

Urban Segregation: Patterns and Impacts in Europe and the Americas

EUS4930/SYA4930

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Description

Urban Segregation: Patterns and Impacts in Europe and the Americas is an interdisciplinary course that examines the ways urban segregation shapes cities in Europe and the Americas. Through a comparative lens, students explore historical and contemporary patterns of segregation, analyzing how spatial divisions reflect and reinforce issues of race, class, migration, and power. The course draws on urban studies, sociology, visual art, literature, and film to investigate the lived experiences of segregated communities and the socio-political structures that sustain segregation. By critically engaging with case studies and cultural productions, students gain insights into the impacts of segregation on social mobility, access to resources, and community identity, while also exploring efforts toward integration and social justice.

Course objectives

- Investigate historical and contemporary patterns of urban segregation in Europe and the Americas.
- Analyze the impact of segregation on social, economic, and political structures within urban environments.
- Examine how segregation intersects with issues of race, class, and migration in shaping urban life.
- Critically evaluate urban policies and practices that contribute to or mitigate segregation.
- Reflect on the potential of urban planning and policy interventions to challenge segregation, promote social justice, and foster inclusive communities

- Reflect on the potential of art and cultural narratives to challenge segregation, promote social justice, and foster dialogue about urban inequality.

Content warning

This class deals with a variety of perspectives. Please be aware that students are required to read and engage with some primary sources that are controversial and/or potentially offensive. All students are expected to help to create an atmosphere of mutual respect and sensitivity, so that our classroom can provide an open space for the critical and civil exchange of ideas.

Assessment

Students will be evaluated based on their attendance (10%), active engagement (10%), a class presentation (40%), and reflection papers (40%), emphasizing continuous assessment through active participation and reflective assignments.

- *Attendance:* Students are permitted up to two unexcused absences throughout the semester; beyond this limit, unexcused absences will affect their attendance grade. Excused absences, which must be pre-approved by the instructor, do not impact the grade. However, it is important to consult with the instructor beforehand. Further details on the University of Florida's attendance policy can be found in the current Undergraduate Catalogue (<http://www.registrar.ufl.edu/catalog/policies/regulationattendance.html>). Students with two or fewer unexcused absences will receive 10 points for this item. Those who accumulate three unexcused absences will get 5 points for this component, while students with more than three unexcused absences will receive 0 points.
- *Active engagement:* Active participation in class discussions is vital for the success of our seminar. Students are expected to engage by sharing their opinions, asking questions, and contributing to discussions based on the assigned readings. To earn 10 points, students should participate in class discussions at least once a week. However, if a student misses participation in one week, they can still earn 7 points. Missing participation in two weeks will result in 5 points, but if a student does not participate for more than two weeks, they will receive 0 points for this component.
- *Class presentation:* Students are required to prepare a presentation and facilitate a follow-up discussion. Each week a different person will prepare a presentation with a discussion prompt related to that week's topic and readings. The presentation should take about 15-20 minutes. Presenters are encouraged to prepare a handout and/or slideshow. Presenters are encouraged to make use of the recommended readings for their presentations. Following the presentation, the presenting student(s) will facilitate a

class discussion. Students can get up to 30 points for their presentation and 10 for the facilitation of the discussion. We are going to distribute the weeks among the students in the first class after add/drop week.

- *Reflection papers:* This class is divided into four main sections plus a final wrap-up section. Students must submit two reflection papers throughout this class, choosing freely two out of the four main sections to discuss. The reflection papers should consist of 500 to 750 words excluding bibliography and submitted via Canvas (not as attachment). The papers should be related to at least one of the sections' readings. The paper should summarize the authors' key points and offer a critical and/or personal reflection on them. Students may discuss a different topic, if it is approved by the instructor at least a week prior to the submission date. The submission deadline will be a week after the last class in the section. Students can get up to 20 points per submission. Submitting late work will be penalized 1 point per 12 hours. Essays not meeting the word count will be penalized 1 point per 50 words. Please note that a student cannot write their reflection paper on the same topic they did their class presentation on.

In addition, students will be able to earn additional points ('extra credits') throughout the semester by completing optional course-related assignments. The specifics of these opportunities will be clarified and communicated as the semester unfolds.

Grading scale

A: 92-100 points

A-: 88-91

B+: 84-87

B: 80-83

B-: 77-79

C+: 74-76

C: 70-73

C-: 67-69

D+: 64-66

D: 60-63

F: 0-59

More information on grades and grading policies:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Religious Observances Policy

This course aims to be an inclusive learning community that supports students of all religious traditions. Please, let me know if your religious observances will conflict with class attendance. I will accommodate your religious observances. More information on the UF Religious Observances Policy: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#religiousholidaystext>

Chosen Name and Gender Pronouns

This course aims to be an inclusive learning community that supports students of all gender expressions and identities. Please tell me if you want to be addressed by a different name or use different pronouns than those listed elsewhere.

Readings

There is no textbook for this course as the instructor wants to ensure that the high cost of instructional materials is not a burden to any student. All required readings are available online, the links are provided in the syllabus. Some of the readings are accessible only with a UF login, some require a free registration with JSTOR. Apart from required readings, the syllabus includes recommended ones. Students are encouraged to read the recommended readings to get a deeper understanding of the phenomena we are studying. Please note that some of the recommended readings might not be available for free.

Changes to the syllabus

Please note that the instructor reserves the right to make changes during the semester to the schedule, assigned readings or other aspects of the syllabus, if deemed necessary. No changes will be made to the grading scale.

COURSE OUTLINE

Section 1: Historical Foundations of Urban Segregation

Week 1 (Jan 14, 16): Introduction

Overview of course themes, objectives, and foundational concepts, including theories of segregation and urban space.

Required Readings:

- W.E.B. Du Bois, *The Souls of Black Folk* (Chapter 3). <https://www.gutenberg.org/cache/epub/408/pg408-images.html#chap03>
- Douglas S. Massey, Nancy A. Denton, The Dimensions of Residential Segregation, *Social Forces*, Volume 67, Issue 2, December 1988, Pages 281–315, <https://doi.org/10.1093/sf/67.2.281>

Recommended Readings:

- Lefebvre, Henri. *The Production of Space* (Chapter 2). <https://iberian-connections.yale.edu/wp-content/uploads/2020/04/The-production-of-space-by-Henri-Lefebvre-translated-by-Donald-Nicholson-Smith.pdf>
- Vaughan, Laura, and Sonia Arbaci. “The Challenges of Understanding Urban Segregation.” *Built Environment* (1978-) 37, no. 2 (2011): 128–38. <http://www.jstor.org/stable/23290014>.

Week 2 (Jan 21, 23): Introduction to Segregation in Europe

Examines historical segregation patterns (e.g., Jewish ghettos) and contemporary issues, such as Roma settlements and urban planning.

Required Readings:

- “Ghetto” entry, *Jewish Virtual Library*. <https://www.jewishvirtuallibrary.org/ghetto>
- Greenberg, Jack. “Report on Roma Education Today: From Slavery to Segregation and Beyond.” *Columbia Law Review* 110, no. 4 (2010): 919–1001. <http://www.jstor.org/stable/27806640>.
- Fredette, Jennifer. “Housing: The Banlieues as a Geographic and Socially Constructed Place.” In *Constructing Muslims in France: Discourse, Public Identity, and the Politics of Citizenship*, 126–50. Temple University Press, 2014. <http://www.jstor.org/stable/j.ctt14bt3kx.10>.

Recommended Readings:

- De Falco Antonio. 2023. “Residential Segregation: Concepts, Mechanisms and Effects of Spatial Inequalities”. *Fuori Luogo Journal of Sociology of Territory, Tourism, Technology* 15 (2), 115-30. <https://doi.org/10.6093/2723-9608/9984>.
- Eserverri-Mayer, Cecilia. “Self-Identification in a Spanish *Barrio* and a French *Banlieue*: The Case of North African Second Generations.” *Journal of Ethnic and Cultural Studies* 8, no. 2 (2021): 145–66. <https://www.jstor.org/stable/48710308>.
- Mancheno, Tania. “Behind the Walls of Paris: The Inhabited History of Space in the Parisian Banlieues.” In *Doing Tolerance: Urban Interventions and Forms of Participation*,

edited by María do Mar Castro Varela and Barış Ülker, 1st ed., 115–35. Verlag Barbara Budrich, 2020. <https://doi.org/10.2307/j.ctv10h9f87.9>.

Week 3 (Jan 28, 30): Introduction to Segregation in the Americas

Focus on colonial legacies and segregation patterns in the Americas, including Indigenous displacement and racialized urban planning.

Required Readings:

- Oliveira, Alberto de. “Legacies and Challenges of Urban and Regional Planning in Brazil and the United States.” *Theoretical and Empirical Researches in Urban Management* 11, no. 3 (2016): 18–35. <http://www.jstor.org/stable/24873568>.
- Nightingale, Carl H. “The Transnational Contexts of Early Twentieth-Century American Urban Segregation.” *Journal of Social History* 39, no. 3 (2006): 667–702. <http://www.jstor.org/stable/3790284>.

Recommended Readings:

- Eaton, Susan. 2023. “Segregation Yesterday and Today Exploring Possibilities for Systemic Change.” National Collaborative for Health Equity Policy Brief. <https://heller.brandeis.edu/sillerman/pdfs/reports/segregation-yesterday-and-today.pdf>
- Fuentes, Luis, Ricardo Truffello, and Mónica Flores. 2022. "Impact of Land Use Diversity on Daytime Social Segregation Patterns in Santiago de Chile" *Buildings* 12, no. 2: 149. <https://doi.org/10.3390/buildings12020149>.
- Galeano, Eduardo. *Open veins of Latin America*. New York : Monthly Review Press, 1997. <https://archive.org/details/openveinsoflatin00edua>

Section 2: Intersectionality and Segregation

Week 4 (Feb 4, 6): Race, Class, and Migration

Explores how racial and socioeconomic dynamics shape spatial divisions and access to resources.

Required Readings:

- Logan, John R et al. “Creating the Black Ghetto: Black Residential Patterns Before and During the Great Migration.” *The Annals of the American Academy of Political and Social Science* vol. 660,1 (2015): 18-35. <https://pmc.ncbi.nlm.nih.gov/articles/PMC4654963/>.
- Massey, Douglas S., and Jonathan Tannen. “A Research Note on Trends in Black Hypersegregation.” *Demography* 52, no. 3 (2015): 1025–34. <http://www.jstor.org/stable/43699174>.

Recommended Readings:

- McQueeney, Kevin G. "More than Recreation: Black Parks and Playgrounds in Jim Crow New Orleans." *Louisiana History: The Journal of the Louisiana Historical Association* 60, no. 4 (2019): 437–78. <https://www.jstor.org/stable/26864739>.
- Strömngren, Magnus, Tiit Tammaru, Alexander M. Danzer, Maarten van Ham, Szymon Marcińczak, Olof Stjernström, and Urban Lindgren. "Factors Shaping Workplace Segregation Between Natives and Immigrants." *Demography* 51, no. 2 (2014): 645–71. <http://www.jstor.org/stable/42920017>.
- Kibreab, Gaim. 2007. "Why Governments Prefer Spatially Segregated Settlement Sites for Urban Refugees". *Refuge: Canada's Journal on Refugees* 24 (1):27-35. <https://doi.org/10.25071/1920-7336.21365>.

Week 5 (Feb 11, 13): Gender, Sexuality, and Urban Space

Examines how gender and sexuality influence and are influenced by urban segregation and gentrification.

Required Readings:

- Beebeejaun, Yasminah. 2016. "Gender, Urban Space, and the Right to Everyday Life." *Journal of Urban Affairs* 39 (3): 323–34. <https://www.tandfonline.com/doi/full/10.1080/07352166.2016.1255526#abstract>
- Caetano, Gregorio, & Vikram Maheshri, "Gender segregation within neighborhoods," *Regional Science and Urban Economics*, vol. 77, 2019, <https://doi.org/10.1016/j.regsciurbeco.2019.05.004>.
- Randjelović, Jelena. 2018. "Influence of the Selected Minority Group on Gentrification of Chicago Neighborhood Edgewater". *Journal of the Geographical Institute "Jovan Cvijić" SASA* 68 (2):281–288. <https://doi.org/10.2298/IJGI1802281R>.

Recommended Readings:

- Bondi, Liz. "Gender Divisions and Gentrification: A Critique." *Transactions of the Institute of British Geographers* 16, no. 2 (1991): 190–98. <https://doi.org/10.2307/622613>.
- Costa, Pedro, and Paulo Pires, «Between "ghettos", "safe spaces" and "gaytrification"», *Cidades*, 39, 2019, <http://journals.openedition.org/cidades/1599>.
- Valentine, Gill. "(Re)Negotiating the 'Heterosexual Street': Lesbian Production of Space" from Nancy Duncan (ed.), *Bodyspace: Destabilizing Geographies of Gender and Sexuality*, 1996. <https://www.taylorfrancis.com/chapters/edit/10.4324/9780203543047-33/re-negotiating-heterosexual-street-lesbian-production-space-nancy-duncan-ed-bodyspace-destabilizing-geographies-gender-sexuality-1996-gill-valentine>

Week 6 (Feb 18, 20): Representations of Segregation

Analysis of urban inequality through literature, film, and art, focusing on narratives that challenge or sustain segregation and marginalization.

Required Readings:

- Crețan, Remus, Raluca Narcisa Covaci, and Ioan Sebastian Jucu. 2021. "Articulating 'Otherness' within Multiethnic Rural Neighbourhoods: Encounters between Roma and Non-Roma in an East-Central European Borderland." *Identities* 30 (1): 93–111. <https://doi.org/10.1080/1070289X.2021.1920774>
- Peixoto, Marta. "Rio's Favelas in Recent Fiction and Film: Commonplaces of Urban Segregation." *PMLA* 122, no. 1 (2007): 170–78. <http://www.jstor.org/stable/25501678>.

Recommended Readings:

- Caputo-Levine, Deirdre, and Vanessa Lynn. 2019. "Constructing the Ghetto: An Analysis of the Representation of Black Urban Communities in Urban and Community Sociology Courses." *Race Ethnicity and Education* 25 (4): 526–45. <https://www.tandfonline.com/doi/full/10.1080/13613324.2019.1679758>
- Machado e Moura, Carlos "What makes mass housing representations so different, so appealing?", *Cidades*, 22, 2022. <http://journals.openedition.org/cidades/5264>.
- Penglase, R. Ben. "Lost Bullets: Fetishes of Urban Violence in Rio de Janeiro, Brazil." *Anthropological Quarterly* 84, no. 2 (2011): 411–38. <http://www.jstor.org/stable/41237500>.
- Schneeweis, A., & Foss, K. A. (2017). "Gypsies, Tramps & Thieves": Examining Representations of Roma Culture in 70 Years of American Television. *Journalism & Mass Communication Quarterly*, 94(4), 1146-1171. <https://doi.org/10.1177/1077699016682723>

Section 3: Impacts of Urban Segregation

Week 7 (Feb 25, 27): Economic Consequences

Investigates the effects of segregation on employment, wealth disparities, and resource allocation.

Required Readings:

- Banzhaf, Spencer, Lala Ma, and Christopher Timmins. "Environmental Justice: The Economics of Race, Place, and Pollution." *The Journal of Economic Perspectives* 33, no. 1 (2019): 185–208. <https://www.jstor.org/stable/26566983>.

- Reardon, Sean F., and Kendra Bischoff. "Income Inequality and Income Segregation." *American Journal of Sociology* 116, no. 4 (2011): 1092–1153. <https://doi.org/10.1086/657114>.
- Shankley, William, and Nissa Finney. "Ethnic Minorities and Housing in Britain." In *Ethnicity and Race in the UK: State of the Nation*, edited by William Shankley, Bridget Byrne, Claire Alexander, Omar Khan, and James Nazro, 1st ed., 149–66. Bristol University Press, 2020. <https://doi.org/10.2307/j.ctv14t47tm.13>.

Recommended Readings:

- Crisci, Massimiliano, and Michele Santurro. 2023. "Micro-Segregation of Ethnic Minorities in Rome: Highlighting Specificities of National Groups in Micro-Segregated Areas" *Land* 12, no. 10: 1870. <https://doi.org/10.3390/land12101870>.
- Ismail, Ayat. 2013. "The Hybrid Outcome of Urban Change: Global City, Polarized City?" *Glocalism: Journal of Culture, Politics and Innovation*, no. 1 (March). <https://doi.org/10.12893/gjpci.2013.1.5>.

Week 8 (Mar 4, 6): Education and Healthcare

Focus on disparities in education and healthcare in segregated neighborhoods.

Required Readings:

- Balogh, Lídia H. "Minority Cultural Rights or an Excuse for Segregation?: Roma Minority Education in Hungary." Edited by Daniel Pop. *Education Policy and Equal Education Opportunities*. Open Society Foundations, 2012. <http://www.jstor.org/stable/resrep27130.12>.
- Chabrol, Fanny. 2018. "Goodbye Charity Hospital." *Anthropologie & Santé*, <http://journals.openedition.org/anthropologiesante/3045>
- Di Gennaro, Francesco, Rossana Lattanzio, Carmine Falanga, Silvia Negri, Roberta Papagni, Roberta Novara, Gianfranco Giorgio Panico, Valentina Totaro, Mariacristina Polisenno, Davide Fiore Bavaro, and et al. 2021. "Low-Wage Agricultural Migrant Workers in Apulian Ghettos, Italy: General Health Conditions Assessment and HIV Screening" *Tropical Medicine and Infectious Disease* 6, no. 4: 184. <https://doi.org/10.3390/tropicalmed6040184>.

Recommended Readings:

- Kristen, Cornelia. "Primary School Choice and Ethnic School Segregation in German Elementary Schools." *European Sociological Review* 24, no. 4 (2008): 495–510. <http://www.jstor.org/stable/25209181>.
- Di Gennaro, Francesco, Rossana Lattanzio, Carmine Falanga, Silvia Negri, Roberta Papagni, Roberta Novara, Gianfranco Giorgio Panico, Valentina Totaro, Mariacristina Polisenno, Davide Fiore Bavaro, and et al. 2021. "Low-Wage Agricultural Migrant Workers

in Apulian Ghettos, Italy: General Health Conditions Assessment and HIV Screening" *Tropical Medicine and Infectious Disease* 6, no. 4: 184.
<https://doi.org/10.3390/tropicalmed6040184>.

- Šimon M., Křížková I., Klsák A.. (2021). "New Urban Diversity at and after the Economic Downturn: Recent Trajectories of Ethnic Segregation in Central European Cities." *Central and Eastern European Migration Review* 10(2): 23-47.
<http://ceemr.uw.edu.pl/content/new-urban-diversity-and-after-economic-downturn-recent-trajectories-ethnic-segregation>

Week 9 (Mar 11, 13): Criminalization of Segregated Neighborhoods

Explores systemic policing, surveillance, and incarceration practices in segregated areas.

Required Readings:

- Doering, Jan. "'Afraid of Walking Home From the 'L' at Night?' The Politics of Crime and Race in Racially Integrated Neighborhoods." *Social Problems* 64, no. 2 (2017): 277–97.
<https://www.jstor.org/stable/26370908>.
- Dumanlı, Özden. "The Relationship Between the Police and Third Generation Turkish Immigrants in Germany." *Turkish Journal of Diaspora Studies* 1, no. 2 (2021), 37-55,
<https://dergipark.org.tr/tr/download/article-file/1546569>
- Müller, Frank Ingo. "Securing the Home: Crime, State Sovereignty and Social Housing in Medellín." *European Review of Latin American and Caribbean Studies / Revista Europea de Estudios Latinoamericanos y Del Caribe*, no. 107 (2019): 95–115.
<https://www.jstor.org/stable/26764794>.

Recommended Readings:

- Madsen, Mads, Kammersgaard, Tobias. 2022. "Dining with the police: Resistance and acceptance of community policing." *Nordic Journal of Studies in Policing*, vol. 9, No. 1. pp. 1-15. <https://www.idunn.no/doi/epdf/10.18261/njsp.9.1.6>
- French, Jan Hoffman. "Rethinking Police Violence in Brazil: Unmasking the Public Secret of Race." *Latin American Politics and Society* 55, no. 4 (2013): 161–81.
<http://www.jstor.org/stable/43286490>.
- Papachristos, Andrew V., David M. Hureau, and Anthony A. Braga. "The Corner and the Crew: The Influence of Geography and Social Networks on Gang Violence." *American Sociological Review* 78, no. 3 (2013): 417–47. <http://www.jstor.org/stable/23469219>.

== Spring break ==

Section 4: Challenging and Perpetuating Urban Segregation

Week 10 (Mar 25, 27): Urban Policies and Practices

Analyzes housing policies, zoning reforms, and urban renewal initiatives that challenge or perpetuate segregation.

Required Readings:

- Ciommi, Mariateresa, Gianluca Egidi, Ioannis Vardopoulos, Francesco Maria Chelli, and Luca Salvati. 2023. "Toward a 'Migrant Trap'? Local Development, Urban Sustainability, Sociodemographic Inequalities, and the Economic Decline in a Mediterranean Metropolis" *Social Sciences* 12, no. 1: 26. <https://doi.org/10.3390/socsci12010026>
- Reece, Jason. "Confronting the Legacy of 'Separate but Equal': Can the History of Race, Real Estate, and Discrimination Engage and Inform Contemporary Policy?" *RSF: The Russell Sage Foundation Journal of the Social Sciences* 7, no. 1 (2021): 110–33. <https://doi.org/10.7758/rsf.2021.7.1.07>.

Recommended Readings:

- Eckardt, Frank. "European Cities Planning for Asylum." *Urban Planning*, 3.4 (2018): 61-63. 2024. <https://www.cogitatiopress.com/urbanplanning/article/view/1834>
- Friendly, Abigail. "Urban Policy, Social Movements, and the Right to the City in Brazil." *Latin American Perspectives* 44, no. 2 (2017): 132–48. <http://www.jstor.org/stable/26178814>.
- Perez Rendon, Gabriela. 2018. "Cities for or Against Citizens? Socio-Spatial Restructuring of Low-Income Neighbourhoods and the Paradox of Citizen Participation". *A+BE / Architecture and the Built Environment* 8 (6):1-350. <https://doi.org/10.7480/abe.2018.6.2035>.

Week 11 (Apr 1, 3): Gentrification and Tourism

Examines urban transformations driven by gentrification and tourism, focusing on displacement and community resilience.

Required Readings:

- Hwang, Jackelyn. "Gentrification in Changing Cities: Immigration, New Diversity, and Racial Inequality in Neighborhood Renewal." *The Annals of the American Academy of Political and Social Science* 660 (2015): 319–40. <http://www.jstor.org/stable/24541840>.
- Thompson Summers, Brandi. "Race, Authenticity, and the Gentrified Aesthetics of Belonging in Washington, D.C." In *Aesthetics of Gentrification: Seductive Spaces and Exclusive Communities in the Neoliberal City*, ed. Christoph Lindner and Gerard F. Sandoval. Amsterdam University Press, 2021. <https://library.oapen.org/bitstream/id/f31f880e-0d9b-4885-85e5-8afd11bcdb04/9789048551170.pdf>

Recommended Readings:

- Lennon, John. "FOR MORE THAN PROFIT": graffiti, street art, and the gentrification of detroit." In *Conflict Graffiti: From Revolution to Gentrification* University of Chicago Press, 2022. Chicago Scholarship Online, 2022.
<https://doi.org/10.7208/chicago/9780226815671.003.0006>.
- Souther, J. Mark. "The Disneyfication of New Orleans: The French Quarter as Facade in a Divided City." *The Journal of American History* 94, no. 3 (2007): 804–11.
<https://doi.org/10.2307/25095142>.

Week 12 (Apr 8, 10): Art as Advocacy

Investigates the role of street art, music, and cultural interventions in advocating for social justice.

Required Readings:

- Horvath, Christina. "Conceptualizing peripheral urban literature in France and Brazil", *Romance Studies*, vol. 36, no. 1-2: 2018.
https://purehost.bath.ac.uk/ws/portalfiles/portal/168458266/Conceptualizing_peripheral_urban_literature_in_France_and_Brazil.pdf
- Kalkman, Simone. "Exhibitions in a 'Divided' City: Sociospatial Inequality and the Display of Contemporary Art in Rio de Janeiro." In *Creative Spaces: Urban Culture and Marginality in Latin America*, edited by Niall H.D. Geraghty and Adriana Laura Massidda, 183–200. University of London Press, 2019. <http://www.jstor.org/stable/j.ctvp2n322.12>.

Recommended Readings:

- McNeill, Isabelle. 2020. "Music and Spatial Injustice in *Banlieue* Cinema." *French Screen Studies* 20 (3–4): 317–35. doi:10.1080/26438941.2020.1720949.

Week 13 (Apr 15, 17): Pathways Forward

Focuses on inclusive urban planning and policy strategies to address segregation and foster equity.

Required Readings:

- Dominguez, Laura. "Este Lugar Sí Importa: Identity and Heritage Conservation in East Los Angeles." *California History* 93, no. 3 (2016): 52–74.
<https://www.jstor.org/stable/26412673>.
- Ramírez, Heidy Cristina Gómez. "Community-Based Resilience to Security and Development Challenges in Medellín." In *Building Resilience in Cities under Stress*, edited by Francesco Mancini and Andrea ó Súilleabháin. International Peace Institute, 2016.
<http://www.jstor.org/stable/resrep09526.9>.

Recommended Readings:

- Angélil, Marc, and Cary Siress. "THE PARIS 'BANLIEUE': PERIPHERIES OF INEQUITY." *Journal of International Affairs* 65, no. 2 (2012): 57–67.
<http://www.jstor.org/stable/24388218>.
- Bitonti, Francesca, Federico Benassi, Angelo Mazza, and Salvatore Strozza. 2023. "Framing the Residential Patterns of Asian Communities in Three Italian Cities: Evidence from Milan, Rome, and Naples" *Social Sciences* 12, no. 9: 480.
<https://doi.org/10.3390/socsci12090480>.
- Donaghy, Maureen. "Resisting Removal: The Impact of Community Mobilization in Rio de Janeiro." *Latin American Politics and Society* 57, no. 4 (2015): 74–96.
<http://www.jstor.org/stable/24765995>.

Section 5: Reflection and Wrap-Up

Week 14 (Apr 22): Final Reflections

Synthesizes course learnings, identifies ongoing challenges, and discusses future directions in urban segregation research and activism. No new readings.