CHAPTER 5:
IDENTITY: RACE, ETHNICITY, GENDER, AND SEXUALITY

The Five Steps to Chapter Success Checklist

Step 1: Read the Chapter Summary below, preview the Key Questions, the Chapter Outline, and the terms of the chapter.
Step 2: Complete the Pre-Reading Activity (PRA) for this chapter.
Step 3: Read the chapter and complete the guided worksheet.
Step 4: As you read the chapter, complete World Region Map Sheets for every world map.
Go to the Student Companion Website to print out the WRMS.
Step 5: Take an AP-style Practice Quiz.

STEP 1: Chapter Summary, Key Questions, Chapter Outline, and Geographic Concepts

Chapter Summary

Identity is a powerful concept. The way we make sense of ourselves is a personal journey that is mediated and influenced by the political, social, and cultural contexts in which we live and work. Group identities such as gender, ethnicity, race, and sexuality are constructed, both by self-realization and by identifying against and across scales. When learning about new places and different people, humans are often tempted to put places and people into boxes, into myths or stereotypes that make them easily digestible.

The geographer, especially one who spends time in the field, recognizes that how people shape and create places varies across time and space and that time, space, and place shape people, both individually and in groups. James Curtis ably described the work of a geographer who studies places: “But like the popular images and stereotypical portrayals of all places—whether positive or negative, historical or contemporary—these mask a reality on the ground that is decidedly more complex and dynamic, from both the economic and social perspectives.” What Curtis says about places is true about people as well. What we may think to be positive identities, such as the myths of “Orientalism” or of the “model minority,” and what we know are negative social ills, such as racism and dowry deaths, are all decidedly more complex and dynamic than they first seem.

Key Questions

<table>
<thead>
<tr>
<th>Field Note: Building Walls</th>
<th>144–146</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is identity, and how are identities constructed?</td>
<td>146–154</td>
</tr>
<tr>
<td>2. How do places affect identity, and how can we see identities in places?</td>
<td>155–158</td>
</tr>
<tr>
<td>3. How does geography reflect and shape power relationships among groups of people?</td>
<td>159–170</td>
</tr>
</tbody>
</table>
Chapter 5 Outline

A. What Is Identity, and How Are Identities Constructed?
   1. Race
   2. Race and Ethnicity in the United States
   3. Residential Segregation
   4. Identities Across Scales
   5. The Scale of New York City

B. How Do Places Affect Identity, and How Can We See Identities in Places?
   1. Ethnicity and Place
      a. Chinatown in Mexicali
   2. Identity and Space
      a. Sexuality and Space

C. How Does Geography Reflect and Shape Power Relationships Among Groups?
   1. Just Who Counts?
   2. Vulnerable Populations
   3. Women in Subsaharan Africa
   4. Dowry Deaths in India
   5. Shifting Power Relations among Ethnic Groups
      a. Power Relations in Los Angeles

<table>
<thead>
<tr>
<th>Geographic Concepts</th>
<th>Succession</th>
<th>Sense of Place</th>
<th>Ethnicity</th>
<th>Space</th>
<th>Place</th>
<th>Gendered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifying Against</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Race</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Racism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Residential Segregation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Step 2: Pre-Reading Activity (PRA)**

Name: ___________________________ Period __________ Date __________

Chapter Title: __________________________________________

Chapter # ______ Pgs. _____ to _____

1. Write down each of the Key Questions and the number of pages for each (go back to Step 1 of your textbook for answers).
2. After looking over the Key Questions, looking through the outline, and reading the chapter summary, write a few sentences about what you expect to learn in general in this chapter.

3. Preview the entire chapter and look at all the maps, tables, charts, and pictures. Read the captions. Briefly describe IN YOUR OWN WORDS five maps or charts.

   pg. __________
   pg. __________
   pg. __________
   pg. __________
   pg. __________

4. How many world maps are there in this chapter? _____ (Go to the Student Companion Website and print out the World Map Region Worksheets needed for this chapter.)

5. Read the Field Note introduction of the chapter and list five specific facts you learned.

   ____________________________________________________
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________
6. Go to Step 1 and look at the Geographic Concepts. Create a list of terms you think you know and terms you need to know.

<table>
<thead>
<tr>
<th>I THINK I KNOW</th>
<th>I NEED TO LEARN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Step 3: Chapter 5 Guided Worksheet (Created by Parisa Watson)**

Name: __________________________ Period __________ Date __________

**Directions:** As you read the chapter, fill in the blanks on the guided worksheet.

**FIELD NOTE—BUILDING WALLS**

1. The women in Bali work ______ a day turning, stacking, and restacking bricks for ________ an hour. More than a century ago, bricks were made this way in the ________.
2. In Bali, most brick-makers are ________ and ________. In the United States, the majority are ________ and zided by machines.
3. Gender is defined as a culture’s ________ about the differences between ________ and ________.
4. Societies create boxes in which we put people and expect them to ________. These create a ________ and assumptions we make about what is expected about women, men, and members of certain races or ________ groups, and people with various sexual preferences.
5. In creating these boxes, society can assign an entire ________ or tasks to members of certain categories.
WHAT IS IDENTITY, AND HOW ARE IDENTITIES CONSTRUCTED?

6. ________________ is how we make sense of ourselves. It is constructed through our own ________________, emotions, connections and rejections.

7. One of the most powerful ways to construct an identity is by ____________ other people. This involves defining the "____________," and then we define _______________ in opposing terms.

8. _______________ is a combination of physical attributes such as skin color.

9. Socioeconomic differences can fuel a sense of superiority attached to race known as ________________.

10. Differences in skin color, eye color, and hair color likely result from a long history of _______________ to different environments.

11. People have different skin colors because of different amounts of ________________. Most people are deficient in _______________ because they don’t get enough sunlight. Unlike ethnicity, race is often an identity that is ________________.

12. Hispanic, then, is not a _______________ but is better defined as an ________________.

13. ________________ is when people of different groups live separate from one another.

14. The 2002 Census Bureau report found that overall residential segregation by race/ethnicity is on the ________________.

15. ________________ is the most racially segregated city in the United States. Most African Americans in that city are concentrated in the ________________.

16. The way we make sense of ourselves in an increasingly ________________ world is complex. We have different identities at different ________________.

HOW DO PLACES AFFECT IDENTITY, AND HOW CAN WE SEE IDENTITIES IN PLACES?

17. Peoples’ sense of place ________________ over time because places are constantly evolving.

18. The idea of ________________ as an identity stems from the notion that people are closely bounded, even related, in a certain place over time.

19. Ethos means “_______________” or “_______________” and ethnic identity is more cultural.

20. The border region between the United States and ________________ is often seen as a meeting point between Mexico and Anglo Americans. The ethnic region in the border region is more ________________ than Mexican and Anglo.

21. The town of ________________ is the capital of the State of Baja California.

22. The ________________ in Mexicali were prominent players in the social and economic life of the city during the twentieth century. The town is experiencing a transformation, as the ________________ residents have dispersed to the edges of the city and beyond. Relatively ________________ live in the city’s Chinatown.
23. Space is defined as ______________ relations stretched out, and ______ as particular articulations of those social relations as they have come together.
24. Places designed for women or for men are known as _________________.
25. Many geographers who study sexuality are employing ______ ______ in their studies.

HOW DOES GEOGRAPHY REFLECT AND SHAPE POWER RELATIONSHIPS AMONG GROUPS OF PEOPLE?
26. _______ ______ are assumptions and structures about who is in control and who has power over others.
27. Policies created by governments can limit access of certain _________. ________ ______ laws in the United States once separated “black” spaces from “white” spaces.
28. Prior to the Fourteenth Amendment, a black person counted as ________ of a white person. Until 1924, the U.S. government did not recognize the right of all ______ ______ to vote, even though the Fifteenth Amendment recognized the right to vote regardless of race in 1870.
29. Not until 1920 did enough states ratify the ______ Amendment, which recognized the right of all Americans to vote regardless of ______.
30. Throughout the world, the work of ______ is often undervalued and uncounted. GNI does not count the unpaid labor of _______ in the household, nor the work done by ________ ______ in LDCs.
31. *The World’s Women 2010* reported ______ variation in agricultural employment for women. In Africa, the ranges were between ______ and ________, while in eastern Asia, the agricultural percentage is ______.
32. _______ _______ occur in India and involve a bride’s family not paying the groom’s family, leading to the death of the bride. The practice is not declining as in 2009, the total jumped to ________.
33. The area of southeastern Los Angeles County is today home to one of the largest concentrations of _________ in Southern California.
34. ________ is Spanish for neighborhood. ________________ refers to the jump in Hispanic population in a neighborhood.

*Step 4: Remember to fill out World Region Map Sheets.*

Go to the Student Companion Website to print out the sheets: www.wiley.com/college/Fouberg
Step 5: Practice Quiz

Chapter 5: Identity: Race, Ethnicity, Gender, and Sexuality

Multiple Choice Questions

1. How does “ethnicity” differ from “race?”
   A. there is no difference in common usage
   B. ethnicity implies a religious affiliation; race does not
   C. race is a physiological concept; ethnicity is not linked to genetics
   D. race is something to which we choose to belong; ethnicity is assigned
   E. ethnicity is something to which we choose to belong; race is assigned

2. What U.S. city has the greatest number and diversity of immigrants?
   A. Chicago
   B. Los Angeles
   C. Miami
   D. New York
   E. Seattle

3. State of mind derived through the infusion of a place with meaning and emotion is called
   A. sense of place
   B. ethnicity
   C. ethnic space
   D. queer theory
   E. immigrants

4. Who produces about 70% of the food in rural Subsaharan Africa?
   A. men
   B. women
   C. children
   D. agribusiness companies
   E. immigrants

5. Barrioization refers to
   A. the increasing political clout of Mexican immigrants in big-city politics
   B. the replacement of Anglo-American street names with Spanish street names
   C. neighborhoods, especially in Los Angeles, where the Hispanic population rapidly displaces the original residents
   D. the gerrymandering of voting districts in predominantly Hispanic regions
   E. states where Hispanics will represent a majority population in the next 20 years
6. The most residentially segregated large metropolitan area for African Americans is
   A. Detroit, MI
   B. Orange County, CA
   C. San Francisco, CA
   D. Milwaukee, WI
   E. New York, NY

7. In New York, Puerto Ricans took over Jewish neighborhoods in a process geographers call
   A. residential segregation
   B. ethnic succession
   C. residential invasion
   D. cultural transition
   E. invasion and succession

8. What would happen to the world’s gross national income if the work women do at home was calculated at market value?
   A. there is no way to accurately estimate the value of such work
   B. global GNI would remain the same
   C. global GNI would actually decline
   D. global GNI would grow by 10%
   E. global GNI would grow by about one-third

9. Which of the following best describes the relations between Indians and Pakistanis in Fairfax County, Virginia?
   A. they maintain separate food and entertainment businesses
   B. they are spatially segregated in different neighborhoods
   C. they attend the same Hindu temples
   D. they coexist without animosity
   E. tensions occasionally require police intervention

10. What is a term used in the discussion of sexual behavior, gender, and society, primarily within the fields of queer theory and gender theory? It is used to describe (and frequently to criticize) the manner in which many social institutions and social policies are seen to reinforce certain beliefs.
    A. transgender
    B. sexual identity
    C. gendered roles
    D. identity
    E. heteronormative