

RACE, SPACE, & SEGREGATION

Ethnic Studies 104

Fall Quarter 2004

Professor: Perlita R. Dicochea

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Department Location: Department of Ethnic Studies, SSB 201

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Class Meets: MWF 10a-10:50a

Office Hours: Monday 11a-12:30p, Wednesday 1p-2:30p

Required Texts

Douglas S. Massey and Nancy A. Denton. 1993. *American Apartheid: Segregation and the Making of the Underclass*. Cambridge, MA: Harvard University Press.

Andrew Hurley. 1995. *Environmental Inequalities: Class, Race, and Industrial Pollution in Gary, Indiana, 1945-1980*. Chapel Hill, NC: University of North Carolina Press.

Laura Pulido. 1998. *Environmental and Economic Justice: Two Chicano Struggles in the Southwest*. Tucson, AZ: University of Arizona Press.

Peter Medoff and Holly Sklar. 1994. *Streets of Hope: The Fall and Rise of an Urban Neighborhood*. Boston, MA: South End Press.

All books are available at Groundwork bookstore (452-9625).

There is a Course Reader, available through University Readers, Inc.: (619) 540-8789 or spcruz@universityreaders.com. The notation "CR" in the syllabus indicates a reading from the Course Reader. The Course Reader will be available on October 13th.

Purpose and Rationale

In this course, we will examine the concepts of race, class, gender, space, and segregation in the U.S., locally and globally. We will consider both the social forces that create racial and spatial segregation and their consequences for the life chances of people of color. We will also consider organized responses to these phenomena, including social movements and other forms of opposition to oppression. You will be expected to apply several concepts and social scientific theories to the subject matter.

Questions we will grapple with include: How do cities produce and reinforce social/racial hierarchies? How do corporate and state interests shape the development of urban spaces and the oppression of low-income populations and people of color? How do social movements challenge various forms of exploitation and inequality? How are cities and social inequalities linked to the natural environment? Are there ways to build socially just and ecologically sustainable communities?

Evaluation

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| 3 two-page Critical Essays | 30% |
| 2 Quizzes | 10% |
| Midterm Exam | 30% |
| Final Exam | 30% |

Where readings appear on the syllabus, this indicates that you should come to class having already read those materials for that day.

Class Participation: You are expected to attend every class. You must come to class having read through the materials as well as be ready to ask questions and contribute to the class discussion with your own comments, critiques, and observations. Class participation will also involve group presentations covering the course materials.

The Critical Essays are 2-page assignments where you will be asked to assess the readings and/or lectures. The purpose of these essays is to make sure that you are thinking critically about the topic. *This means that you are expected to argue a point or critique class materials rather than simply providing a summary of information.* For instance, does the author you are reading present an effective argument? Why or why not? Critical Essays are due in class on the days indicated.

You may want to make use of OASIS, a writing program on campus that is available to all students (534-7707).

Quizzes will be administered during class lectures without notice. Pop quizzes are intended to provide a motivation for you to stay abreast of the readings and lectures. Quizzes also encourage your attendance.

Midterm Examination: The midterm will be an in-class, multiple choice or essay test requiring the use of course readings, lectures, and films to answer questions.

Final Examination: The final exam will follow the same format as the midterm and may be cumulative. Final Exam date is Friday, December 10th, 8a.m-11a.m.

ADA Statement: If you have a disability or condition that compromises your ability to complete the requirements of this course, you should inform me as soon as possible of your individual needs. I will make all reasonable efforts to accommodate you. If, as a result of disability, you cannot accept the content or terms of this syllabus, you must notify me in writing within one week of receiving it.

Late & Make-up Assignments Policy: I do not accept late papers and do not allow make-up assignments. Please review the syllabus so that you may plan ahead for deadlines.

Ground Rules: There will likely be a wide range of opinions among students, many of which may be rooted in your personal experiences. Our goal in this classroom is to stimulate you to think for yourselves, challenge paradigms, and raise critical questions so that as a class we may engage in respectful and considerate debate and discussion. Offensive and insulting contributions to class discussions or behaviors and/or comments that otherwise disrupt the learning process are not acceptable. Abusive and harsh language will not be tolerated in this classroom.

COURSE SCHEDULE

Subject to Change

Unit One

Race, Power, and Urban vs. Rural Space

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| September 24 (F) | Introduction to the course |
| September 27 (M) | Pulido, "Preface" & Ch. 1 "Subaltern Environmental Struggles" |
| September 29 (W) | Pulido, Ch. 2 "Poverty, Race, and Identity in the Creation of Subalternity" |
| October 1 (F) | Pulido, Ch. 3 "The UFW Pesticide Campaign" |
| October 4 (M) | Pulido, Ch. 4 "Ganados del Valle" |
| October 6 (W) | Pulido, Ch. 5 "Politics, Identity, and the Future of Environmentalism" |
| | Massey and Denton, Ch. 1 "The Missing Link" |
| October 8 (F) | Massey and Denton, Ch. 2 "The Construction of the Ghetto" |
| October 11 (M) | Massey and Denton, Chs.3-4 "The Persistence of the Ghetto" and "The Continuing Causes of Segregation" |
| | <i>Critical Essay #1 Due</i> |
| October 13 (W) | Massey and Denton, Ch. 5 "The Creation of Underclass Communities" |
| October 15 (F) | Massey and Denton, Ch. 6 "The Perpetuation of the Underclass" |
| | Zubrinsky-Charles. "Socioeconomic Status and Segregation: African Americans, Hispanics, and Asians in Los Angeles." (CR) |
| October 18 (M) | Ong and Umemoto. "Life and Work in the Innercity" (CR) |
| | Wilson. "The Meaning and Significance of Race." (CR) |
| | Moss and Tilly, "Employer Perceptions of Race and Skill." (CR) |
| October 20 (W) | Stolzenberg. "Ethnicity, Geography, and Occupational Achievement of Hispanic Men in the United States." (CR) |
| | Hossfeld. "Hiring Immigrant Women: Silicon Valley's 'Simple Formula'" (CR) |
| | Robinson, "Racial Inequality and the Logic of the Labor Market" (CR) |
| October 22 (F) | Lipsitz, "The Rent Strike" (CR) |
| | Pardo, "Creating Community: Mexican American Women in Eastside Los Angeles." (CR) |
| | Bays, "Work, Politics, and Coalition Building: Hmong Women's Activism in a Central California Town" (CR) |

October 25 (M)

Midterm Exam Today

Unit Two

Environmental Racism

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| October 27 (W) | Romm, "The Coincidental Order of Environmental Injustice" (CR) |
| | Bryner, "Assessing Claims of Environmental Justice" (CR) |
| | Hurley, "Preface" and Ch. 1: "Class, Race, and the Shaping of the Urban Landscape" |
| October 29 (F) | Hurley, Ch. 2: "The Perils of Pollution in the Steel City" |
| November 1 (M) | Hurley, Ch. 3: "Opposition to Blind Progress: Middle-Class Environmentalism"; |

- November 3 (W) Hurley, Ch. 4: “Tired of Working in Pollution and Having it Follow Us Home: Working-Class Environmentalism.”
- November 5 (F) Hurley, Ch. 5: “Rats, Roaches, and Smoke: African American Environmentalism”
- November 8 (M) Hurley, Ch. 6: “The Rise and Fall of an Environmental Coalition”
- November 10 (W) Hurley, Ch. 7: “The Social Geography of Pollution and the Politics of Sand” and Hurley, “Epilogue”

Critical Essay #2 Due

- November 12 (F) Sachs. “Virtual Ecology: A Brief Environmental History of Silicon Valley.” (CR)
 Santa Clara Center for Occupational Safety and Health. “Struggle and Strength: Tales from the Workers Story Process” (CR)
 Boone and Modarres. “Creating a Toxic Neighborhood in Los Angeles County” (CR)
 Luke Cole and Sheila Foster. “In Defense of Mother Earth: The Indigenous Environmental Network.” (CR)

Unit Three *Race, Cities, and Landscapes in a Global Perspective: The Struggle for Sustainability*

- November 15 (M) Sassen, “Cities in a World Economy” (CR)
 Goldsmith, “From the Metropolis to Globalization: The Dialectics of Race and Urban Form” (CR)
 Rodriguez, “The Real ‘New World Order’: The Globalization of Racial and Ethnic Relations in the Late Twentieth Century” (CR)
- November 17 (W) Peña, “Endangered Landscapes and Disappearing Peoples? Identity, Place and Community in Ecological Politics” (CR)
 Kuletz, “The Movement for Environmental Justice in the Pacific Islands” (CR)
 Edwards, “Radiation, Tobacco, and Illness in Point Hope, Alaska” (CR)
- November 19 (F) Abelman and Lie, “Diaspora Formation” and “Mapping the Korean Diaspora in Los Angeles.” (CR)
- November 22 (M) Medoff and Sklar, “Introduction” and Ch. 1: “Remembering”
- November 24 (W) Medoff and Sklar, Chs. 2 and 4: “Creating the Dudley Street Neighborhood Initiative” and “Planning an Urban Village”
- November 26 (F) *Thanksgiving Holiday November 25-26*
- November 29 (M) Medoff and Sklar, Chs. 5-6: “Controlling the Land Through Eminent Domain,” and “Land and Housing Development: The Triangle and Beyond”
- December 1 (W) Medoff and Sklar: Ch. 7: “Holistic Development: Human, Economic, Environmental”

Critical Essay #3 Due

- December 3 (F) Medoff and Sklar: Remainder of the book.
Last Day of Classes.

December 10 (F) Final Exam, 8-11a.m.