Course description: This is a graduate-level overview of race and ethnicity. Many disciplines have examined race and ethnicity. In this seminar we will approach these topics from a human geographer’s perspective. In the past (up until the 1990s), human geographers have viewed racialized and ethnic populations as demographic variables to be counted and mapped. Contemporary human geographers approach these topics using the socio-spatial dialectic. We ask, how do racialized and ethnic identities shape places (both the lived experience of place and physical places); and in turn, how do places shape identities?

Learning goals: At the conclusion of this seminar you will be conversant on the definitions, distinctions, and overlaps between the often-interchanged terms ‘race’ and ‘ethnicity.’ You will be able to distinguish and discuss the comparative perspectives and experiences arising from multicultural policies in many liberal democracies, as contrasted with the affirmative action policies common in the US. You will be able to articulate the specific contributions of geographers in understanding the relationships between race and ethnicity on the one hand, and spatial notions of place, region, borders, and nation on the other.

However, I also expect our discussions to be respectful, mature, and conducted within an environment of learning.

Responsibilities: The following should go without saying at the graduate level, but just so we’re all on the same page:

- You are responsible for completing all assigned readings ahead of the class period for which they are assigned.
- You are responsible for purchasing, borrowing, swapping, or downloading all assigned reading in time to read it.
- You are responsible for attending each and every scheduled seminar meeting in a timely manner.
- You are responsible for leading seminar discussion of at least one week’s readings (depending on enrollment, it could be two).
- You are responsible for providing refreshments for one weekly meeting.
- You are responsible for meeting all deadlines.
- You are responsible for contributing meaningfully to every seminar meeting.
• You are responsible for discussing with me early-on any conflicts or challenges that may impede your ability to successfully engage in this seminar.

In addition, this is graduate school, which means that you will be exposed to a wide range of perspectives, approaches, and practices – in assigned readings, as well as those held by your instructor and fellow classmates – with which you may not agree on a personal, religious, or scholarly level. Specifically, given the often difficult lived experiences of race and ethnicity, I expect there to be some disagreement amongst you all arising from your varying intellectual and/or personal perspectives. All of this being said,

• You are expected to at minimum tolerate the views your classmates, your instructor, and the published scholars whose work you will read.
• If you wish to discuss perspectives, practices, and approaches with which you may not agree, you must do so in an informed fashion; avoiding provocation, belittling, or intimidation.
• You are responsible for completing all assigned readings, classroom activities, and projects whether or not they fit with your personal beliefs or lifestyle. If you have a serious conflict, please discuss beforehand with Prof. Price.

One final note: plagiarism and other instances of academic dishonesty simply will not be tolerated. Though most of you are here in the good spirit of growth, learning, and intellectual curiosity, there are a surprising few who insist on representing the work of others as their own. This is particularly so with respect to material (reviews of books, data sets, term papers, etc.) available online. Under no circumstances will I accept work that has been produced without attribution from the work of others, or that is intended for (or has already been submitted to) another course. If you are not sure how to draw upon the work of others, please see me for guidance. If I encounter academic misconduct I will immediately report it to the relevant Graduate Program Director and assign a failing grade for the assignment.
READING LIST

Books

Available at the University Bookstore*


Journal Articles

All articles are available electronically through the FIU library system


*I don’t care whether you buy these new through the University Bookstore, used from somewhere else, rent, or check ‘em out of the library. You should acquire the most-recent edition, as noted in the citation. In addition, you should have a print copy (or a faithful electronic version of a print copy) so that you can cite material properly. The entire book is assigned.*


**Chapters**

≈ means the chapter is available electronically; see citation for specifics
§ means the chapter will be emailed to you by Professor Price as a pdf file during Week 1

§ F. Fanon (2008 [1952]) *Black Skin, White Masks* (Grove): Introduction and Chapter 5 ("Lived experience of the black man")


### News, Reports, and Popular Press


R. Kochhar and R. Fry (2014) Wealth inequality has widened along racial, ethnic lines since end of Great Recession. 12 Dec, Pew Research Center (available online at: http://www.pewresearch.org/fact-tank/2014/12/12/racial-wealth-gaps-great-recession/)

SCHEDULE

Please note that this is a draft and subject to change due to unforeseen circumstances (natural disaster, university closure, illness, and other assorted calamities)

Week 1 (January 12): Course introduction
- Omi and Winant, Introduction
- Blow, The Obamas …
- Kochhar and Fry, Wealth inequality…
- Mooney, The science of why cops …
- Video: A look at race through a child’s eyes (CNN): https://www.youtube.com/watch?v=GPVNJgfDwpw;
- Check out the demos on Understanding Prejudice http://www.understandingprejudice.org/demos/

Week 2 (January 19): No class, Rev. Dr. Martin Luther King Jr. holiday
- Bell, The chronicle of the space traders

Week 3 (January 26): History
- Dubois, The Philadelphia Negro

Week 4 (February 2): Critical Race Theory
- Delgado and Stefancic, Critical Race Theory

Week 5 (February 9): Skin
- Fanon, Black Skin, White Masks, Introduction and Ch. 5
- Price, Skin and other intimacies
- Ahmed, A phenomenology of whiteness

Week 6 (February 16): Region, Race, and Ethnicity
- Hoelscher, Making place, making race
- Martin and Inwood, Whitewash
- Winders, Changing politics of race and region
- Nelson and Hiemstra, Latino immigrants

Week 7 (February 23): Incarceration
- Alexander, The New Jim Crow

Week 8 (March 2): Immigration and New Racializations
- Maldonado, It’s in their nature
- Marrow, New immigrant destinations
- Price, Latino/a immigrants and the emerging geographies
- Ehrkamp and Nagel, Immigration, places of worship

Week 9 (March 9): No Class, Spring Break
- No reading assigned
Week 10 (March 16): Individual Meetings
  • No reading assigned

Week 11 (March 23): Borders
  • Nevins, *Operation Gatekeeper and Beyond*

Week 12 (March 30): Immigrant Reception
  • Pratt, *Families Apart*

Week 13 (April 6): Activism and Engagement
  • Pulido, *Black, Brown, Yellow and Left*
  • Price et al. 2011, Placing Latino civic engagement

Week 14 (April 13): The Future I
  • Bonilla-Silva, *Racism Without Racists*

Week 15 (April 20): The Future II
  • Ellis, Vital statistics
  • Price, Geographies of diversity
  • Walker and Leitner, The variegated landscape
  • Amin, The remainders of race
  • Wise, Hope and belonging

Week 16 (April 27): Finals Week
  • Final project and Annotated Bibliography due Friday May 1
The Devil & the Details

What to expect in seminars: I feel that graduate-level seminars should be much more about actively participating through group discussions and investigation, than about passively listening to a professor drone on for three hours (!). At the same time, this is the area that I research and publish in. So I plan to kick off our sessions with a bit of professor-driven discussion on the topic for that week. The bulk of the class meetings in weeks 3-15 will also involve student-led discussion of the week’s readings, centering on the focus questions, as well as smaller group workshop activities. Your final project – whatever that may be – is due at the end of Week 16. My goal is to create an open, curious, and unpretentious atmosphere where questions of all sorts can be asked and debated, with the objective of moving you all toward a deeper understanding of the topics we are covering.

Where your grade comes from and how to get there

Your grade is composed of the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final project</td>
<td>50</td>
</tr>
<tr>
<td>Discussion leading</td>
<td>15</td>
</tr>
<tr>
<td>Annotated bibliography</td>
<td>15</td>
</tr>
<tr>
<td>Participation (includes attendance)</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Both the good and bad part of being a graduate student is that your final grade is pretty much up to you! Here are my thoughts on grading at the graduate level:

- What is an “A” student? We all know the answer to this oft-asked question, and you could easily tell me the answer yourself if pressed to do so. Here it is anyway: An “A” grade will be assigned to those students who meet with us for every session, who read in advance and contribute significantly to our discussions, who write in a thoughtful, grammatically- and factually-correct fashion, who conscientiously lead their discussion session(s), who meet deadlines and specifications on assignments, and who are able to make connections between the weekly readings and the main themes of this class.
- An “A-” can arise from minor shortcomings in one of the areas mentioned above. For example, an “A” can turn into an “A-” through a few instances tardiness or absence, from failing to read in advance and contribute from time to time, from failing to meet deadlines, or turning in an exam or several summaries that don’t quite meet specifications for content or format.
- Grades in the B range (B+, B, B-) arise from magnified instances of the above (several unexplained absences, little class participation, major deadline failures), or a demonstrated inability to connect work and discussion to the themes of the course.
- Grades in the “C” range are rarely assigned at the graduate level. A very poorly-done final project (which shouldn’t happen if you turn in a proposal on schedule), many absences, or utter lack of participation in class can lower your grade into the unhappy range.
What are Professor Price’s pet peeves? Along with the garden variety behavioral things (coming in to class late, coming up with implausible or multiple or no excuses for absences or missed deadlines, etc., etc., etc.,) she particularly dislikes it when students read online summaries or reviews instead of the assigned reading, reading only first & last chapter of assigned books (or the abstract of the article), lurking in the back of the class looking ‘smart’ but saying nothing, or providing highly vocal participation that paradoxically contributes little to the class.

Here is a discussion of the components of your final grade:

**Discussion leading:** at our first meeting, I will pass around a sign-up sheet and you will choose a week to serve as the discussion leader. You will craft and circulate 3-4 ‘focus questions’ to our email group no later than 24 hours before class (in other words, no later than 2:00 PM on the Sunday before Monday’s class). Focus questions should encourage seminar participants to identify the week’s reading main themes, provoke discussion, and/or connect to larger or recurring issues in the class overall. In class, you will provide an overview of the readings, and facilitate the discussion.

**Annotated bibliography:** every week, you will write up a summary of all assigned readings for that week. Annotated bibliography entries should average one typed page per journal article or chapter, and three per book. These will come in handy in our weekly discussions. More importantly, these will help you remember what you read after the blizzard of the semester has settled. You should write these in a way that allows you to go back and recall the important points of the reading – important in general, and important in terms of connections to your own work – without having to re-read the whole thing. PhD students should be able to use their entries in preparing for comprehensive examinations. You will turn this in to me in Week 16 along with your final project. Note: I really DO go through these so make sure they’re complete. You can thank me later 😊

**Participation:** This is straightforward: come to every class, be on time, and contribute meaningfully to the discussions. Those who do all of these receive full credit; those who do not will experience grade erosion.

**Final Project:** You have options here. You can write a standard research paper on some issue having to do with race and ethnicity. Aim for 3,500 – 5,000 words, use a recognized referencing style consistently throughout, and make sure that you have all of the standard elements included (title page, abstract, section headings, notes, and bibliography). Your work should be original (see section on plagiarism) and constitute some sort of higher-order analysis, beyond simply summarizing the work of others.

Professor Price is all about efficiency, double-duty, and getting the most out of your efforts. So you could write a paper that is in essence the literature review for your thesis/dissertation/research proposal. Of course, we are assuming that said larger project has something to do with race and/or ethnicity, topically-speaking. We are also assuming that you’re at the appropriate stage in your graduate studies to be writing such a document.
If you have ideas for another type of final project, one that would be worthy of 50% of your final grade and be topically aligned with the subject matter of this course, please arrange to discuss with me during my office hours.