| U    | Jnit<br>3  | 5 Identity: Race, Ethnicity, Gender What is identity, and how are identity do places affect identity & how do we does geography reflect & shape power. | ities constructed? How<br>ve see it in place? How | Human Geography  |  |  |
|------|--|--|---|--|--|--|
|      |  | ing information corresponds to Chapter 5 in y<br>f the following information in addition to you  |   |  |  |  |
| Fiel | ld No  | te: Building Walls   |   |  |  |  |
| •    |  | a culture's assumption   | s about the differences bety                      | ween men and women. In poorer  |  |  |
|      | - a culture's assumptions about the differences between men and women. In poorer countries, most jobs go to women, because they are viewed as an |  |   |  |  |  |
|      |  | and particularly Young women are seen as the financia  | because the are me                                | ore  |  |  |
|      | 0  | Young women are seen as the financia   | al supports of the family, ar                     | nd many to cities or   |  |  |
|      |  | EPZs to earn a wage and women may migrate to the American society has a and good paying, unioniz   | ·   | In Malaysia & the Philippines young  |  |  |
|      |  | women may migrate to the   | to work as  | to send money home.  |  |  |
|      | 0  | American society has a   | _ division of labor. Work                         | that requires heavy lifting is left to   |  |  |
|      |  | and good paying, unioniz   | red jobs need to go to the "                      | " which in the   |  |  |
|      |  | US is usually assumed to be  | ·   |  |  |  |
|      | 0  | US is usually assumed to beExpectations and assumptions create   | wh  | ich may limit the opportunities and  |  |  |
|      |  | create divisions of laborate   | or.   |  |  |  |
|      |  | dentity, and how are identities constru  |   |  |  |  |
| 0    | .1 :   | - how we make sense of c   | ourselves (advertisers try to                     | convince us we will be happier,  |  |  |
|      | thinne   | r, younger, sexier, etc if we just use thei  | or products)ant part of our identity beca         | are fluid, constantly changing. ause our experiences help us make  |  |  |
|      |  | of who we are.   |   |  |  |  |
|      | 0  | We define &  | define us, someti                                 | mes by identifying   |  |  |
|      |  | others. (I am this and you are not!)   |   |  |  |  |
| Rac  |  | •  |   | COLDAN CONTROL OF THE COLD O |  |  |
| 0    |  | , all people are a part of   |   | race.  |  |  |
|      | Distin   | ctions have been made based on physica   | al features, differences in                       | M Garan Waller Garan Gar |  |  |
|      | socioe   | economic class, and the concept of super   | riority has resulted in                           | See The second s |  |  |
| •    | 0  | Sunlight stimulates the production of  | , which prote                                     | ects the skin from ultraviolet rays  |  |  |
|      |  | (more melanin = darker skin); also, vit  | tamin production is sti                           | mulated by the penetration of  |  |  |
|      |  | ultraviolet rays (less melanin = less sk   | in pigmentation = more pr                         | roduction of vitamin D).   |  |  |
|      | 0  | Natural selection in areas with  | 5   | 1 0 0  |  |  |
|      |  | , as in Northern Europe)   | favored those with less sk                        | in pigmentation.   |  |  |
|      | 0  | People have constructed Race   | categories to justify                             | ,&   |  |  |
|      |  | . Race   | e as an identity is more ofte                     | en or,   |  |  |
|      |  | as recorded by the US Census Bureau.   |   | 1 170 1  |  |  |
|      |  | <ul> <li>Through migration and different</li> </ul>  | nces in rat                                       | tes the US is becoming increasingly  |  |  |
|      |  | "". Th   | e census now characterizes                        | "Hispanic" as an   |  |  |
|      |  | rather than a 5  | he population of "                                | is projected to surpass  |  |  |
|      | ***  | the "  | population around 205                             | s "Hispanic" as an " is projected to surpass 50.   |  |  |
| 0    | Histor   | rically, US cities, states, and towns have   | passed laws outlining                             | the  |  |  |
|      | "degre   | ee to which two or more groups live sepa   | arately in different parts                        | s of the urban community." Laws  |  |  |
|      | passec   | I in the 1960s made it illegal to legislate verall residential segregation by race/eth   | ,   | Census data from 2002 shows  |  |  |
|      |  |  | nnicity is on the                                 | , but some metropolitan areas  |  |  |
|      |  | een an increase.   |   |  |  |  |
| Cr   | eated  | by NWatson 2010  |   |  |  |  |

Period \_\_\_\_\_

Date \_\_\_\_\_

| Race/ethnicity   | Most residentially segregated   | Least residentially segregated   |
|--|---|--|
| African American   |   |  |
| American Indian/Alaska Natives   |   |  |
| Asians, Native Hawaiians, Pacific Islanders  |   |  |
| Hispanic/ Latinos  |   |  |
| Why does residential segregation pe  |   |  |
| may introduce a member of an ethnicifear that a neighborhood is changing ealso been found to "                             | ty to begin "" – ethnically, causing current residents to" a neighborhood – refusing to loady values when residents cannot get loady. | generating real estate sales by creating panic and sell quickly. Banks have n money in a particular area deemed as ns for maintenance and upkeep.  |
| &  | and move into "nicer" neighborhoods   | "succession". This process is called   |
|  | ns have moved into the immigrant<br>nish Harlem or El Barrio)   | neighborhood of  |
| How do places affect identity, and h places?   |   |  |
| NOLES – chop, chop! Thewho we are.   | of place can become a part of   |  |
| • The term "ethnic" comes from which means <i>people</i> or <i>nation</i> , but it is to label groups that share some prom | used in the contemporary world  | tribelia de la constante de la |
| Ethnic identity is affected by _ Ethnicity is often used for small_cohe  |   | nd apart from the surrounding culture.   |
| • is the capital or  | f the State of Raia California  | (not LISA) and has one of the  |
| owners and play an active role in  | Mexico. The of Mexicali's social and civic life. Relations they could afford to move to newer   | vely few now live in   |
| continues to play a symbolic role  | for people of ance  | estry and provides a group identity on   |
| <ul> <li>Gendered places are designed for</li> <li>Geographers study race, gender, e</li> </ul>                            | (e.thincity, and sexuality by looking at: v   | g. locker rooms, restrooms, etc) where people with a identity  |
| cluster, what they do to create a<br>How does geography reflect and sha  | for themselves, and wha   | at kinds of they have.   |
| • = assur  | nptions and structures about who is in  | control and who has power over   |
| down) entire groups of people, det   | tural, but they termining how society "should"  | or where people "should" be  |
| US separated "" space" Prior to the 14   | ces form "" spaces (e.g   | e in a place laws in the restaurants, restrooms, even public numbered a " arrated American Indians as those who  |
| "person as of a "  | " person. The US gov't sep  | parated American Indians as those who  |

|          | were enough to be citizens and those who were not. All Americans (including women)  |
|----------|---|
|          | finally got the right to vote in by the Amendment, but  |
|          | discrimination continued until the Civil Rights Act of 1964.  |
| •        | Women's work in the home is not included in the GNI, but some believe the   |
|          | world's total GNI would grow by if it was included. The number of   |
|          | women in the labor force is rising in all but where the number of   |
|          | women in the labor force has actually declined. Women continue to be paid   |
|          |   |
|          | and haveaccess to food and education than men. Women account for% of the world's poorest citizens.  |
| •        | Many women participate in economic activity, which on the   |
|          | Many women participate in economic activity, which on the edges of many cities is the mainstay of the community.  |
| •        | Geographers use and analysis to predict who will be   |
|          | impacted by natural hazards (e.g. earthquakes, etc.) Not all people are affected in   |
|          | the same way is the best way to understand how power  |
|          | structures create vulnerable groups and how they will be affected by change.  |
|          | O People with incomes generally had disease rates.  |
|          | o HIV/AIDS is more prevalent among and men in North America   |
|          | and Europe, but in Sub-Saharan Africa have higher rates of HIV/AIDS. This   |
|          | represents that a global problem may have local expressions that reflect the distribution and   |
|          | networks of vulnerable social groups.   |
|          | o In Sub-Saharan Africa women are less likely to receive even if she is the head of the   |
|          | household, and land are usually not awarded to women either begin work  |
|          | as soon as they can carry In East Africa cash crops are sometimes called "men's   |
|          | crops" because the men trade in what the produce. When banks wanted to increase   |
|          | productivity, they gave bonuses towho held the title, not to the who do the   |
|          | work.   |
| •        | - the price a bride's parent pay to the groom's father in an arranged marriage. The bride may   |
|          | be punished or killed if her father fails to fulfill the marriage agreement. These deaths are called  |
|          | and although are only a small number they are not Many deaths or injuries   |
|          | may not be reported. Despite laws against dowry deaths, women remain in much of   |
|          | Indian society. Some pregnant women seek to learn the sex of their unborn child and elect to have   |
|          | if the fetus is a who are born may suffer because parents fear the cost of and extend little social value to  |
|          | because parents fear the cost of and extend little social value to  |
| •        | A study of Alameda California studied the settlement patterns of minority groups. Areas with multiple   |
|          | ethnicities tend to have an ebb and flow of acceptance. When the economy is residents are   |
|          | generally more of each other. When the economy takes a, residents often begin to for their economic   |
|          | often begin to each other and can blame the for their economic  |
|          |   |
|          | • The Exclusion Acts of 1882 (a product of economic decline) represent exclusion  |
|          | efforts that lasted for When the economy improved the city of   |
|          | efforts that lasted for When the economy improved the city of continued to limit residents to, using ethnic to keep them apart from the rest of the population until                |
|          | When the war began gwitched their attention to the  |
|          | When the war began switched their attention to thepopulation -  |
|          | The greatest migration flow into the SW and California is from and makes up% of the population led to white workers leaving and moving in to the Los Angeles area. New industry was |
| •        | of the population and   |
|          | moving in to the Los Angeles area. New industry was   |
| THE CHAN | scale production of etc. The process of   |
| White    | (from the term harring or neighborhood) describes the   |
|          | scale production of, etc. The process of (from the term barrio, or neighborhood) describes the ethnic from white to changing the  |
|          | landscane   |