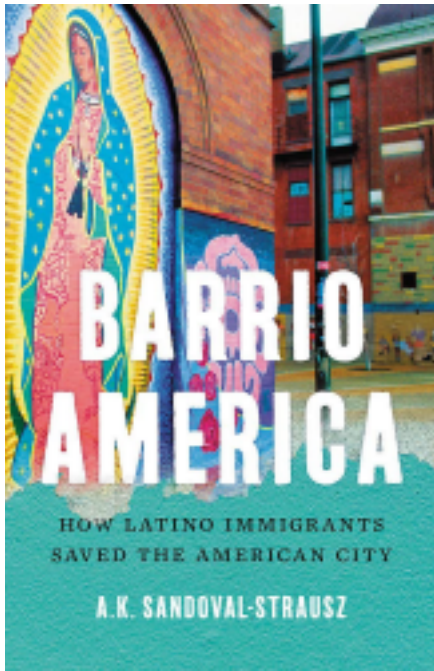
This quarter we will be reading:

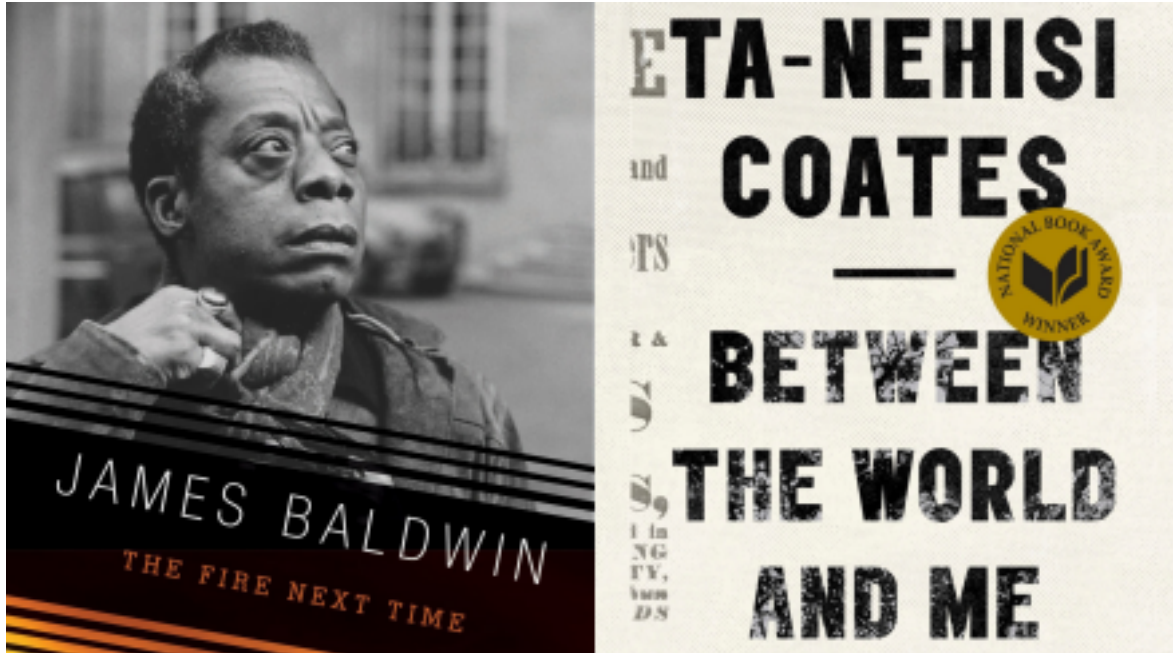
Darity and Mullen's *From Here to Equality: Reparations for Black Americans in the Twenty-First Century*

Books we've read in previous iterations of the class include:









<https://canvas.uw.edu/courses/1436266> 8/12

Students are WELCOME to take on a day to facilitate material, but it is not a course requirement. If you would like to do so, please sign up by starting a discussion for the date you'd like to facilitate. Faculty will send an announcement to make sure everyone sees it.

In-class Readings

[Dismantling Racism Resource Book](#) If you are new to seminar or just want to refresh...(pgs. 10-54 and whatever else you might like to read). Intro, Ch 1 (1-27)

Ta-Nehisi Coates, [The Case for Reparations](#) Ch 2, (28-51)

<https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/> Ch 3, Ch 4 51-94

Week 5 2/4 From Here to Equality Ch 5, Ch 6 (95-122)