

**UWM Fall 2017: The Geography of Race in the U.S.
GEOG 114-201 ONLINE**

Instructor: Rebecca E. Wolfe
Email: renole@uwm.edu
Online availability: E-mails will be reviewed regularly on weekdays. On the weekend, however, I may not respond before the standard workweek schedule.
Office Hours: As needed. In person meetings at UWM will be arranged per student request. My office is Room #442, mailbox on 4th floor of Bolton Hall (to the right after exiting elevators).
Phone: Phone meetings may be arranged if necessary.
Skype: Under special circumstances, we can arrange Skype meetings. Please plan on making an appointment with me if you would like to “meet” by Skype during the semester. Skype is a free download and easily set up for face-to-face communication.

Course Overview

We are living in a time when questions and conditions of race are at the forefront of daily life. Whether through interpersonal interactions, school, work, or through various media outlets, race is a fundamental part of everyday life in the United States. In this course, we examine how race and geography are connected in important ways. The geography of the United States has been shaped by ethnicity and race at the scale of the nation state, for example, by responding to immigration patterns and policy over time; at the scale of the region and city through labor demands and cultural conditions, to pick only a couple of examples; and at the scale of the neighborhood, workplace, and/or public space, where issues of race and identity influence an individual’s experience of well-being.

To develop your ability to think critically about the spatial dimensions of race in America, we will examine the patterns that have developed through histories and geographies of privilege and oppression, belonging and exclusion, and mobility and containment. 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 (defining terms); 2) Territory, Citizenship & Identity: Historical and Regional Geographies of Race & Ethnicity; and 3) Geographies of Inclusion & Exclusion: Wealth and Racialized Poverty.

As an online course, meeting this objective will require that you read all of the assigned materials and respond to regular written assignments. As such, this is a reading and writing intensive class.

REQUIRED READING:

There is no textbook for the course. Instead, PDFs of assigned articles and/ or linked (re)sources will be provided on the course’s D2L site. Please Note – Regular quizzes require that you keep abreast of the reading assignments. These weekly quizzes on the readings and lecture material allow us to build on that material in the discussions and response papers as well as being addressed in the course exams.

GRADING: Based on 600 possible points, your grade will be determined by the following categories:

Reading Quizzes:	Best ten scores (of 12 quizzes) x 10 pts = 100 pts
Response Papers/Assignments:	Best ten scores (of 11 papers) x 40 pts = 400 pts
Exams:	Midterm = 50 pts; Final = 50 pts for a total of 100 pts

GRADING POLICY:

- **No late assignments or make-up exams will be accepted under any condition barring serious illness or similar severe crisis. All notifications must be made in advance and MUST be documented.**
- Any extenuating circumstances must be arranged for in advance.
- Grading appeals must be submitted in writing. An email is sufficient.

GRADE STANDARD:

A = 95-100%;	A- = 90-94%	
B+ = 87-89%;	B = 84 -86%;	B- = 80-83%
C+ = 77-79%;	C = 74-76%;	C- = 70-73%
D+ = 67-69%;	D = 64-66%;	D- = 60%-63%
F = below 60%		

EXPECTATIONS and REQUIRMENTS:

1. If you will need accommodations in order to meet any of the requirements of this course, please contact me as soon as possible – and preferably within the first two weeks of the semester.
2. I expect you to be respectful, prepared and involved in this class, and you can expect the same of me. Additional information on “netiquette” and maintaining the appropriate environment for discussion will be provided during the first week of the semester.
3. I will provide a **checklist** of specific instructions/assignments for each week. These confirm the information provided in the syllabus. Thus, you can also anticipate course requirements by reading the syllabus regularly. **The syllabus should be your guide to planning out your semester.**
4. I will also make regular announcements on our D2L site that will highlight any upcoming deadlines, any changes to course materials or scheduling and any events of interest and relevancy to our course happening in Milwaukee. **Please be sure to read these announcements when you log onto D2L.**
5. With the exception of the first quiz, all other **Quizzes** will be posted on Tuesday mornings and will close at 11:30 PM on Wednesdays. The syllabus indicates the material to be covered for each quiz. There are **12 quizzes**, but your grade will be based on the **best 10 scores**. All quizzes are timed (30 minutes). *You may treat the quizzes as open-book tests, but to complete the quiz on time, you will need to read the material before starting the quiz.*

NOTE: To give you time to adjust to the new semester and to read all the course documents, the first quiz will open **Wednesday, Sept. 6th and close on Friday, Sept. 8th at 11:30 PM.**

6. **Eleven** times during the course of the semester, selected media (films, newspaper articles, documents or radio clips) will facilitate your understanding of key concepts and themes from the course, but your grade will be based on the **best 10 scores**. **Response papers** will be essays or guided study that ask you to use a critical eye when working with such sources of information – and demonstrate your ability to apply other materials used in the course to evaluate the media that you encounter regularly. Please note, that these assignments are designed in a variety of formats and each will have its own set of instructions so read them closely before addressing the material.

All response papers should be related to course concepts and are both a way to process and react to ideas

presented as well as provide an opportunity to demonstrate your mastery of the material. Please see sample paper and any specific grading rubric that may be provided with the assignments. As an overall guide, please follow the instructions to the best of your ability and always consider the questions, “How does this assignment material relate to our overall course? How does it relate to geography? What are 3 course concepts I can relate to this assignment material to exemplify my mastery of the ideas?”

7. There are **two scheduled Examinations** (see the syllabus schedule below for the mid-term and final dates). They follow the same format as the weekly quizzes. That is, they are objective exams (multiple-choice, matching, fill-in questions) that will be timed.

8. **Regarding Readings and Resources.** In addition to required readings, I will provide you with additional resources each week throughout the semester. These materials are optional unless otherwise stated and are for you to explore if you are so inclined. All materials (required and additional) will be posted under the “content” section of the D2L site (see course introduction letter for more details). IF there is a technical difficulty with accessing course materials, contact me immediately.

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University Policies:

Regarding Academic Misconduct, please familiarize yourself with the University’s policies:
<https://www4.uwm.edu/dos/conduct/academic-misconduct.cfm>

As emphasized by the policy linked above, plagiarism of any kind is unacceptable in this course so please do take care to understand how to properly cite and reference your work.

For a variety of possible reasons, I reserve the right to make any changes to this schedule and syllabus content. You will be notified of any change via your UWM panthermail account if that should occur.

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COURSE SCHEDULE: TOPICS, READINGS, AND ASSIGNMENTS

INTRODUCTION: DIFFERENCE, PRIVILEGE, AND OPPRESSION

WEEK ONE

Introduction to course: Defining Difference

Sept. 5th – 10th

Requirements:

- 1) Visit D2L site – syllabus, letter of introduction, checklist, announcements
- 2) **Quiz #1**– Wednesday, Sept. 6; closes Friday, Sept. 8 at 11:30 PM
The quiz covers your course syllabus & welcome letter (**Please note:** *Whatever day you use to take the quiz, you will have only 30 minutes to complete it once you begin.*)
- 3) Submit your “Introduction” in Discussion section on D2L

Readings Assignments: See course D2L site under “content”
(for Quiz #2)

- 1) Lecture 1
- 2) Omi & Winant, “Racial Formations”
- 3) Beverly Tatum, “Defining Racism: ‘Can We Talk?’”

WEEK TWO

Basic Concepts: Privilege & Oppression; Territoriality, Citizenship & Race

Sept. 11th – 17th

Requirements:

- 1) **Response Paper #1:** *Diverse Identities and Privilege.* Posted Monday, Sept. 11; due Sunday, Sept. 17 at 11:30 PM
- 2) **Quiz #2** – Tuesday, Sept. 12; closes Wednesday, Sept. 13 at 11:30 PM

Readings Assignments:
(for Quiz #3)

- 1) Lecture 2
- 2) A. Johnson, “Privilege, Oppression & Difference”
- 3) I. Haney-Lopez, “Racial Restrictions in the Law of Citizenship” AND
- 4) I. Haney-Lopez, “The Prerequisite Cases”

TERRITORY & CITIZENSHIP:

Historical and Regional Geographies of Race & Ethnicity

WEEK THREE

Overview of Immigration/Regional Racial & Ethnic Histories – Citizenship and Racial Restrictions; Native Americans & Westward Expansion

Sept. 18th – 24th

Requirements:

- 1) **Response Paper #2:** *Two Hundred Years of Change to the Native People of Western Oregon.* Posted Monday, Sept. 18; Due Sunday, Sept. 24 at 11:30 PM
- 2) **Quiz #3** – Tuesday Sept. 19, closes Wednesday, Sept. 20 at 11:30 PM

Readings Assignments:
(for Quiz #4)

- 1) Lecture 3
- 2) Zolnik, E. (2006) “Cultural and Economic Change in Indian Country,” in Frazier, J.W. & E.L. Tettey-Fio, *Race, Ethnicity, and Place in a Changing America.* Binghamton NY: Global Academic Publishing. pp 319-328.
- 3) U.S. Commission on Human Rights, “Indian Tribes: A Continuing Quest for Survival”
- 4) Elk v. Wilkins (1884)
- 5) US Census 2010 – “The American Indian & Alaska Native Population-2010”

WEEK FOUR
Sept. 25th – Oct. 1st

European Ethnics & the Industrial North

Requirements:

- 1) **Response Paper #3:** *Using the US Census.* Posted Monday, Sept. 25; due Sunday, Oct. 1 at 11:30 PM
- 2) **Quiz #4** – Tuesday Sept. 26, closes Wednesday Sept. 27 at 11:30 PM

Readings Assignments:

(for Quiz #5)

- 1) Lecture 4
- 2) Brodtkin, K. “How Jews became White Folks.”
- 3) Rubin, L. “Is this a White Country, or What?”
- 4) US Census 2010 – “The White Population – 2010”

WEEK FIVE
Oct. 2nd – 8th

Reconstruction & the Jim Crow South

Requirements:

- 1) **Response Paper #4:** *Slavery by Another Name.* Posted Monday, Oct. 2; due Sunday Oct. 8 at 11:30 PM
- 2) **Quiz #5** – Tuesday Oct. 3; closes Wednesday Oct. 4 at 11:30 PM

Readings Assignments:

(for Quiz #6)

- 1) Lecture 5
- 2) Tettey-Fio, E., “Black American Geographies: A Perspective”
- 3) DuBois, W.E.B. “The Black Codes.”
- 4) “Plessy v. Ferguson (1896)”
- 5) “United States Constitution: Thirteenth (1865), Fourteenth (1868), and Fifteenth (1870) Amendments”
- 6) US Census 2010 – “The Black Population – 2010”

WEEK SIX
Oct. 9th – 15th

Southwestern Borderlands and Latinos

Requirements:

- 1) **Response Paper #5:** *Latinos in America.* Posted Monday; Oct. 9 due Sunday, Oct. 15 at 11:30 PM
- 2) **Quiz #6** – Tues. 10/10; closes Wed. 10/11 at 11:30 PM

Reading Assignments:

(for Quiz #7)

- 1) Lecture 6
- 2) Reisinger, M. “Latinos in America: Historical and Contemporary Settlement Patterns”
- 3) US Census 2010 – “The Hispanic Population – 2010”

WEEK SEVEN
Oct. 16th – 22nd

Asians and the Pacific Coast: New Geographies of Immigration, post-1965

Requirements:

- 1) **Quiz #7** – Tues. 10/17; closes Wed. 10/18 at 11:30 PM
- 2) **Response Paper #6:** Milwaukee Case Study – a discussion on race and inequality Posted Monday, Oct. 16 due Sunday Oct. 22 at 11:30 PM – see directions for further details
- 3) **Midterm Study Guide - review**

Readings Assignments:

(for Quiz #8 & Midterm)

- 1) Lecture 7
- 2) Frazier, J. “Asians in the United States: Historical and Contemporary Settlement Patterns”
- 3) Skop, E. and C. Altman, “The Invisible Immigrants: Asian Indian Settlement Patterns and Racial/Ethnic Identities”
- 4) Thrupkaew, N. “The Myth of the Model Minority”
- 5) US Census 2010 – “The Asian Population - 2010”

WEEK EIGHT

MIDTERM EXAM

Oct. 23rd – 29th

Requirements:

- 1) Midterm Study Guide – review
- 2) **Midterm** – Posted Monday, Oct. 23; Complete by Wednesday, Oct. 25 at 11:30 PM

GEOGRAPHIES OF INCLUSION & EXCLUSION: WEALTH AND RACIALIZED

WEEK NINE

Wealth and Racialized Poverty: Housing

Oct. 30th – Nov. 5th

Requirements:

- 1) **Response Paper #7:** *Discussion regarding race and social & economic status.* - Posted Monday Oct. 30 due Sunday Nov. 5 at 11:30 PM – see directions
- 2) **Quiz #8**– Tues. 10/31; closes Wed. 11/1 at 11:30 PM

Readings Assignments:

(for Quiz #9)

- 1) Lecture #9A and #9B
- 2) Jackson, K. “Federal Subsidy and the Suburban Dream”
- 3) Kochar, R. et al “Wealth Gaps Rise to Record Highs. . .”

WEEK TEN

Wealth and Racialized Poverty: Segregation, Employment

Nov. 6th – 12th

Requirements:

- 1) **Response Paper #8** – *Discussion of Cultural & Racial Politics in the day-to-day world* Posted Monday, Nov. 6 due Sunday, Nov. 12 at 11:30 PM
- 2) **Quiz #9** – Tues. 11/7, closes Wed. 11/8 at 11:30 PM

Readings Assignments:

(for Quiz #10)

- 1) Lecture #10A and #10B
- 2) Johnston-Anumonwo, I. & S. Sultana, “Race, Location and Access to Employment in Buffalo, NY”
- 3) LeDuff, “At a Slaughterhouse, Some Things Never Die”

WEEK ELEVEN

Wealth and Racialized Poverty: Education

Nov. 13th – 19th

Requirements:

- 1) **Response Paper #9**– *Education, Segregation and Resegregation* - Posted Monday Nov. 13 due Sunday Nov. 19 at 11:30 PM
- 2) **Quiz #10** - Tues. 11/14; closes Wed. 11/15, 11:30 PM

Readings Assignments:

(for Quiz #11)

- 1) Lecture #11A and #11B
- 2) “Brown v. Board of Education of Topeka (1954)”
- 3) Logan, J., D. Oakley & J. Stowell, “Public Policy Impacts on School Desegregation, 1970-2000”
- 4) Kozol, J. “Still Separate, Still Unequal.”
- 5) Lewin, T. “Growing up, growing apart”

WEEK TWELVE

THANKSGIVING BREAK

Nov. 20th – 26th

Requirements:

- 1) Look ahead in syllabus for remaining assignments and exam information.

WEEK THIRTEEN

“Environmental Racism”

Nov. 27th – Dec. 3rd

Requirements:

- 1) **Response Paper #10** – *Settlement Geographies: Urban*; Posted Monday, Nov. 27; Due Sunday, Dec. 3 at 11:30 PM
- 2) **Quiz #11** – Tues. 11/28; closes Wed. 11/29 at 11:30 PM

Reading Assignments:

(for Quiz #12)

- 1) Lecture 13
- 2) Margai, F. “Racial/Ethnic Disparities in Health and Health Care in the US: A Geographic Overview”
- 3) AP “More Blacks live with Pollution”
- 4) Sklar, H. “Imagine a Country – 2006”

WEEK FOURTEEN

Environmental Analysis

Dec. 4th – 10th

Requirements:

- 1) **Response Paper #11** – *Environment and Health Geographies*; Posted Monday, Dec. 4; Due Sunday, Dec. 10 at 11:30 PM
- 2) **Quiz #12** – Tues. 12/5; closes Wed. 12/6 at 11:30 PM
- 3) FYI – Dec. 14th is the last day of instruction and Dec. 15th is a study day.
- 4) **Study for FINAL EXAM**

WEEK FIFTEEN

Environmental Analysis, cont.

Dec. 11th – 14th

Requirements:

- 1) Dec. 14th is the last day of classes
- 2) Dec. 15th is a University Study Day before finals
- 3) **STUDY for FINAL EXAM**
- 4) **Final Exam:** Posted Sunday December 17th (12:01am) and closes Tuesday, December 19th (11:30pm)

FINAL EXAM: Posted Sunday December 17th (12:01am) and closes Tuesday December 19th (11:30pm)