

UP160 SP2025 Syllabus

Overview

Students explore how contemporary social constructions of "race" and spatial practices work together to reproduce and resist **systemic racism, or White Racial Frame (WRF), as the foundation of segregated cities in USA**, structured via centuries of colonial genocide, land theft, racial slavery, jim crow segregation and neoliberal exclusions. The course proceeds via 8 lecture and discussion modules, each two weeks, to discern and map pathways for future anti-racist communities and desegregated cities

Course Objectives

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

- Understand how social and spatial practices work together to govern exploitative race relations
- Explain how racialization works to reproduce social inequalities and spatial segregation or zoning
- Identify the White Racial Frame as foundational to everyday and institutionalized racism in North America
- Explore past anti-racist resistance practices as strategies or pathways to desegregate urban spaces
- Create a story map of trajectory of a specific struggle against racist exclusion and exploitation

Course Structure

This **3 credit** course proceeds over **16 weeks via 8 content modules**. You should dedicate approximately **6–8 hours per week** to working on the course content and log on to the course website a minimum of 4 days per week. For additional information about student commitment, please see the policies page.

Required Texts

Feagin, J. (2020). [The White Racial Frame; Centuries of Racial Framing and Counter Framing](#)

[Links to an external site.](#) .

ISBN:0367373483

ISBN13:9780367373481

Release Date:June 2020

Publisher:Taylor & Francis Group

Recommended Texts

- Taylor, Keeanga-Yamahtta. (2016). [From #BlackLivesMatter to Black Liberation](#)
[Links to an external site.](#). 1st ed. Haymarket Books.
- [Links to an external site.](#)

Course Components

This course will consist of the following components:

Module Overviews

Each module begins with an overview of key concepts, learning goals, readings and lesson activities with assignment due dates.

Readings and Lessons

Each module will contain a reading list and recorded lessons that summarize key topics and do not 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 digital story map annotating key urban sites of struggles against racist exclusions. In preparation, students will write four 500-word project journals as steps towards creating a narrative and historical timeline of past events that shaped a present urban conflict of your choice. Project journals will 1) propose a present racial conflict for further study; 2) identify different historical archives of the conflict; 3) identify different acts of remembrance as possible practices sites to counter frame the WRF and 4) create a marker and write a manifesto for emerging anti-racist actions. All students will present and review peer projects before submitting final story map and manifesto for anti-racist actions as per 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. The threat of "race" for democratic urban governance
2. The White Racial Frame of every day and systemic racism
3. Counter-framing the White Racial Frame (WRF)
4. The WRF and protests against racist policing in St. Louis, Chicago, Minneapolis
5. The WRF and memorializing race massacres in Tulsa
6. The WRF and anti-racist alliances and anti-capitalist movements in Los Angeles
7. Project Presentations
8. Project Peer Reviews

Grading

Grading Distribution

Assignment distribution									
Module	M1	M2	M3	M4	M5	M6	M7	M8	Total
Discussions	5	5	5	5	5	5	NA		25
Discussion Journals	5	5	5	5	5	5	NA		25
Project Journals	NA	5	5	5	NA		20	15	50
Module Total	10	15	15	15	10	10	10	15	100

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

Grading Scale

letter grades	
Percentage	Letter Grade
97-100	A+
94-96.5	A
90-93.5	A-
87-89.5	B+

84-86.5	B
80-83.5	B-
77-79.5	C+
74-76.5	C
70-73.5	C-
67-69.5	D+
64-66.5	D
60-63.5	D-
Below 59.5	F