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, regions, cities, as well as neighborhoods, workplaces, and public space.

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. Using both historical and contemporary empirical materials and context, we will endeavor to think critically about race and place in the United States in order to promote a better understanding of

- the social and spatial construction of race and ethnicity
- historical and contemporary events that shape the U.S. racial landscape
- the sets of practices and institutions that have created and continue to maintain racialized geographies of inclusion and exclusion in the U.S.

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.

This course meets UWM requirements for the GER in Cultural Diversity. Through this course, you will better understand how the geographies of race in the U.S. have shaped the life experiences of racialized groups over time and across space, and how social, economic, and political structures have created and maintained racialized geographies of inclusion and exclusion in the U.S. (Cultural Diversity criteria 1 & 1). This course also stresses the US System Shared Goal of Critical Thinking, which will be assessed through the response paper assignments. These assignments call you to investigate multiple perspectives on an issue, address assumptions, and make an argument with supporting evidence to
relate various media to course concepts.

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. It is your responsibility to regularly check your course syllabus and D2L for supplementary reading requirements. I reserve the right to add or remove readings as the semester progresses.

GRADING: Based on 500 possible points, your grade will be determined by the following categories:

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Points</th>
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<tbody>
<tr>
<td>Reading Quizzes</td>
<td>Best ten scores (of 12 quizzes) x 15 pts</td>
<td>150 pts</td>
</tr>
<tr>
<td>Media Response Papers</td>
<td>Five media response papers x 40 pts</td>
<td>200 pts</td>
</tr>
<tr>
<td>Discussion Participation</td>
<td>Five discussion posts &amp; peer response x 10 pts</td>
<td>50 pts</td>
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<tr>
<td>Exams</td>
<td>Midterm = 50 pts; Final = 100 pts for a total of 100 pts</td>
<td>100 pts</td>
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GRADING POLICY:
- 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%

DESCRIPTION OF COURSE REQUIREMENTS:

Quizzes (30%)
There are twelve quizzes, but your grade will be based on the best ten 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.

With the exception of the first quiz, all other quizzes will be posted on Tuesday mornings and will close at 11:30 PM on Saturdays. The syllabus indicates the material to be covered for each quiz.

Media Response Papers (40%)
The five media response assignments require you to analyze and evaluate media in relation to course concepts and themes. Each paper should be 2-3 pages double-spaced with 12-point font and 1 inch margins. You will be expected to reference particular class readings and passages as well as provide specific examples from relevant media in your paper. An ‘A’ paper must use appropriate readings directly, address key themes from the course, demonstrate an understanding of the themes identified, be analytical rather than descriptive and be free of grammatical and spelling errors.

Discussion Participation (10%)
Five times over the course of the semester you will be asked to initiate a discussion prompt based on media (film, newspaper articles, radio programming) you encounter in your daily life. These discussion posts should briefly orient your classmates to the media context, connect it to a relevant course theme or concept, react and/or respond to the media and lastly raise a constructive question or prompt for your peers to consider. For each discussion you post, you are also asked to respond three times to one of your classmate’s posts. These opportunities for online dialog will demonstrate an application of what we have learned in class and respectful and open engagement with one another.
Exams (Midterm 10%; Final 10%)
There are **two scheduled Examinations** (see the syllabus schedule below for the mid-term and final dates). The purpose is to test your understanding of key concepts. The **Midterm** (3/12-3/14) will cover content from the first half of the course and the **Final** (5/7-5/9) will cover material introduced from the later half of the semester post midterm. 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.

**EXPECTATIONS and REQUIREMENTS:**

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. **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).

6. If you have any 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**
WEEK ONE
Introduction to course: Defining Difference

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

Readings Assignments: (for Quiz #3)
1 Lecture 2
2 Johnson, “Privilege, Oppression & Difference”
4 Haney-Lopez, “The Prerequisite Cases”

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

Readings Assignments: (for Quiz #4)
1 Lecture 3
3 U.S. Commission on Human Rights, “Indian Tribes: A Continuing Quest for Survival” Elk v. Wilkins (1884)

WEEK FOUR
European Ethnics & the Industrial North

Readings Assignments: (for Quiz #5)
1 Lecture 4
3 Rubin, L. “Is this a White Country, or What?”
WEEK FIVE

Reconstruction & the Jim Crow South

Readings Assignments: (for Quiz #6)
1. Lecture 5
2. Tettey-Fio, E., “Black American Geographies: A Perspective"
4. “Plessy v. Ferguson (1896)”
5. “United States Constitution: Thirteenth (1865), Fourteenth (1868), and Fifteenth (1870) Amendments”

WEEK SIX

Southwestern Borderlands and Latinos

Reading Assignments: (for Quiz #7)
1. Lecture 6
2. Reisinger, M. “Latinos in America: Historical and Contemporary Settlement Patterns”

WEEK SEVEN

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

Readings Assignments: (for Quiz #8 & Midterm)
1. Lecture 7
2. Frazier, J. “Asians in the United States: Historical and Contemporary Settlement Patterns”
4. Thrupkaew, N. ”The Myth of the Model Minority”

WEEK EIGHT

MIDTERM EXAM

Requirements: 1. Midterm – Posted Monday Oct. 22nd; Complete by Thursday, Oct. 25th at 11:30 PM

WEEK NINE

Wealth and Racialized Poverty: Housing

Readings Assignments: (for Quiz #9)
1. Lecture 9

WEEK TEN

Wealth and Racialized Poverty: Segregation, Employment

Readings Assignments: (for Quiz #10)
1. Lecture 10
to Employment in Buffalo, NY
3 LeDuff, “At a Slaughterhouse, Some Things Never Die”

WEEK ELEVEN

Wealth and Racialized Poverty: Education

Readings Assignments:
(for Quiz #11)
1 Lecture 11A and 11B
3 “Brown v. Board of Education of Topeka (1954)”
4 Kozol, J. “Still Separate, Still Unequal.”
5 Lewin, T. “Growing up, growing apart”

WEEK TWELVE

“Environmental Racism”

Reading Assignments:
(for Quiz #12)
1 Lecture 12A and 12B
4 AP “More Blacks live with Pollution”
5 Sklar, H. “Imagine a Country – 2006”

WEEK THIRTEEN

Environmental Analysis

Reading Assignments:
1 Lecture 13
2 Additional readings TBD

WEEK FOURTEEN
Dec. 3rd – Dec 9th

Requirements
2 Quiz #12 – Tues. Dec. 4th closes Sat. Dec. 8th at 11:30 PM
3 Begin Review for FINAL EXAM

WEEK FIFTEEN

Environmental Analysis, cont.

WEEK SIXTEEN
Dec. 17th – Dec. 23rd

Conclusion