

Directions/Notes to students: The theme of Unit 4 is "Ethnic and Political Geography." Between our two texts these topics are intermingled and handled differently. Therefore, it is **SUPER IMPORTANT** that you follow the page guidance carefully when completing the 4a and 4b guided readings.

de Blij p 146 – 150 (Read these pages and then go back and answer the following questions. It will help your understanding!)

1. What is one of the most powerful ways in which people construct an identity? _____
 - a. By what term do we refer to those who are not like us? _____
 - b. What political entity has become one of the most powerful foci of identity in the modern world? _____
 - i. What term does de Blij use to describe these types of identities? _____

Rubenstein p 232 - 233

2. How does Rubenstein define...
 - a. ethnicity: _____
 - b. nationality: _____
 - c. "race": _____
 - i. What physiological trait is most used to sort people into racial categories? _____
 - ii. Why are racial categories **social constructs**? _____


 - How are racial categories reinforced in the United States (**de Blij p 148**)? _____

 - iii. What is the worst way in which the biological classification by race can be used? Define. _____

 - What is a racist? _____

Rubenstein p 234 – 235 (Classifying Race & Ethnicity in the United States)

3. From what is information about race and ethnicity derived in the US? How frequently? _____
 - a. Into what five racial categories people can people classify themselves on the Census? _____
 - b. Since 1997, how many racial categories can a person choose? _____
4. How is the category of "Hispanic" or "Latino" handled on the census form? _____
5. **Rubenstein p 236 – 237, 242 - 247 and de Blij when noted.** Shade regional clusters of major ethnic minorities w/in the U.S. (include intensity).

	Supporting Ideas and Details:	Map regional clustering (Rubenstein p 236 – 237)
Hispanics or Latino/Latinas	<p>(de Blij p 153 – 154: The Scale of New York City) What two groups account for over 65% of Hispanics in NYC? _____</p> <p>By what process do new low-income immigrants move into areas abandoned by older more assimilated immigrant groups? _____</p> <p>How do Hispanics in NYC reflect their ethnic pride on an area (see italicized passage)? _____ _____ _____ _____</p>	<p>Shade the distribution of Hispanics per figure 7-6</p>  <p>In what region are Hispanics clustered within the U.S.? In what four states are they greater than 25% of the population?</p> <p>What two other states have large populations of Hispanics?</p>
	<p>(de Blij p 168 – 170: Power Relationships in Los Angeles)</p> <p>What percentage of the City of Los Angeles was Hispanic in 2010? _____</p> <p>What is "barrioization" (see glossary)? _____ _____ _____</p> <p>How did the cultural landscape of southeastern Los Angeles change after barrioization? _____ _____ _____</p>	
	<p>From Unit 3, what are they trying to establish? _____</p>	

African Americans

(de Blij p 151) What is residential segregation? _____

What is the trend in residential segregation? _____

(Rubenstein p 246) What court case established the "separate but equal" treatment of the races (incl. year)? _____

What kind of laws did this ruling allow? _____

Give examples of segregation resulting from these laws? _____

Outside the South, what prevented homeowners from selling their houses to blacks? _____

What other groups were excluded as well? _____

What court case overturned the segregation laws (incl. year)? _____

What was the "spatial" reaction among whites to the overturning of the "separate but equal" by the U.S. courts (Rubenstein p 245)? Identify and describe. _____

What post-WWII migration trend (Unit 2) does this support? _____

What was "blockbusting"? _____

What is redlining? _____

What was the result of blockbusting and redlining? _____

(Rubenstein p 247) Under what system in South Africa did discrimination by race reach its peak? _____

How did the white South African government guarantee the geographic isolation of blacks? _____

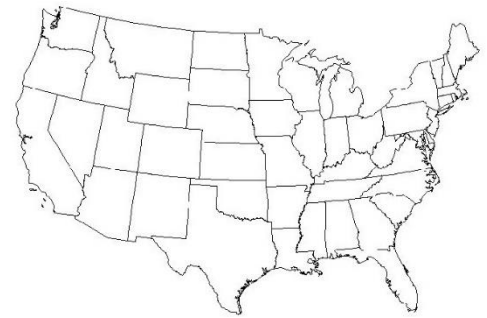
What terms are used to describe the first European settlers? _____

In what year was this system repealed? _____

Who was elected the first black president of South Africa? _____

What is a negative lasting legacy of this system? _____

Shade distribution of African-Americans per fig 7-9



In what region (p 237)?

In what six states are African-Americans greater than 25% of the population?

What three migration flows have shaped the current distribution of African Americans within the U.S. (start at Rubenstein p 242 - 243)?

1. _____
What hardships did this system cause?

What two economic systems exploited African-American labor within this cluster:

- a. _____
 - b. (p 244) _____
2. What interregional migration flow (already studied in Unit 2) is discussed on p 244?

Understand/Review the push and pull factors relating to this migration.

Rubenstein p 245:

3. _____
What did the areas in Northern cities become known as? _____
What began to happen in the 1950s and 1960s?

See left column for further discussion of pattern.

Asian Americans

Shade distribution of Asian-Americans per fig 7-8



Where (p 236)?

In what state are they 12% of the pop.?

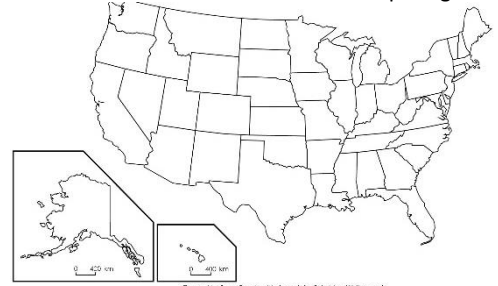
What migration concept does this support?

How else do you see evidence of this in the map?

American Indians

Based on the map, what do the concentrations of Native Americans in the Great Plains and Southwest correspond to (refer to the internet or a map to confirm)?

Shade distribution of Native Americans per fig 7-10



Where (p 237)?

In what states are Native Americans over 10% the population?

Rubenstein p 240 – 241

6. What is an ethnic enclave? _____
- _____
- a. In what form do we usually see these concentrations? _____
- i. (review) What type of migration strengthens these ethnic clusters? _____
- ii. (lecture) What types of ethnic clusters exist in rural areas? _____
- _____
- (lecture) Why are these rural ethnic clusters endangered? _____
- _____
- b. What benefits do these enclaves offer to new immigrants? _____
- _____
- c. (based on the figure 7-20) How have ethnic clusters in U.S. cities changed over time (this is you, analyze this and apply prior learning), Why? _____
- _____
- _____
- i. (lecture) What is **sequent occupance**? _____
- _____
- d. What is an ethnoburb? _____
- i. (lecture) Chicago examples? _____
- _____
- e. What % of African-Americans and Hispanics live in metropolitan (urban) areas? _____

7. **Ethnic Conflict (Rubenstein p 248 – 265)** The rest of the chapter in Rubenstein details various conflicts/situations based on ethnicity. My advice to you is to read the entire rest of the chapter and then in the chart below summarize the conflicts which are most representative of ethnic conflict.

Region	Details
South Asia (p 248)	<p>What historical event led to heightened ethnic conflict in South Asia in 1947? On what basis was this partition completed? Describe</p> <p>What resulted from this partition?</p> <p>What territory is still an area of dispute? Briefly describe.</p> <p>The presence of what other group complicates the situation in Northern India?</p>
Kurds (p 249)	<p>Across what countries are the Kurds scattered?</p> <p>What is their situation in Turkey?</p> <p>What have the Iraqi Kurds achieved? (lecture) What do the Kurds represent the largest example of?</p>
Canada (p 250)	<p>What group in Canada makes the distinction between ethnicity and nationality controversial? Describe.</p> <p>(lecture) What is a multiethnic state?</p>
British Isles (p 251)	<p>What two countries compromise the British Isles? What four groups make up the United Kingdom? (lecture) What is multinational state?</p> <p>What is nationalism? What is a centripetal force? What is a centrifugal force?</p>
Myanmar (p 256 - 257)	<p>What is ethnic cleansing?</p> <p>What is genocide?</p> <p>Why are these concepts important to cultural geographers?</p> <p>Who are the Rohingya and what situation do they face in Myanmar?</p>

Yugoslavia (p 258 – 261)	<p>What country was created after WWI to unite the “South Slavs”?</p> <p>What did Tito try to forge?</p> <p>What happened after he died? Why?</p>
	<p>(p 260 – 261)What was the ethnic composition of Bosnia at the start of the breakup of Yugoslavia?</p> <p>What did the Serbs and Croats try to do rather than live in a multiethnic state?</p> <p>What did they do to strengthen their case?</p> <p>What was the political settlement (leave space for lecture)?</p>
	<p>(p 259) Who made up over 80% of Kosovo’s population?</p> <p>What did the Serbians try to do in Kosovo after the breakup of Yugoslavia?</p> <p>How was this stopped?</p> <p>What happened politically as a result?</p>
	<p>(p 261) What is “balkanized”?</p> <p>What is “balkanization”?</p>
Africa (p 262 – 265)	<p>Explain how European colonialism has led to ethnic conflict in modern-day Africa?</p> <p>(lecture) What types of borders are these?</p>
	<p>What two groups are in conflict in Rwanda and Burundi?</p> <p>What happened after the presidents of the two countries died in a plane crash in 1994?</p>
	<p>What central African country has suffered from the world’s deadliest war in the past 70 years?</p> <p>What is the conflict a spillover from?</p>

de Blij p 144 – 146 (Introductory paragraphs)

8. How do geographers Mona Domosh and Joni Seager define “gender”? _____

- a. What is one of the clearest ways in which societies are gendered? _____
9. How do families in many poorer countries view the economic role of young women? _____
- a. Describe two migration streams that women in poor countries may be involved in?
 - i. _____

 - What migration stream would this be (review Unit 2)? _____
 - ii. _____

 - What do these women send home (use term from prior unit)? _____
 - What term would you use to describe these workers (from Unit 2)? _____

The remainder of the guided reading will deal with de Blij 157 – 167. Please read it carefully in its entirety and answer the following questions.

10. What is a gendered space? _____

a. **(lecture/discussion)** What are some examples of gendered spaces

Male	Female

b. What are the characteristics of a “default subject person” in the minds of academics when they write studies?

i. This assumption or default thinking is described by using what term? _____

11. According to Massey and Jess, what affects cultural landscapes by determining what is seen and what is not? _____

a. Besides shaping the cultural landscape, what other effect power relationships can have (describe fully)?

12. Who continues to be undercounted by the U.S. Census bureau? _____

13. How are women undercounted when calculating a society’s productivity? _____

a. How much is it estimated that the Gross National Income for all countries would go up if women’s household work were included? _____

b. What percentage of food is produced by women in poorer countries? _____

c. What other activities performed by women in LDCs are also not included in official statistics as part of economic production? _____

14. What trends are notable in the participation of women in the official labor force? _____

a. In what two regions did the proportion of women in the labor force NOT grow? _____

b. What proportion of the world’s illiterate and poorest citizens are women? _____

15. **(skip to p 163)** How have rural areas of Sub-Saharan Africa have become “feminized zones”. _____

a. Why do young girls often get trapped in this cycle of female poverty and overwork? _____

b. Why do women not benefit from the cash crops they often grow? _____

c. Since the 1990s, how have women tried to change this situation? _____

i. In what African country do women hold the highest proportion of legislative seats? _____

16. What is a dowry death? _____

a. What is the trend in dowry deaths in India? _____

17. What statistical measure also demonstrates the power relationship in which males are preferred over females in India? How was this imbalance achieved? _____
