Syllabus
GEOGRAPHIC BACKGROUND TO CURRENT WORLD AFFAIRS: Race, Racism, and Ethnic Conflict

01:450:262:01 Index 65406
Livingston Campus
Where: Lucy Stone Hall B269
When: Tuesday Thursday 1:40 p.m. – 3:00 p.m.
SPRING 2008

Instructor: Dr. Peter Kabachnik

Office Hours:
Tuesday 12:30 p.m. - 1:30 p.m.
B248 Lucy Stone Hall

Thursday 12:30 p.m. - 1:30 p.m.
B248 Lucy Stone Hall

Or by appointment.

Telephone:  732-445-4018 (I only answer this when I am in the office)

Email: petkab@rci.rutgers.edu (the best way to reach me)

Mailbox: Located in LSH B252 (please place any assignments in my mailbox)

Course Website
https://sakai.rutgers.edu/portal (Login and choose this course listing)
Check this site often, as all readings, assignments, and announcements will be posted there.

Course Description
We will begin this course with an exploration of how race is socially constructed. Then we will ask how place has played into the construction of racial and ethnic identities. We often think of identity as something that belongs to groups and individuals, not the non-human world. But it is difficult, if not impossible, to talk about identity without also talking about a central concept of human geography: Place. From the formation of racialized places such as ghettos and Chinatowns
to media coverage of so-called “ethnic conflict,” we will examine the how, why, and where of racism and discrimination.

We will spend much of our time discussing topics such as segregation, ghettoization, and racialization in the contemporary United States. We will also look at examples of ethnic and racial conflict from other parts of the world, including the break-up of Yugoslavia and anti-Roma (Gypsy) violence in Europe. In addition to lectures, readings, and discussions, we may examine a variety of recent films and television shows.

Readings
There are no books or readers to purchase for this course. All of the readings will either be available online or posted on the course website. Therefore, make sure you have access to a computer to complete your readings and/or print them out beforehand.

Evaluation
35% Attendance and Participation.
5% Assignment #1.
5% Assignment #2.
5% Assignment #3.
20% Research Project.
15% In-Class Final Exam.
15% Take Home Final Exam.

Attendance and Participation.
Attendance will be taken at the beginning of each class. If you just show up to every class, even if you have done the reading, but don’t speak, that will equate to a grade of 70, or a C. Most class meetings will have time reserved for discussion. It is important for everyone to offer their own perspectives and experiences, as well as ask any questions that they have. Lively discussion helps facilitate learning, and I aim to provide a place of mutual respect and support. I expect the same of you. Reading the assigned articles prior to the class meeting is the single most important element of this class.

In-Class Final Exam.
This will take place on our final class meeting, Thursday May 1st. It will consist of short answer/identifications and essays.

Take Home Final.
This will be due on Thursday, May 8th, in my mailbox LSH B252, by 4pm. The questions will be posted online one week before. More details will be given when the questions are posted.
Research Project: Identifying and Deconstructing Stereotypes.
This project will have several steps. Your choice of topic will be graded as a separate assignment (see Assignment #1 below). During the semester you are to provide me with several progress reports/drafts to ensure that your research is ongoing. You will need to discuss your research with me during office hours at least once as well. The project is due on Thursday March 27th.

You have a choice as to what type of research you want to undertake.

A) Examination of current or recent person/place/event where a racial/ethnic dimension plays a significant role. I will provide some suggestions, or you can come up with a topic of your own choice. All topics must be approved by me first. All students will do a different topic. You are to provide a brief synopsis of the person/place/event and elaborate on how racial/ethnic stereotypes played a role. You then must deconstruct the stereotypes involved in order to better understand the conflict.

B) Close Analysis of Racial/Ethnic Conflict. I will provide some suggestions, or you can come up with a topic of your own choice. All topics must be approved by me first. All students will do a different topic. Choose a current/contemporary conflict and illustrate how ethnic/racial elements are utilized to worsen the conflict. Examine accounts of the conflict and show how both sides are being represented.

You can also, on your own, come up with a different topic than listed above. I will provide more details in class. Regardless of which option you select, make sure you connect your analysis to the readings or lecture material. Please use spelling and grammar checks AND please proofread your work. And I welcome everyone to come discuss their project with me during office hours.

Assignment #1 – Topic selection for your project and summary.
This will be due at the beginning of class on Tuesday February 5th. 1-2 pages, 12 point font, Times New Roman, double-spaced.

Assignment #2 & Assignment #3.
These will be announced during the semester and will consist of 1-2 page papers answering questions that I will assign. Due dates will be posted on the website.

Expectations
We will be critically examining many issues that may be very important to you. If you feel uncomfortable or unsure of what is being discussed in class and why, please let me know as soon as possible.
This course requires a significant amount of reading. You are expected to complete all of the assigned articles before the class meeting. You should be prepared, punctual, and respectful of others.

Please make an appointment to speak with me before the end of the first two weeks of class to discuss any learning related challenges. There are only two excuses that warrant missing an exam or quiz:

1. A Dean’s Excuse (or like-signed Rutgers Administrative waiver)
2. A Signed and Dated Medical Practitioner’s Excuse (Doctor, Dentist, etc.)

Statement on Classroom Etiquette
http://geography.rutgers.edu/academics/classroom_etiquette.html

Schedule
GEOGRAPHIC BACKGROUND TO CURRENT WORLD AFFAIRS:
Race, Racism, and Ethnic Conflict

<table>
<thead>
<tr>
<th>T</th>
<th>January 22</th>
<th>Course Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>TH</td>
<td>January 24</td>
<td>Key Terminology: Identity, Place, and Stereotypes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Bauman, Zygmunt. “Identity.” 2004</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• stereotypes: <a href="http://www.theonion.com/content/node/33210">http://www.theonion.com/content/node/33210</a></td>
</tr>
<tr>
<td>T</td>
<td>January 29</td>
<td>History of Race, Part 1</td>
</tr>
</tbody>
</table>
TH January 31    No Class: Choose Research Topic, Start Research!

• Wills, Christopher. “The Skin We’re In.”  
http://discover.com/issues/nov-94/features/theskinwerein443/ 
• Work on Assignment #1, Due February 5 (next class)

______________________________

T February 5    History of Race, Part 2
Assignment #1 Due.

• white basketball players: http://www.theonion.com/content/node/46398

______________________________

TH February 7    Constructing Race
Film: A Class Divided (1986)

• Take the Race Implicit Association Test (Race IAT): https://implicit.harvard.edu/implicit/

______________________________

T February 12    Race, Continued
Priming

• TBA

______________________________

TH February 14    Whiteness/Blackness

• McIntosh, Peggy. “White Privilege: Unpacking the Invisible Knapsack.” 1990 
http://www.cwru.edu/president/aaction/UnpackingTheKnapsack.pdf
• blackdar: http://www.theonion.com/content/node/34052

______________________________

T February 19    Film: La Haine (Hate) (1995), Part One.
TH  February 21  Film: *La Haine (Hate)* (1995), Part Two, Conclusion. Discussion of *La Haine (Hate)*

T  February 26  The Places of Races


TH  February 28  Film: *Do the Right Thing* (1989), Spike Lee. Part One

T  March 4  Film: *Do the Right Thing* (1989), Spike Lee. Part Two, Conclusion

TH  March 6  Discussion of *Do the Right Thing*

T  March 11  The Places of Races

- Reality TV unfair to blacks: [http://www.theonion.com/content/node/30934](http://www.theonion.com/content/node/30934)

TH  March 13  Racism and Power

- Thomas, Mary E. “‘I think it’s just natural’: The Spatiality of Racial Segregation at a US High School.” 2005

SPRING BREAK – NO CLASSES

T  March 25  Environmental Racism

### Identity Politics


<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 27</td>
<td>Identity Politics</td>
<td></td>
</tr>
<tr>
<td>April 1</td>
<td>Cultural Racism</td>
<td>Framing Ethnic Conflict Research Project Due!</td>
</tr>
<tr>
<td></td>
<td>Please read both these pieces with attention to how they differ in the ways they each frame the conflict.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>April 3</td>
<td>Anti-Roma (Gypsy) Violence</td>
<td></td>
</tr>
<tr>
<td>April 8</td>
<td>IDPs and the Territorial Trap</td>
<td>TBA</td>
</tr>
<tr>
<td>April 10</td>
<td>Summary of Research Projects and Discussion</td>
<td>TBA</td>
</tr>
<tr>
<td>April 15</td>
<td>Into Afghanistan. Guest Lecture by Michael Mohammed, Department of Geography, Rutgers University</td>
<td>TBA</td>
</tr>
</tbody>
</table>
TH  April 17  Film: *No Man’s Land* (2001), Denis Tanovic

- April 22  Film: *No Man’s Land* (2001), Denis Tanovic
  CONTINUED. Discussion.

TH  April 24  Invisibility

  - Yamada, Mitsuye. “Invisibility is an Unnatural Disaster: Reflections of an Asian American Woman.” 1981
  - TBA

- April 29  Ways Forward: Combating Discrimination

  - TBA

TH  May 1  Final Exam

  - Take Home Final Due Thursday, May 8th, in my mailbox LSH B252, by 4pm

Schedule is subject to change