GEOG 342/742
MIGRATION & ETHNICITY
Fully Online
Fall 2012

Instructor: Kate B. Schlott
Office Location: 1032 Hunter North
Email: kschlott@hunter.cuny.edu

Emails must include the course name and/or number in the subject line along with a brief subject for the email. Make sure to sign your emails as well; doing this will ensure that I respond to your emails. If I do not have a clear indication of who is emailing me, then I will not open the email. I will not answer emails on holidays and/or holiday weekends. If you email me over the weekend, I will respond but my response times will be slower.

Skype: kate.inkedgeographer (By Appointment Only)
Office Hours: Thursdays 1 – 2 pm and by appointment.

Course Description: This fully online course applies quantitative and qualitative examinations of historic and contemporary causes of migrations and the resulting spatial demographic shifts and impacts. It outlines theoretical arguments for these migrations and explores the racial and ethnic geographies that have developed as a result of these migrations. With particular emphasis on the United States, we explore how these migrations have worked to define and redefine racial and ethnic identities, while examining the economic and political effects these migrations have had, and continue to have, at various geographic scales.

This course can be applied to either Group B of the Pluralism and Diversity requirement and Stage 3B (non-W) of the GER.

Prerequisites: Undergraduate – GEOG 241 or permission from instructor
Graduate – Permission of Graduate Advisor and graduate standing

Course Objectives:
- Deconstruct social theory behind the concepts of race and ethnicity.
- Trace connections between migration patterns and the construction of race and ethnicity.
- Identify the roles migration, race, and ethnicity play in the global market and development.

Student Outcomes:  By the end of this course, students will be able to:
1. Navigate, download, and analyze population and housing data from the U.S. Census Bureau (www.census.gov).
2. Identify ethnic enclaves and their roles in the local, regional, and international economies.
3. Explain the theoretical arguments behind large scale migrations.
4. Discuss the reasons why race and ethnicity are fluid social constructs.
5. Explain how and why historical migrations define contemporary race and ethnicity.
6. Identify cultural markers in the physical landscape.

Class Hours:  Log on weekly and post reading responses to assigned readings and participate in online discussions relating to that week’s readings.

Course Evaluation:
- Weekly Reading Responses 20%
- Online Discussions 35%
- Field Notes 15%
- Research Paper 25%
- Census Assignments 5%

Weekly Readings Responses:

Undergraduate Students:  Each week students are required to read a list of articles and write a reading response related to these articles. Readings responses are to be posted on Blackboard and are due weekly by 11pm Tuesday Eastern Standard Time. These essays should be no more than 500 words (1 page) in length for undergraduate students and discuss a common theme or argument in the readings. These articles are taken from the required text, suggested readings, and journal articles (which are available through the Hunter College Library). I will make the readings that come from sources outside of the required text (Miyares and Airriess, 2007) available through e-Reserve on Blackboard.

Graduate Students:  By nature of being a graduate student, a little more is required of you. Graduate students are responsible for the same readings as the undergraduates, but are also responsible for a few additional articles each week. Reading responses should discuss a common theme or argument found in all of the readings and be no more than 750 words in length (about a page and a half).

Responses are graded on a scale of 0 to 4. Responses should be clear and well thought out. Proof read before submitting your response!
**Online Discussion:** Each week a discussion question will be posted based on the week’s readings. Responses to these questions should be at least one paragraph long, and should draw from the readings. Initial responses should be posted by 11pm Tuesday. Students are expected to read their fellow classmates’ postings and respond throughout the week. Discussions should remain on topic. While the discussion will mainly occur between you and your classmates, I will periodically add responses of my own. This will serve as a way for us to interact about the readings and to make sure the discussion stays on topic.

Discussion threads are closed at 11pm Tuesday of the week following the initial response. Discussion questions are graded on a scale of 0 to 4. Only posting an initial response is not enough to receive full credit. You must respond to your fellow classmates’ discussion posts with clear and thought out responses too.

**Field Notes:** You will be responsible for exploring three designated neighborhoods in New York City. These neighborhoods are posted on Blackboard along with suggested routes on how to get there. Submit your field notes on the corresponding Assignment page. Field note assignments will be graded on a scale of 0 to 4.

**Field Notes for Non-NYC Residents:** If you live a significant distance from New York City, you and I will work together on deciding which neighborhoods near you are suitable for the Field Notes assignments.

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<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>0</td>
<td>Not submitted</td>
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<tr>
<td>1</td>
<td>Poor</td>
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<td>2</td>
<td>Satisfactory</td>
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<td>3</td>
<td>Good</td>
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<td>4</td>
<td>Excellent</td>
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**Research Paper:** Each student is required to complete an individual research project. The paper must be about the geography of immigration and/or ethnicity of a group or place. It is okay to take an interdisciplinary approach; however; your paper must be grounded in a geographic perspective (spatial analysis). A **draft of your paper is due November 8th**. The final paper is due **Friday December 21st by 5pm**. Extensions will not be given.

**Undergraduate Students:** Final papers should be a minimum of 15 pages and no more than 20 pages, double spaced, in length. Any tables, pictures, or maps included do not count toward the final page count.
Graduate Students: Final papers should be a minimum of 20 and no more than 25 pages, double spaced, in length. Any tables, pictures, or maps included do not count toward the final page count.

Census Assignments: You are responsible for completing three assignments that involve using the US Census Bureau’s website (www.census.gov). These assignments are designed to familiarize you with the Census Bureau’s website and teach you how to identify and download population data for the United States. These assignments are graded as either done (1) or not done (0).

Course Grading: Reading responses are not accepted once the discussion board for their respective week is closed. Incompletes will only be given if it is approved by me in advance to the due date of the final paper. Meaning, do not wait until due date of the final paper to speak with me about an INC. The Credit/No Credit option is only available to students that have done all of the required work and submitted the work according to the course schedule.

Hunter College statement on Academic Integrity: Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures. Plagiarism, dishonesty, or cheating in any portion of the work required for this course will be punished to the full extent allowed according to Hunter College regulations.
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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Discussion</th>
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<tbody>
<tr>
<td>1</td>
<td>August 28, 2012</td>
<td>Introduction</td>
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<tr>
<td>2</td>
<td>September 4, 2012</td>
<td>Defining Migration, Race, and Ethnicity</td>
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<td>3</td>
<td>September 11, 2012</td>
<td>Colonial Migrations and Historical Overview</td>
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<td>4</td>
<td>September 18, 2012</td>
<td>African Migrations and Communities</td>
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<td>5</td>
<td>September 25, 2012</td>
<td>Indigenous Migrations and Communities</td>
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<td>6</td>
<td>October 2, 2012</td>
<td>Contemporary Mexican and Spanish-speaking Caribbean Communities</td>
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<td>7</td>
<td>October 9, 2012</td>
<td>Afro-Caribbean Communities</td>
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<td>8</td>
<td>October 16, 2012</td>
<td>Central and South American Communities</td>
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<td>9</td>
<td>October 23, 2012</td>
<td>Historic Asian Communities</td>
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<td>10</td>
<td>October 30, 2012</td>
<td>Contemporary Asian Communities</td>
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<td>11</td>
<td>November 6, 2012</td>
<td>Religious Migrations and Ethnicity</td>
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<td>Paper Draft Due</td>
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<td>12</td>
<td>November 13, 2012</td>
<td>Southern and Eastern European Migrations and Communities</td>
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<td>13</td>
<td>November 20, 2012</td>
<td>Australia-Oceania Migrations and Communities</td>
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<td>14</td>
<td>November 27, 2012</td>
<td>Undocumented Migrants, Refugees, and Displaced Peoples</td>
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<td>15</td>
<td>December 4, 2012</td>
<td>Migration &amp; Ethnicity in the 21st Century and Beyond – Concluding Discussion</td>
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<td>16</td>
<td>December 11, 2012</td>
<td>Final Paper Abstract Due</td>
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Recommended Readings:


