

ETHN 104: RACE, SPACE, AND SEGREGATION

Fall Quarter 2006

Lecture: MWF, 9:00 – 10:00 a.m.

Center Hall, Room 222

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Course Description

This course examines how race shapes residential patterns, social relationships and life outcomes in the United States. In focusing how the spaces we inhabit reproduce racial inequalities, we study the critical role of national and local policies as well as individual and community factors in sustaining residential segregation. We will also explore how the mobilization of communities to protect and garner resources are affected by racial and local politics.

Required Texts

Books are available at The Groundwork Books Collective, 0323 UCSD Student Center (858.452.9625)

- Logan, John R. and Harvey L. Molotch. 1987. *Urban Fortunes: The Political Economy of Place*. Berkeley, CA: University of California Press.
- Massey, Douglas S. and Nancy A. Denton. 1993. *American Apartheid: Segregation and the Making of the Underclass*. Cambridge, MA: Harvard University Press.
- Pardo, Mary S. 1998. *Mexican American Women Activists: Identity and Resistance in Two Los Angeles Communities*. Philadelphia, PA: Temple University Press.
- Saito, Leland. 1998. *Race and Politics: Asian Americans, Latinos, and Whites in a Los Angeles Suburb*. Urbana, IL: University of Illinois Press.
- Additional required readings will be available through WebCT. You are responsible for printing these articles. Due to the large size of the PDF files, I highly recommend that you access and print the readings from a University site.

Course Requirements

1. *Examinations*. There are two take-home exams, consisting of short identification answers and essays. These assessments are based on the assigned readings, lectures, discussions and additional course materials presented in class. Both exams must be submitted through WebCT. The first take home exam is due on Friday, October 27. The second take-home examination is due on Wednesday, December 6.
2. *In-Class Activities*. We will often break up into small groups or as individuals to respond to discussion questions based on the assigned readings, work on an activity, or write 'reaction' pieces to materials presented in class. Since these are in-class exercises, you cannot make them up if you are absent.
3. *Final Project*. You are required to compile a profile of a local neighborhood that examines how race and space shapes the life quality and outcomes of its residents. In creating this portfolio, I encourage the use of photos, original video, maps, interviews with residents, music, and literature as well as academic materials (i.e. primary sources, books, journal articles). You can work individually or in a group of two to complete this assignment. Throughout the quarter, I will ask for progress reports to ensure the success of this project. Due Date: Wednesday, November 29.
4. *Class participation and attendance*. You are expected to attend all classes. Absent students are responsible for materials covered (i.e. obtain notes from a classmate). Please complete the assigned readings prior to class and come prepared with questions and comments. In addition, I reserve the right to give quizzes if students are not fulfilling their obligations.

Grading

Take-home Examinations	50%
In-class Activities	15%
Final Project	25%
Class participation and attendance	10%

Policies

- *Late Work.* Late papers will only be accepted in cases of emergencies that are accompanied by the proper documentation. In addition, you must notify me before the due date and negotiate an extension. If you cannot provide any documentation and you fail to notify me, you risk the chance of getting a zero or receiving a stiff penalty for your late assignment.
- *Cellular Phones and Beepers.* Be sure to turn off all cellular phones, beepers, or any other potentially disruptive equipment before class. Students with disruptive cellular phones will be asked to leave the class.
- *Academic Honesty.* I expect and will enforce academic honesty. I reserve the right to fail any student engaged in any form of academic dishonesty.
- *Students with Disabilities.* If you require modified instructional procedures, please notify me as soon as possible so that I can accommodate your needs.
- *Changes in the syllabus.* As the need arises, I reserve the right to change the syllabus, reading assignments, and exam due dates. Please stay tuned.

Ground rules for Classroom Discussion

The issue of how race shapes our everyday lives is often a much contested and sensitive topic. Given our wide range of experiences and perceptions, I expect that there will much discussion and debate about the materials we read. Accordingly, I expect all class participants to engage in classroom behavior and discussion that is respectful and considerate. Please adhere to the following guidelines as we exchange ideas in class.

- *Do address and treat your class participants with respect and dignity.* Learn the names of your classmates so that you can refer to them by name. Address your peers in a calm voice. Avoid harsh and offensive language. Wait until your peer has finished speaking before taking your turn to contribute to the class discussion. This means not interrupting or having side conversations while someone else is speaking.
- *You must hear and listen to what your classmates are saying.* In order to have dialogue that maximizes our learning, all parties must be committed to listening to each other and truly considering the other person's ideas. . Do not immediately dismiss opinions, insight, and comments that you disagree with. By thinking about considering your classmates' opinion, you demonstrate that value their opinion. Otherwise, there is no dialogue and it turns into "I know this and you are wrong." "No, I know this for a fact and you are wrong." By examining all perspectives, we become better scholars.
- *Give your class participants the benefit of the doubt.* Make sure you understand an individual's opinion, before making jumping to conclusions or becoming offended at their comment. Ask them to clarify themselves.
- *Be aware of your body language.* This means do not take a defensive stance, point fingers, sigh with exasperation, yell, roll your eyes, or laugh as if to dismiss or ridicule your peers.

By following these guidelines, we should be able to establish a welcoming and safe environment for discussion. However, if something has been said in the context of a class discussion that bothered you, it is your responsibility to bring it to the group's attention and deal with it in the open. Refer to the ground rules when raising your concern. If you don't feel comfortable doing discussing it in class, I encourage you to come to me to talk about it.

SCHEDULE OF TOPICS AND READING ASSIGNMENTS

Friday, 9/22 Introduction to the Course

Inequalities and Residential Segregation

Monday, 9/25 Massey and Denton, Chapter 1; Logan and Molotch, Chapter 1

Wednesday, 9/27 Logan and Molotch, Chapter 2

Friday, 9/29 Logan and Molotch, Chapter 3

Monday, 10/2 Logan and Molotch, Chapter 4

Wednesday, 10/4 Massey and Denton, Chapter 2

Friday, 10/6 Massey and Denton, Chapter 3

Monday, 10/9 Massey and Denton, Chapter 4

Wednesday, 10/11 Massey and Denton, Chapter 5

Friday, 10/13 Massey and Denton, Chapter 6

Monday, 10/16 Logan and Molotch, Chapter 5

Wednesday, 10/18 Massey and Denton, Chapter 7

Friday, 10/20 Massey and Denton, Chapter 8

Monday, 10/23 Stoll, "Geographical Skills Mismatch, Job Search and Race."

Wednesday, 10/25 Elliott "Ghettos and Barrios: The Impact of Neighborhood Poverty and Race on Job Matching among Blacks and Latinos"

Friday, 10/27 Boardman et al. "Race Differentials in Obesity: The Impact of Place"

Monday, 10/30 Charles et al. "The Continuing Consequences of Segregation: Family Stress and College Academic Performance."

Community Activism around Place

Wednesday, 11/1 Logan and Molotch, Chapter 6

Friday, 11/3 Pardo, Chapter 1 & 2

Monday, 11/6 Pardo, Chapters 3 & 4

Wednesday, 11/8 Pardo, Chapter 5 & 6

Friday, 11/10 Pardo, Chapter 7 & 8

Monday, 11/13 Pardo, Chapter 9

U.S. Immigration and its Role in Shaping the Local

Wednesday, 11/15 Saito, Introduction & Chapter 1

Friday, 11/17 Saito, Chapter 2 & 3

Monday, 11/20 Saito, Chapter 4

Wednesday, 11/22 Saito, Chapter 5

Friday, 11/24 No Class. Happy Thanksgiving!

Monday, 11/27 Saito, Chapter 6 and Conclusion

Wednesday, 11/29 Winders, "Changing Politics of Race and Region: Latino Migration to the U.S. South."

Friday, 12/1 Davis, *Magical Urbanism: Latinos Reinvent the U.S. City* (Selected Readings)