



# THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

## **SYLLABUS: GEOG 3750 GEOGRAPHY OF NORTH AMERICA SPRING 2022**

### **COURSE OVERVIEW**

#### **Instructor**

**Name:** Dr. Ariel Rawson

**Email:** [rawson.29@osu.edu](mailto:rawson.29@osu.edu)

**Office:** Derby Hall, room 1020

**Days:** Tuesdays and Thursdays

**Time:** 11:10am - 12:30pm

**Location:** Page Hall, room 060

**Office hours:** Over zoom by appointment only (see details in "[Faculty feedback and response time](#)" and for more on Zoom see "[Necessary software](#)")

#### **COVID policy and practices**

##### **My policies!**

- First two weeks of class will be online only!!!
- After the first weeks, we will be fully in-person. Whenever you are feeling well, please come to class!
- If you are unable to come to class, please use the livestream link to watch the lectures virtually!

##### **University policies! ([see full updates for returning to campus this spring](#))**

- Vaccines are *required* and boosters are *highly recommended*

- *Masks are required* in classrooms and other indoor spaces (double masking or KN95 masks are recommended)
- Individuals should not eat in classrooms. Individuals can take an occasional drink, but should take masks off only as necessary
- *Weekly required testing for specific groups only*: students living on campus, members of sororities and fraternities, and those who have received exemptions for vaccinations
- Hand sanitizing stations are available in every building
- Daily health checks when *well* are no longer required
- Physical distancing (of six feet) is no longer required
- Student Life Disability Services (SLDS), in conjunction with the Office of Institutional Equity, works with students who are vulnerable to COVID-19 or face particular challenges because of the pandemic to ensure that they have the necessary resources to participate in university life as safely as possible (see details in section on [Accessibility](#)).

## Course description

This course will primarily focus on the United States and secondarily on Canada and Mexico. The attention to spatial patterns and processes at local, regional, national, and international scales will reflect a human geography and society-environment approach rather than a physical geography approach. While this doesn't mean the biophysical landscape doesn't matter, we will focus on how history, politics, economy, culture, and environment interact to shape both the differences and similarities within and between areas of North America. The course starts with the pre "American" colonial entanglement between the British Colonies and the Caribbean, and then moves West as European colonialism and then American imperialism expanded westward.

Following the lived experiences of people who shaped and were shaped by geographies of North America rather than the abstract "gaze from nowhere," this course emphasizes how spatial processes are shaped by notions of social difference, particularly in terms of race and gender. This focus on the ongoing making of North America—and American as an identity category—from different perspectives, particularly the erased perspectives of native peoples, black Americans, immigrants, and women is not intended to provide a special or identity-specific geography of America but reframe for everyone how the geography of North America is constituted in terms of the intersection of race, gender, and nation. The implications are a sustained reckoning with the role of the color-line in linking the opportunities to accumulate (new land, new houses, new jobs, new stuff) to the obstacles of exploitation and dispossession. It is this foundational tension between American as synonymous with the figure of the property-owning, white man on the one hand and the multicultural figure of immigration on the other hand that animates the structure of this course.

## GE Course Information

**Diversity Goals:** Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

### **Social Diversity in the United States-- Expected Learning Outcomes**

- 1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
- 2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

*Rationale: This course meets the above goals in part by learning about geographic and gender relations within the United States. This class also includes discussion of racial, ethnic, and national diversity in the United States and its geographic distribution and origins. Readings, primary documents, and census data are some of the ways that this material will be covered.*

## How this course works

This course is **in-person**. Lectures will be given live during scheduled class time on Tuesdays and Thursdays.

**Credit hours and work expectations:** This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of direct instruction (online instructor content and Carmen activities, for example) and 6 hours of independent work (reading and assignment preparation, for example).

## Course materials (no purchases required!)

Dunbar-Ortiz, Roxanne. 2015. *An Indigenous Peoples' History of the United States*. Reprint edition. Boston: Beacon Press.

**In addition, we will draw on various other texts and material. All required material (books, films, articles, and podcasts) will be accessible in Carmen**  
SEE [COURSE SCHEDULE](#) BELOW FOR LIST OF MATERIALS

**NOTE: All Films are available through either DocuSeek, Secured Media Library, or Kanopy (all streaming platforms are OSU supported and have been vetted for accessibility standards, including adequate captioning, please contact the instructor if you need alternative assignments)**

## Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

## Baseline technical skills necessary for this course

- Basic computer and web-browsing skills
- Navigating Carmen
- Basic Microsoft skills with Word and PPT
- Zoom skills

## Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Recommended: built-in or external webcam, fully installed
- Recommended: built-in laptop or tablet mic or external microphone

## Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
  - Students can access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
  - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.
- [Zoom](#) is the academic audio web conferencing solution for Ohio State
  - [Getting started with CarmenZoom](#)

## Carmen Access

You will need to use [BuckeyePass](#) multi-factor authentication to access your course in Carmen. To ensure that you can connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass-Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click “Enter a Password” and then click the “Text me new codes” button that appears. This will text you ten passcodes good for 365 days that can be each used once.
- [Download the Duo Mobile application](#) to all your registered devices for the ability to generate one-time codes if you lose cell, data, or wi-fi service.

If none of these options will meet your needs, contact the IT Service Desk at 614-688-4537 (HELP) and the IT support staff will work out a solution with you.

## Grading and faculty response

### Grades

Assignments	Percent
Diary reflections (2x/weekly)	20
Meta-cognition analysis of diary reflections	15
'Lived' map activities (4-6x)	20
Primary document analyses(4-6x)	20
Pick a novel to read and book discussion with class	25
<i>Total</i>	<i>100</i>

### Assignment information

*No quizzes, no exams, no major papers!*

**Diary reflections:** This class requires regular diary reflections on the way class material (lecture, readings, films, discussions) on race and gender shape your own attitudes, beliefs, and behaviors. Sometimes you will receive an additional prompt. You will have time (15-20 minutes) at the end of each class period to complete these reflections. Each entry should be dated. These can be done by hand or the computer but you must keep them collected together. You will submit these all when you submit your analysis of your diary reflections (see below) at the end of the semester. If entries are done by hand, you can take a photo of the entries for the final submission. Occasionally, there will be a pre-knowledge activity (likely at the beginning of class, but possibly at the end in preparation for the following

class day), which will ask you to reflect on your personal attitudes, beliefs, and behaviors before you are introduced to the course material.

**Analysis of diary reflections:** Toward the end of the semester, you will reread your diary entries from the entire semester. The goal of this meta-analysis is to demonstrate critical self-reflection by examining how evaluations of your own social positions and identities have transformed over the course of this class. In re-reading your diaries, spend additional attention to the differences between your entries at the beginning and at the end. Also, try to identify 2-3 entries between the beginning and the end where the course material had the largest transformative impact on you and provide an explanation for your choices. This should be between 750-1250 words. Submit your analysis along with your compilation of diary entries (or field notes on your "self") by 5/1 at midnight.

**Lived Map activities:** Every week you will have either a 'lived map' activity or primary document assignment (see below). Both of these assignments can be completed either in small groups (2-3 people) or individually. The lived map activities are a creative assignment, where you produce a regional map that depicts lived geographies. The goal is to capture a different kind of human-environment or place-based relationship than is expressed by territorial boundaries. Your map can be produced manually, digitally, or use both mediums (e.g. collages, etc). This assignment requires a title and a short explanation of the cartographic choices you made (350-500 words), which you will both submit to the instructor and use to share your map to the class. Further detailed instructions, including a rubric, will be provided for each assignment. They will be due the following week.

**Primary document analysis:** See details above. For the primary document activities you will analyze a speech, a song, original footage, cartoons, monuments, maps, census material, etc. The goal of these assignments are to situate different representations of race, gender, and nation, within complex systems or structures of power (e.g. capitalism, colonialism, etc). Further detailed instructions, including the primary documents and a rubric, will be provided for each assignment. You will also have one week to complete these assignments, which includes a 350-500 word write-up.

**Book discussion:** This is a group project (3-5 people). On 2/8, I will provide the book list and you will select your top three choices so that I can organize you into groups based on your reading preferences. In your groups, you will determine reading deadlines and schedule 2-3 group discussion sessions over the course of the semester. In your last meeting, you will organize how you want to present the book to the class. Book presentation will all be scheduled for the last two days of class (4/19 and 4/21). Your presentation should include a brief summary, a description and evaluation of how categories of race, gender, and ethnicity influence people's lived experience (including how they intersect), and how they are intertwined with space, place, and environment. The presentation should include some creative audiovisual component. The written component should be 1500-2000 words. Submission of written component and audiovisual component are due 4/18 at midnight. Further details will be provided on 2/8 as well.

## Late assignments

**Late submissions will be accepted up to a week past the due date, with penalties.** One day late will incur a 10% penalty. Two days late will incur 20% penalty. Three days will incur a 30% penalty. Four days late will incur a 40% penalty. Five to seven days late will only receive 50% credit of the grade you would have received if it was submitted on time. **There are no penalties if you contact an instructor ahead of time for deadline adjustments.** Please refer to Carmen for due dates.

## Standard OSU grading scale

93–100: A  
90–92.9: A-  
87–89.9: B+  
83–86.9: B  
80–82.9: B-  
77–79.9: C+  
73–76.9: C  
70–72.9: C-  
67–69.9: D+  
60–66.9: D  
Below 60: E

## Faculty feedback and response time

The information here gives you an idea of our intended availability throughout the course. Remember that you can call **614-688-HELP** at any time if you have a technical problem.

## Grading and feedback

Assignments will generally be graded within **7 days**. For additional feedback please reach out individually.

## Discussion board

Consult the **DISCUSSION: Course Q&A** in Carmen and use the search function. I check and respond to these messages regularly and you may find that I've already addressed your question. If you don't find an answer, post your question to the discussion board. Your classmates may provide an answer before me. The open discussion is not appropriate for questions about your grade, illness, etc. In those situations, an e-mail is the best way to contact me.

## Email

I will reply to messages within **48 hours, but will aim for 24 hours during school days**. Feel free to address me by my first name in email communications (i.e. Dear Ariel), but **please do address me by name**. When emailing me, **please include "GEOG 3750"** in the

subject line so that I know it is regarding this class. The exception is if you are messaging me on Carmen, in that case it will automatically let me know

### Office Hours

Office hours are by appointment only. Office hours will be held on Zoom and require at least **24 hours notification**. Scheduling will be limited to **school days**. To schedule office hours, please contact me through carmen messaging or direct email.

## Attendance, participation, and discussions

### Attendance and participation requirements

- **In-person: TWICE WEEKLY**  
You are expected to attend both sessions of class (Tues and Thurs). If you cannot make it to class, I will set up a live stream so you can attend virtually or watch later asynchronously.
- **Online: AT LEAST ONCE A WEEK**  
All material will be posted online at the beginning of the week. The majority of assignment submissions will also be online through Carmen.
- **Office hours: OPTIONAL**  
There are optional office hours. Please contact me to schedule office hours by appointment. See details under "[Discussion board](#)"

Consult the **DISCUSSION: Course Q&A** in Carmen and use the search function. I check and respond to these messages regularly and you may find that I've already addressed your question. If you don't find an answer, post your question to the discussion board. Your classmates may provide an answer before me. The open discussion is not appropriate for questions about your grade, illness, etc. In those situations, an e-mail is the best way to contact me.

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- "



## Discussion and communication guidelines

The following are our expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to support your argument. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.) See below for more on citation styles.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, then copy into the Carmen discussion.

## Other course policies

### Academic integrity policy

#### Policies for this course

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow The Chicago Manual of Style 17<sup>th</sup> edition ([click here for online version](#)) to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with an instructor.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was. Falsifying could lead to penalties.
- **Collaboration and informal peer-review:** The course includes opportunities for peer engagement but remember that comparing answers on an assignment is not permitted. If you're unsure about a particular situation, please feel free to ask ahead of time.

## Ohio State's academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

## Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

## Diversity statement

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit:

- <https://odi.osu.edu/>
- <https://odi.osu.edu/racial-justice-resources>
- <https://odi.osu.edu/focus-on-racial-justice>
- <http://mcc.osu.edu/>

## Your mental health!

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org)

## Accessibility accommodations for students with disabilities

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](https://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

### Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video (Kanopy, DocuSeek, Secured Media Library, Zoom)

## Additional Student Support Services

**Student Advocacy Center:** Answer students' questions, direct students to appropriate resources and departments, provides general university guidance

- 614-292-1111 <http://advocacy.osu.edu/>

**Student Wellness Center: Promoting student wellness through nine dimensions of wellness**

- 614-292-4527 <http://swc.osu.edu/>

**Multicultural Center: Offering programs, services and outreach for all OSU students; supporting and celebrating all students through an intercultural model**

- 614-688-8449 <http://www.mcc.osu.edu/>

**Academic Advising:** Advising for undergraduate students on the Columbus campus is provided by the individual college or department that offers the program of study you are pursuing. This allows you to get advice from someone who knows the specifics of your curriculum

- <https://advising.osu.edu/>

**Student Academic Services:** Find information by topic and take care of your personal Buckeye business (i.e. Financial Aid and other services) online at [buckeyelink.osu.edu](http://buckeyelink.osu.edu). Or speak with someone in person.

- Student Academic Services Bldg., Lobby  
281 W. Lane Ave. [\[map\]](#)  
Monday–Thursday: 9 a.m. to 5 p.m.  
Friday: 9 a.m. to 4 p.m.

**Academic Support Services:** This includes various resources for learning support from tutoring and study strategies to stress management and confidence building.

- <http://youkinsuccess.osu.edu/academic-services/>

## Course schedule (subject to change)

Dates	Assignments and materials	Topics
Week 1: Jan 11 & Jan 13	Read: the syllabus  Listen: <a href="#">Becoming America</a> (NPR Throughline, 2020, 33-min, transcript available)	Course overview Syllabus details Icebreaker  Geography as discipline Key Concepts N. America as a region
Week 2: Jan 18 & Jan 20	Read: Dunbar-Ortiz, Roxanne. 2015. <i>An Indigenous Peoples' History of the United States</i> . Reprint edition. Boston: Beacon Press. Ch 1-3.  Listen: " <a href="#">America's Caste System</a> " (Throughline podcast, 2020, 40 minutes) and " <a href="#">A Race to Know</a> " (Throughline podcast, 2020, 41 minute)  Read: <a href="#">Separating Race from Ethnicity in Surveys Risks an Inaccurate Picture of the Latinx Community</a> (Urban Wire, 2019)  Read: <a href="#">To fight discrimination, the U.S. census need a different race question</a> (Science News, 2020)	Views on race, ethnicity, and gender  Pre-colonial N. America
Week 3: Jan 25 & Jan 27	Read: Pestana, Carla Gardina, Marlene Daut, Stephen Wilkinson, and Ada Ferrer. 2021. " <a href="#">Is Caribbean History the Key to Understanding the Modern World?</a> " <i>History Today</i> , May 2021.  Read: Mintz, Sidney W. 1986. <i>Sweetness and Power: The Place of Sugar in Modern History</i> . Reprint edition. New York: Penguin Books. Pp xv-xxx.  Read: Loyd, Jenna M., and Alison Mountz. 2018. <a href="#">America's 'Boat People.'</a> In <i>Boats, Borders, and Bases: Race, the Cold War, and the Rise of Migration Detention in the United States</i> . Chapter One.	The Caribbean

<p>Week 4: Feb 1 &amp; Feb 3</p>	<p>Read: Dunbar-Ortiz, Roxanne. 2015. <i>An Indigenous Peoples' History of the United States</i>. Reprint edition. Boston: Beacon Press. Ch 4.</p> <p>Read: Carney, Judith A. 2002. <i>Black Rice: The African Origins of Rice Cultivation in the Americas</i>. 1st Edition. Cambridge, Mass. London: Harvard University Press. Chapter 5.</p> <p>Read: <a href="#">Deep in the Swamps, Archaeologists Are Finding How Fugitive Slaves Kept Their Freedom</a> (Smithsonian Magazine, 2016)</p>	<p>The Caribbean &amp; Eastern Seaboard</p>
<p>Week 5: Feb 8 &amp; Feb 10</p>	<p><b>Introduce book project (top three selections from book list) on 2/8</b></p> <p>Read: <a href="#">The Outing</a> (Jenni Monet, Native News, 2021)</p> <p>Read: Hanson, Holly. 1996. “‘Mill Girls’ and ‘Mine Boys’: The Cultural Meanings of Migrant Labour.” <i>Social History</i> 21 (2): 160–79.</p> <p>Museum exhibit visit: <a href="#">Dark Laughter Revisited: The Life and Times of Ollie Harrington</a> (Exhibit at the Cartoon museum on campus): 1pm-5pm</p> <p>Read: <a href="#">Essential but Excluded</a> (The Marshall Project, 2021)</p>	<p>The Northeast and Mid-Atlantic</p>
<p>Week 6: Feb 15 &amp; Feb 17</p>	<p>Read: Dunbar-Ortiz, Roxanne. 2015. <i>An Indigenous Peoples' History of the United States</i>. Reprint edition. Boston: Beacon Press. Ch 5</p> <p>Read: Treuer, David. <i>Rez Life: An Indian's Journey through Reservation Life</i> (New York: Atlantic Monthly Press, 2012). [Wisconsin and Minnesota]</p> <p>Watch: <a href="#">The First Rainbow Coalition</a> (docuseek, 2019, 56 min): Black Panthers and Young Lords in Chicago</p>	<p>From the Northwest Territory to the Midwest</p>
<p>Week 7: Feb 22 &amp; Feb 24</p>	<p>Read: Metzler, Jonathan M. 2020. <i>Dying of Whiteness: How the Politics of Racial Resentment Is Killing</i></p>	<p>The Inland South</p>

	<p><i>America's Heartland</i>. Updated edition. New York: Basic Books. Introduction and conclusion.</p> <p>Read: Dunbar-Ortiz, Roxanne. 2015. <i>An Indigenous Peoples' History of the United States</i>. Reprint edition. Boston: Beacon Press. Ch 6.</p> <p>Watch: <a href="#">Oh Freedom After While: The Missouri Sharecropper Protest of 1939</a> (Kanopy, 1999, 56 min): Archival footage, photographs, and first-hand accounts of sharecroppers—Black and white—organizing in Missouri</p>	
Week 8: Mar 1 & Mar 3	<p>Read: Wilson, Bobby M. <a href="#">America's Johannesburg: Industrialization and Racial Transformation in Birmingham</a>. Rowan &amp; Littlefield Publishers, Inc. 2000. pp 153-212</p> <p>Read: Friend, Craig Thompson. From Southern Manhood to Southern Masculinities: An Introduction. In <a href="#">Southern Masculinity</a>. Georgia: University of Georgia Press. 2009. Pp vii – xxvi, 1-24.</p>	The Southeast and Coastal South
Week 9: Mar 8 & Mar 10	<p>Read: Rose, Chanelle Nyree. 2015. America's Paradise Exposed: Cold War Hysteria and the Emergence of a Black-Jewish Alliance. In <a href="#">The Struggle for Black Freedom in Miami: Civil Rights and America's Tourist Paradise, 1896-1968</a>. Illustrated edition. Baton Rouge: LSU Press. Ch 4, pp 92-114.</p> <p>Read: Woods, Clyde. <a href="#">Development Drowned and Reborn: The Blues and Bourdon Restoration in Post-Katrina New Orleans</a>. The University of Georgia Press. 2017. Ch 6-8, pp 180-290.</p>	The Southeast and Coastal South  (continued)
Week 10:	NO CLASS - SPRING BREAK	
Week 11: Mar 22 & Mar 24	<p>Read: Chang, David A. <a href="#">The Color of Land: Race, Nation, and the Politics of Landownership in Oklahoma, 1832-1929</a> (Chapel Hill: University of Oklahoma Press, 2010.) Intro, Ch 3 and Ch 6.</p>	The Plains, The Great Basin and "Indian Territory"

	Read: Dunbar-Ortiz, Roxanne. 2015. <i>An Indigenous Peoples' History of the United States</i> . Reprint edition. Boston: Beacon Press. Ch 8.	
Week 12: Mar 29 & Mar 31	Read: Dunbar-Ortiz, Roxanne. 2015. <i>An Indigenous Peoples' History of the United States</i> . Reprint edition. Boston: Beacon Press. Ch 7.  Read Pruitt, Bernadette. 2013. <a href="#">The Other Great Migration: The Movement of Rural African Americans to Houston, 1900-1941</a> . College Station: Texas A&M Univ. Press. Intro and Ch 1. pp 1-54.  SOMETHING ON BRACEROS TBD	The Southwest
Week 13: Apr 5 & Apr 7	Read: Dunbar-Ortiz, Roxanne. 2015. <i>An Indigenous Peoples' History of the United States</i> . Reprint edition. Boston: Beacon Press. Ch 9.  Read: Milward, Matt. 2019. " <a href="#">The Environmentally Racist Aspects of Damming the Northwest</a> ." <i>Sociological Environmental Activism (SEA)</i> (blog). September 4, 2019.  <a href="#">'Forgotten by society' – how Chinese migrants built the transcontinental railroad</a> (the Guardian, 2019)	The West coast and Northwest
Week 14: Apr 12 & Apr 14	Watch: <a href="#">Golden Lands, Working Hands</a> (1999, 10-part, 3 hour film, selected parts TBD): Examines the hidden history of working people in California, from the Gold Rush through the present  Read: <a href="#">Lying to Children About the California Missions and the Indians</a> (Zinn Education Project, 2015/2017)  Read: Gilmore, Ruth Wilson. <a href="#">Golden Gulag: Prisons, Surplus, Crisis, and Opposition in Globalizing California</a> . UC Press. 2007. Prologue, Intro, and Ch 2, pp 1-86.  Read: Shah, Nayan. 2011. <a href="#">Public Health and the Mapping of Chinatown</a> . In <i>Contagious Divides</i>	The West coast and the Exclaves



	<p><i>Epidemics and Race in San Francisco's Chinatown.</i> Berkeley: Univ. of California Press. pp 17- 44.</p> <p>Read: <a href="#">Farming Behind Barbed Wire: Japanese-Americans Remember WWII Incarceration</a> (NPR, 2017)</p>	
Week 15: Apr 19 & Apr 21	<b>BOOK PRESENTATIONS – submit by 4/18 at midnight</b>	BOOK PRESENTATIONS
FINALS WEEK: May 2	<p><b>Meta-analysis of diary reflections due 5/1 at midnight</b></p> <p>HAVE A GOOD BREAK!</p>	NO CLASS