Ethnic Studies 355: Race, Space, and Difference (4 credits)
This class meets twice a week for one hour and fifty minutes each meeting

No prerequisites or co-requisites

Course Content:

Course Description
This course takes a hands-on approach to exploring how we make space, and why geography is always infused with markers of social identity and exercises of power. How much do these spatial identities reflect the reality of our world, and how much do they shape them? We will practice “reading” space and landscapes, and learn how notions of race and other forms of “difference” shape space (and vice versa) to produce experiences of inclusion, exclusion, cooperation, and conflict. This course will address a wide range of topics and spaces while interrogating the meanings of environmental sacrifice zones, "the bad part of town," gated communities, national parks, economic zones, ethnic enclaves, reservations, or even nations.

* This course combines approximately 120 hours of instruction, activities, and assignments for 4 credits.

DPD LEARNING OUTCOMES
This course fulfills the requirements for Difference, Power, and Discrimination. For more on the “Bacc Core”: http://oregonstate.edu/ctl/baccalaureate-core.

Difference, Power, and Discrimination Courses (Baccalaureate Core Requirement):
ES 355 Race, Space, and Difference fulfills the Difference, Power, and Discrimination (DPD) requirement in the Baccalaureate Core. The DPD requirement engages students in the intellectual examination of the complexity of the structures, systems, and ideologies that sustain discrimination and the unequal distribution of power and resources in society. The unequal distribution of social, economic, and political power in the United States and in other countries is sustained through a variety of individual beliefs and institutional practices. These beliefs and practices have tended to obscure the origins and operations of social discrimination such that this unequal power distribution is often viewed as the natural order. Examination of DPD course material will enhance meaningful democratic participation in our diverse university community and our increasingly multicultural U.S. society.

DPD Student Learning Outcomes
Students successfully completing this course will be able to:
1. Explain how difference is socially constructed.
2. Using historical and contemporary examples, describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination.
3. Analyze ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power, and discrimination in the United States.

Course-Specific Learning Outcomes
Students successfully completing this course will be able to:
1. Explain and detail the relationship between space and difference.
2. Produce original research utilizing hands-on methods for “reading” space and difference.
3. Outline and critique artistic productions and narrative texts as valuable cultural, historical, and political documents in conveying the spatiality of race and difference.

4. Facilitate discussions on race, space, and difference.

REQUIRED TEXTS
All readings are available as PDF files via Blackboard. Students are required to bring individual hard copies to all appropriate class meetings. Yes, you must either PRINT them each out (double-sided printing is encouraged) or have your ANNOTATED DIGITAL copies. Note: I have found some challenges accessing Blackboard materials when using Internet Explorer, but none when using Firefox.

COURSE REQUIREMENTS
PARTICIPATION. You are expected to contribute meaningfully to each and every class meeting; providing examples, asking text-based or conceptual questions, drawing attention to specific passages or ideas, synthesizing readings. If you are absent from a class meeting, you will receive no participation points for that day. Likewise, if you come to class unprepared for discussion, your “presence” will result in minimal (or no) participation points. During in-class meetings, we will often take time for quick-writes, participation exercises which allow you to consolidate your thinking after discussion and to prepare ideas for your critical-reflective essay.

READING ASSIGNMENTS. Students must complete all readings prior to attending class. This way you will be able to follow and fully participate in the vital conversations that are the backbone of this course. As noted above, students must bring assigned readings and discussion points to respective class meetings. Unprepared students will be graded down.

DISCUSSION FACILITATIONS. All students will be responsible for facilitating discussions during our course meetings. Assigned facilitation includes preparing a coherent outline of your points of discussion. Facilitation outlines must be typed and printed, and turned in to the professor at the end of class meeting. Please note that each of the discussion facilitation skill-sets (sub-tasks) will be applied in the critical-reflective essays.

ESSAY ASSIGNMENTS. Students will complete a critical-reflective essay draft (1000-1250 words) and a final critical-reflective essay (1500-1750 words) to be submitted and presented during finals week. Further details for these assignments will be provided in class. Essays will be graded by efforts at biographical application (10%), thoroughness (20%), accuracy of comprehension (20%), persuasiveness (10%), evidence (20%), structure and flow (10%), and mechanics (10%).

FORMATTING. All written assignments must be typed, double-spaced, using 1” margins all around, 12-point Times New Roman font, proper paginations, proper heading, and stapled. The critical essays and the final project must include the final word count in the heading. Papers must include citations and a complete and appropriately formatted list of references (course readings used) starting immediately after the final lines of the text (not on a separate page). Complete reference information for all readings will be provided via Blackboard. Papers that do not follow this format will not be accepted.

GRADE BREAKDOWN

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Available</th>
<th>Student Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation/Facilitations</td>
<td>60 (10x4, 20)*</td>
<td>A: 93.1-100</td>
</tr>
<tr>
<td>Critical-reflective draft</td>
<td>20</td>
<td>A-: 90 – 93</td>
</tr>
<tr>
<td>Critical-reflective essay</td>
<td>20</td>
<td>B+: 87 – 89.9</td>
</tr>
</tbody>
</table>

Legend:

- A: 93.1-100  C+: 77 – 79.9
- A-: 90 – 93   C: 73.1 – 76.9
- B+: 87 – 89.9 C-: 70 – 73
- B: 83.1 – 86.9 D: 60 – 69.9
DISCUSSION FACILITATIONS. Students will be assigned to facilitate discussion during at least four course meetings. Facilitation includes preparing a coherent outline of your points of discussion. Facilitation outlines must be typed and printed, with hard copies provided for every class member. Facilitations will be graded by completed outline (20%), effectiveness of contribution (30%), coverage of all readings in discussion/outline (30%), and basic formatting, editing, and proofreading (20%). All students will contribute each the following facilitation skill sets, across a pre-assigned set of weekly readings:

- Paraphrase the major argument(s)
- Offer personal examples of implication OR personal examples of responsibility
- Suggest useful and concrete, additional examples not found in text OR bring attention to a key passage that requires further discussion
- Compare this reading to other texts (especially from previous weeks)

DISABILITY ACCESS
Accommodations are collaborative efforts between students, faculty, and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodation but have not yet obtained approval through DAS should contact DAS immediately at 737-4098.

NOTE ON ACADEMIC INTEGRITY
Students are responsible for understanding the university’s academic integrity policies and maintaining compliance. Please familiarize yourself with the OSU Student Conduct Code: [http://oregonstate.edu/studentconduct/code/index.php](http://oregonstate.edu/studentconduct/code/index.php). Copying even small portions of essays from the internet or not properly citing your sources falls under the definition of plagiarism. Any act of cheating or plagiarism will result in the student’s immediate failure and referral to the Student Conduct and Community Standards office for further investigation and assessment. Students who cheat or plagiarize can be suspended or even expelled from the University. If you have questions, please make an appointment to meet with the instructor or other relevant campus resources.

COURSE SCHEDULE
WEEK 1 (APR 3): READING SPACE / INTRODUCTIONS AND GOALS
Course Introduction: Syllabus Overview, Week 2 Fieldwork Preparations
- Peirce Lewis, “Axioms for Reading the Landscape: Some Guides to the American Scene” [9]

WEEK 2 (APR 10): THINKING ABOUT SPACE AND PLACE
“Landscape Reading” Fieldwork (Corvallis, etc.)

**WEEK 3 (APR 17): SECURITY AND NOTIONS OF COMMUNITY**
- Kenneth Jackson, “The Loss of Community in Metropolitan America” [10]
- Edward Blakely & Mary Snyder, “Divided We Fall” [14]
- Peter Marcuse, “Walls of Fear” [13]

**WEEK 4 (APR 24): CRITICAL WHITENESS**
- Tim Wise, “Born to Belonging” [16]
- Tim Wise, “Privilege” [43]

**WEEK 5 (MAY 1): CAN GPS FIND BLACK AMERICA?**
Draft critical-reflective essay due
- Jonathan Tilove, “The Main Street” [12]

**WEEK 6 (MAY 8): PUBLIC SPHERES**
- Don Mitchell, “Sex and Sexuality: The Cultural Politics and Political Geography of Liberation” [27]

**WEEK 7 (MAY 15): INDIGENOUS GEOGRAPHIES**
- Raymond Pierotti and Daniel Wildcat, “Being Native to This Place” [12]

**WEEK 8 (MAY 22): CONSTRUCTING ETHNIC ENCLAVES**
- Nathan McClintock, “From Industrial Garden to Food Desert: Demarcated Devaluation in the Flatlands of Oakland, California” [23]

**WEEK 9 (MAY 29): THINKING BORDERS**
Creative-critical essay peer editing (session 1)

**WEEK 10 (JUN 5): LOCATING COMMUNITY, CREATING IDENTITY**
Creative-critical essay peer editing (session 2)
- Estella Habal, “Manilatown, Manongs, and the Student Radicals” [21]

**FINALS WEEK (JUN 13)**
- Critical-reflective essay due