

GEOG 114: THE GEOGRAPHY OF RACE IN THE U.S.
Fall 2013

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Class Meetings:	Tuesday & Thursday 1:00 – 1:50 LAP N103
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Office:	Bolton 462
Office Hours:	Tuesday & Thursday 2:00 – 3:00 and by appointment
Teaching Assistants:	Yui Hashimoto (hashimo3@uwm.edu), office hours: T 12-1 & R 4-5 Peter Armstrong (armstr32@uwm.edu), office hours: MW 11-12

In this course we examine how race and geography are importantly connected. The geography of the United States is shaped by race and ethnicity at all spatial scales, from the street, to the neighborhood, to the city, and so on. A geographic examination of race analyzes the spatial dimensions of race and the ways in which these patterns are produced through histories and geographies of privilege and oppression, inclusion and exclusion, as well as conflict, containment, and mobility. Although we tend to identify race and ethnicity as ‘fixed’, concrete attributes, in fact, notions about race and ethnicity are quite dynamic and have been contested and transformed through political struggle, culture, history, and geography. We will examine the social and spatial construction of racial categories in order to investigate race and ethnicity as profound sets of power relations that shape places, societies, and everyday experiences.

Drawing from a framework that emphasizes social justice and geographic approaches to thinking about race and ethnicity, the course is divided into three sections: 1) Difference, privilege, and oppression; 2) Territory, citizenship, and movement; and 3) Geographies of inclusion and exclusion. Using historical and contemporary empirical material, we will strive to **think critically** about the geography of race in the U.S. in order to promote a better understanding of

- the social and spatial construction of race and ethnicity
- the meanings of power and privilege
- the historical events that profoundly shaped the US racial landscape
- the sets of practices and institutions that have created and maintained racialized geographies of inclusion and exclusion

REQUIRED READINGS:

There is no required textbook for the course – instead, readings will be available on the course D2L site as PDFs.

- **NOTE: These readings are critical and expect to see questions relating to these readings on quizzes and exams.** It is your responsibility to regularly check your course syllabus for supplementary reading requirements.
- I reserve the right to add or remove readings as the semester progresses.

GRADING:

Out of a total of 400 points, your grade will be determined by the following criteria:

Class Participation & Discussion Section Activities	(60 points)	15%
Media Responses	(3 at 40 pts)	30%
Quizzes (5 total, drop the lowest)	(4 at 20 points)	20%
Midterm Exam	(60 points)	15%
Final Exam	(80 points)	20%
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TOTAL	400 points	100%

DESCRIPTION OF COURSE REQUIRMENTS:

Class Participation & Discussion Section Activities (15%)

Your weekly discussion section is an integral part of Geography 114; it provides an opportunity to explore ideas presented in lectures and discuss the materials presented in the readings. You will also participate in section activities that will be independently graded assignments (contributing to your overall section grade). Moreover, your discussion section will help you prepare for quizzes, assignments and tests. Your **active participation is crucial** (and you will be graded accordingly) because the quality of your learning, as well as that of your classmates, depends upon the ability of section participants to engage thoughtfully with the material presented throughout the course.

Quizzes (20%)

You will have 5 quizzes throughout the semester that will be given in your discussion sections. Quizzes will cover reading and lecture material. We will drop your lowest quiz score at the end of the semester.

Media Response Papers (30%)

Throughout the course, certain media (films, radio clips, newspaper articles) will facilitate your understanding of key concepts and themes from the course. The purpose of these essays is to encourage you to: a) engage with media with a critical eye and to keep up with readings, b) demonstrate a familiarity with major themes and topics from the course, and c) demonstrate critical thinking skills. Each paper should be 2 (max 3) pages double-space 12 point font. You will be expected to reference particular authors and passages as well as particular scenes from the film in these papers. **An ‘A’ paper must provide use the readings directly, address key themes from the course, and be analytical rather than descriptive.**

Exams (In-Class Midterm 15% ; Final Exam 20%)

The midterm will take place after we have established a foundation for the course. The purpose is to test your understanding of key concepts that will be essential to your participation in the remainder of the course.

The following scale will be used to determine your grades:

A = 95-100%	A- = 90 - 94%	
B+ = 85 - 89%	B = 80 - 84%	B- = 77 – 79 %
C+ = 74 – 76 %	C = 70 – 73 %	C- = 67 – 69 %
D = 64 - 66%	D- = 60 - 63%	
F = < 60%		

COURSE POLICIES:

- * **Attend and participate in lectures.** Lectures are a key part of this class!! Tests will cover material from lectures that is not in your readings. Be active in your own learning and participate in lectures and discussions. **DO NOT COME TO CLASS IF YOU PLAN TO SLEEP, TEXT, OR SURF THE INTERNET.** It's distracting to me as a lecturer and to your fellow classmates.
- * **Complete all assigned readings BEFORE class.** All lectures and discussion will presume a familiarity of the readings. You are expected to come to class prepared and able to participate in the lecture activities and discussion by sharing your thoughts, views, questions etc. **READ CRITICALLY.** Make sure that you not only understand the content of the assigned readings, but also consider the significance and validity of the argument and analysis presented.
- * **Complete work thoughtfully and on time.** Except in the case of a verifiable medical or family emergency precluding timely submission, **LATE WORK WILL NOT BE ACCEPTED.** Please come and talk to me or talk to your Teaching Assistant in the event of a life or health emergency. I will not be able to help you with your course requirements unless you inform me of your circumstances.
- * **Actively and Respectfully Contribute.** We all have a responsibility to ensure that an open and welcoming atmosphere is maintained. If we all agreed on everything, our university classes would be rather boring. Instead, a multiplicity of opinions means that we can share and learn from each other. However, you must make informed arguments and respectfully engage with one another.
- * **Take advantage of office hours!** And do so BEFORE the quiz or exam. Your TA and I are here to help succeed in this class. If our office hours conflict with your schedule, then email to set up an appointment for an alternative appointment.
- * **Special Accommodations:** To request academic accommodations due to a disability or special need, please contact the UWM Student Accessibility Center and inform me as soon as possible about special accommodations so that I can best meet your needs. Student Accessibility Center, Mitchell Hall Room 112, (414) 229-6287, <http://www4.uwm.edu/sac/>
- * **Academic Integrity:** Plagiarism, cheating, and other misconduct are serious violations of your contract as a student and I will consider them as such. You are expected to know and follow the University's guidelines: <http://www.uwm.edu/Dept/OSL/DOS/conduct.html>. You are guilty of cheating whenever you present as your own work something that you did not

do. You are also guilty of cheating if you help someone else to cheat. Buying, copying, or quoting work without proper citation will result in serious consequences.

COURSE SCHEDULE & TOPICS

INTRODUCTION: DIFFERENCE, PRIVILEGE, AND OPPRESSION

WEEK ONE

- Sept 3: Introduction to course
- No new readings; Visit D2L site
 - Discussion sections DO NOT meet
- Sept 5: Connecting race, ethnicity, and geography
- Frazier, J.W. "Race, Ethnicity, and Place in a Changing America", from *Race, Ethnicity and Place in a Changing America*, pp 1-23.

WEEK TWO

- Sept 10: What are 'race' and ethnicity?
- Omi, M. & H. Winant "Racial Formation," pp. 13-22.
- Sept 12: Privilege & Oppression
- "Privilege, Oppression, & Difference" by Johnson
 - Tatum, B. "Defining Racism: Can We Talk?" from *Race, Class, and Gender in the United States* pp. 123-130.

TERRITORY, CITIZENSHIP, & MOVEMENT

WEEK THREE

* Quiz #1 in discussion section *

- Sept 17: Citizenship and Racial Restrictions
- "Racial Restrictions in the Law of Citizenship" and "The Prerequisite Cases," by Ian Haney-Lopez
- Sept 19: Overview: Immigration and Historical and Regional Geographies of Race & Ethnicity

WEEK FOUR

- Sept 24: Native Americans & Westward Expansion
- "Indian Tribes: A Continuing Quest for Survival," US Commission on Human Rights. from *Race, Ethnicity and Place in a Changing America*, pp. 527-531
- Sept 26: Native Americans & Westward Expansion
- Zolnik, E. "Cultural and Economic Change in Indian Country" from *Race, Ethnicity and Place in a Changing America*, pp. 319-328

WEEK FIVE

* Quiz #2 in discussion section *

- Oct 1: European Ethnics & the Industrial North
- Brodtkin, K. "How Jews became White Folks," from *Race, Class, and Gender in the United States*, pp. 38-53.
 - Rubin, L. "Is this a White Country or What?" from *Race, Class, and Gender in the United States*, pp 238-245
- Oct 3: Reconstruction and the Jim Crow South
- *Plessy v. Ferguson, 1886*, from *Race, Class, and Gender in the United States*, pp 570-572.
 - DuBois, W.E.B. "The Black Codes," from *Race, Class, and Gender in the United States*, pp. 556-564.
 - *United States Constitution: Thirteenth (1865), Fourteenth (1868), and Fifteenth Amendments*, from *Race, Class, and Gender in the United States*, pp 556-564.

WEEK SIX

- Oct 8: Reconstruction and the Jim Crow South
- Tettey-Fio, E. "Black American Geographies: A Perspective," from *Race, Ethnicity and Place in a Changing America*, pp. 69-82.
- Oct 10: Asians and the Pacific Coast
- Frazier, J. "Asians in the United States: Historical and Contemporary Settlement Patterns," from *Race, Ethnicity and Place in a Changing America*, pp. 265-286.

WEEK SEVEN

* Quiz #3 in discussion section *

- Oct 15: New Geographies of Immigration: Contemporary Asian Geographies
- Skop, E. and C. Altman, "The Invisible Immigrants: Asian Indian Settlement Patterns and Racial/Ethnic Identities," from *Race, Ethnicity and Place in a Changing America*, pp. 309-318.
- Oct 17: U.S. Latino Geographies
- Reisinger, M.E, "Latinos in America: Historical and Contemporary Settlement Patterns" from *Race, Ethnicity and Place in a Changing America*

WEEK EIGHT

- Oct 22: New Geographies of Immigration: Contemporary Latino Geographies
- Reisinger, M.E, J.W. Frazier, and E.L. Tettey-Fio, "Patterns and Issues in the Latinization of Allentown, Pennsylvania,"

from *Race, Ethnicity and Place in a Changing America* pp.233 – 249.

Oct 24: ****IN-CLASS MIDTERM EXAMINATION****

GEOGRAPHIES OF INCLUSION & EXCLUSION

WEEK NINE

- Oct 29: Introduction to Section: Wealth and Racialized Poverty
- Conley, Dalton. “Being Black, Living in the Red: Wealth Matters” from *Race, Class, and Gender in the United States*
 - Vara, Vauhini, “Race and Poverty, Fifty Years After the March,” from *The New Yorker*, August 27, 13.
- Oct 31: Wealth and Racialized Poverty
- The Associated Press, “US Poverty Rate on Track to Rise to Highest since 1960s,” July 22, 2012.
 - Herbert, B. “Shhh. Don’t Say Poverty” from *Race, Class, and Gender in the United States*, pp 345 -346.

WEEK TEN

* Quiz #4 in discussion section *

- Nov 5: Housing and Segregation
- Jackson, K. “Federal Subsidy and the Suburban Dream.”
 - “Where Race Lives”
- Nov 7: Housing and Segregation
- Kaplan, D. “Ethnic Segregation: Measurement, Causes, and Consequences,” from *WorldMinds: Geographical Perspectives on 100 Problems*, 151- 156.

WEEK ELEVEN

- Nov 12: Work and Employment
- McLafferty, S. and V. Preston. “Poverty and Geographical Access to Employment: Minority Women in America’s Inner City,” from *WorldMinds: Geographical Perspectives on 100 Problems*, 145-149.
- Nov 14: Work and Employment
- Owusu, T. “Disparities in Economic Status among Native-Born and Foreign-Born Populations in Paterson, New Jersey,” from *Race, Ethnicity and Place in a Changing America* pp. 353-366.

WEEK TWELVE

- Nov 19: Education
- *Brown v. Board of Education of Topeka, 1954*, from *Race, Class, and Gender in the United States*, pp 578-581
 - Logan, J., D. Oakley & J. Stowell, “Public Policy Impacts on School Desegregation, 1970-2000,” from *Race, Ethnicity and Place in a Changing America*, pp. 33-44.

- Nov 21: Education
- Kozol, Jonathon. “Still Separate, Still Unequal: America’s Educational Apartheid”, pp 644-658.

WEEK THIRTEEN

- Nov 26: Policing & Incarceration
- Donziger, Steven. “Race and Criminal Justice” pp 98-109.

Nov 28: NO CLASS! Thanksgiving Recess

WEEK FOURTEEN

* Quiz #5 in discussion section *

- Dec 3: Policing & Incarceration
- Davis, Angela Y. “Masked Racism: Reflections on the Prison Industrial Complex”, from *Race, Class, and Gender in the United States*, pp 683 – 688.
- Dec 5: Healthcare
- Margai, F. “Racial/Ethnic Disparities in Health and Health Care in the US: A Geographic Overview,” from *Race, Ethnicity and Place in a Changing America*, pp. 379-392.

WEEK FIFTEEN

- Dec 10: Environmental Racism
- The Associated Press, “More Blacks Live with Pollution,” pp 314 – 315.
 - Maantay, J. The Geography of Environmental Injustice in the Bronx, New York City, from *WorldMinds: Geographical Perspectives on 100 Problems*, pp 163-168.
- Dec 12: Course Wrap-up

FINAL EXAM: **SAT Dec 14 10:00 to 12:00 (LAP N103)**