

## AAS 139 | GEO 170: **Race, Space, and Inequality**

Departments of African American Studies and Geography

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### **Course Description**

This course examines the the spatial configurations of inequality and poverty and their relationship to race through an analysis of the historical, theoretical and ethnographic conceptualizations, practices, and lived experiences of that relationship.

### **Course Organization**

The course will be taught through a Thursday lecture and a discussion on the following Tuesday based on weekly assigned readings. The aim of the discussion is to provide a forum for critical analysis. Therefore, emphasis is placed on student participation. After week 9, the classes will shift to a discussion-focused structure on both days. These weeks will concentrate on the historical and ethnographic analyses of the course themes through the entire reading of two texts by Connolly and Adams respectively.

**Students are expected to read the texts set for each week and be able to contribute fully to the discussions.**

### **Course Texts**

N.D.B. Connolly. 2014. *A World More Concert: Real Estate and the Remaking of Jim Crow South Florida*. U of Chicago Press. (Available online through the library website.)

Vincanne Adams. 2013. *Markets of Sorrow, Labors of Faith: New Orleans in the Wake of Katrina*. Durham, N.C.: Duke University Press.

All other readings will be provided electronically.

### **Course Assessment**

#### 1. Participation & Attendance — 25%

Due to the structure of the course, participation is key for the course to be productive and successful. Every three (3) absences without prior notification will result in a 5% decrease in the participation grade for an individual. However, I am empathetic to the demands of balancing both scholarship and nonacademic life, so please just communicate any issues.

#### 2. QAQC: Quotation, Argument, Question, and Connection— 35%

Every second class will involve a discussion of the texts. It is crucial that you have studied the readings before these classes. In addition to understanding the main arguments, you should be able to ask meaningful questions related to the texts and make connections between the readings. In order to stimulate critical reading and discussion each student will submit one QAQCs each week. QAQCs should be around 600 words and be uploaded by the start of the Tuesday class to bCourses. You will receive feedback on your QAQCs within one week.

1. *Quotation*: Quote a sentence (or excerpts from linked sentences) from the text that you think is central to the author's implicit or explicit argument.
2. *Argument*: In no more than five or six sentences, state the author's explicit or implicit argument. Be sure to include both what the author is arguing for and arguing against.

3. *Question*: Raise a question you think is not fully, or satisfactorily, answered by the text. The question should be a question of interpretation, of inquiry, or of method, not simply a question of a fact.
4. *Connection*: Connect the argument of this text to an argument or point you find in another reading assignment for the week. Present a quote from the other text (citing it properly), and explain how the primary text's argument contrasts with, confirms, clarifies, or elaborates the other text's argument or point. **From week 9 onwards, connect the assigned chapters to readings from weeks 1-8.**

### 3. Final Exam— 40%

The final exam will be a long answer exam in which you must answer three (3) questions from a provided selection drawn from the weekly readings. Below are the criteria by which the exams will be evaluated:

**A (90-100)** Exceptional answers, closely linked to the question set; well-presented and argued with sophistication, maturity and incisiveness, demonstrating a wide familiarity with the subject matter, and displays independent judgement and originality.

**B (80-89)** Competent work, well-argued, showing a good grasp of the subject matter. Factually correct and comprehensive in coverage, although there may be minor slips and omissions. Clear presentation and organization of answers which address the question directly and relevantly.

**C (70-79)** Answers demonstrate some understanding of the subject matter and a grasp of the basic readings, but are marred by poor presentation or by lack of sophisticated argument or knowledge. Answers are frequently narrative in style and only indirectly address the question.

**D (60-69)** Weak/narrative/descriptive below-average answers which show evidence that there is some familiarity with the subject, but display only a partial grasp of the topic, the different aspects of debates, and the requirements of the question.

**F (50-59)** Very weak answers which lack relevance, direction, accuracy and substance.

### Reading List and Class Schedule (Subject to change)

Again, be sure to have the assigned readings done for the Tuesday discussion.

### Jan 19 Course Overview

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#### Jan 21 & 26

Omi, M and Howard Winant, *Racial Formation in the United States*, (Routledge, 1994). Introduction and Chs 3 & 4. (Available online through the library website.)

Hall, S. 1996. "New Ethnicities." In Stuart Hall: *Critical Dialogues in Cultural Studies*. London and New York. London and New York: Routledge, pgs. 441-449.

Nayak, A. 2006. After race: Ethnography, race and post-race theory, *Ethnic and Racial Studies*, 29 (3): 411-430.

Ta-Nehisi Coates. 2014. How Racism Invented Race in America. <http://www.theatlantic.com/politics/archive/2014/06/the-case-for-reparations-a-narrative-bibliography/372000/>.

#### Jan 28 & Feb 2

Mbembe, A. 2000. At the Edge of the World: Boundaries, Territoriality, and Sovereignty in Africa. *Public Culture*. 12(1): 259-284.

Nayak, A. 2011. Geography, race and emotions: social and cultural intersections, *Social & Cultural Geography*, 12 (6): 548-562.

Harvey, D. Space as a keyword

Erin Haines Whack and Rebecca Burns. 2015. Freaknik: The rise and fall of Atlanta's most infamous street party. <http://www.atlantamagazine.com/90s/freaknik-the-rise-and-fall-of-atlantas-most-infamous-street-party/#sthash.0tYIuWKD.dpuf>.

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**Feb 4, 9 & 11**

- Low, S. 2001. The Edge and the Center: Gated Communities and the Discourse of Urban Fear. *American Anthropologist*, 103(1): 45–58.
- Linke, U. 2014. Racializing Cities, Naturalizing Space: The Seductive Appeal of Iconicities of Dispossession. *Antipode*. 46(5):1222–1239.
- Sharkey, P. 2012. Residential Mobility and the Reproduction of Unequal Neighborhoods. *Cityscape*, 14(3), 9–32.
- Yoni Appelbaum. 2015. McKinney, Texas, and the Racial History of American Swimming Pools. <http://www.theatlantic.com/politics/archive/2015/06/troubled-waters-in-mckinney-texas/395150/>.

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**Feb 16 & 18**

- Moynihan, D. 1965 “The Moynihan Report” *The Negro Family: The Case for National Action*. Washington, D.C.: U.S. Department of Labor.
- Du Bois, W. E. B.. 1898. The Study of the Negro Problems. *Annals of the American Academy of Political and Social Science*, 11(1): 1-23.
- Edin, K., & Kissane, R. J. 2010. Poverty and the American Family: A Decade in Review. *Journal of Marriage and Family*, 72(3): 460–479.
- Ta-Nehisi Coates. 2015. The Black Family in the Age of Mass Incarceration. <http://www.theatlantic.com/magazine/archive/2015/10/the-black-family-in-the-age-of-mass-incarceration/403246/>.

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**Feb 23 & March 1**

- Sides, J. 2004. Straight out of Compton: American dreams, urban nightmares, and the metamorphosis of the Black suburb, *American Quarterly*, 56(3):545- 558.
- Hise, G. 2004. Border City: Race and Social Distance in Los Angeles, *American Quarterly*, 56(3):583-605.
- Jaffe, R. 2012. Talkin' 'bout the Ghetto: Popular Culture and Urban Imaginaries of Immobility. *International Journal of Urban and Regional Research*, 36(4): 674-688.
- Ta-Nehisi Coates. 2013. The Ghetto Is Public Policy. <http://www.theatlantic.com/national/archive/2013/03/the-ghetto-is-public-policy/274147/>.

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**March 3- 15**

- Smith, N. 1979. Toward a Theory of Gentrification: A Back to the City Movement by Capital, not People, *Journal of the American Planning Association*, 45(4): 538-548.
- Slater, T. 2009. Missing Marcuse: On Gentrification and Displacement, *City*, 13(1):2-3.
- Werth, A & Eli Marienthal. (Forthcoming). “Gentrification” as a Grid of Meaning and the Politics of public space in Oakland, CA.” *City*.
- Joe Cortright. In Defense of Gentrification. <http://www.theatlantic.com/business/archive/2015/10/in-defense-of-gentrification/413425/>.

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**March 17**

Revision

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**SPRING BREAK, MARCH 21-25**

## AAS 139 | GEO 170: **Race, Space, and Inequality—Post Spring Break Schedule**

Tuesday classes will discuss how chapters read relate to the course themes of Race, Space and Inequality

QAQCs will be due THURSDAYS. They should take a central quote from the chapters read for that week, and then complete the connection to an article from the first half of the semester.

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### **Week 10, March 29 & 31**

No class this week. American Association of Geographers Annual Meeting

\*Extra credit: Attend First Fridays on April 1st, and interview three people around the question of gentrification and their experience of the event. Write a one page **description** of the event, and then one page stating what you learned from your interviews. 5% increase on either participation or QAQC.

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### **Week 11, April 5 & 7**

Chapters Intro/1/2 and 3/4. N.D.B. Connolly. 2014. A World More Concert: Real Estate and the Remaking of Jim Crow South Florida. U of Chicago Press.

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### **Week 12, April 12 & 14**

Chapters 5/6 and 7/8. N.D.B. Connolly. 2014. A World More Concert: Real Estate and the Remaking of Jim Crow South Florida. U of Chicago Press.

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### **Week 13, April 19 & 21**

Chapters 1/2 and 3/4. Adams, V. 2013. Markets of Sorrow, Labors of Faith: New Orleans in the Wake of Katrina. Durham, N.C.: Duke University Press.

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### **Week 14, April 25 & 28**

Chapters 5/6 and 7/8. Adams, V. 2013. Markets of Sorrow, Labors of Faith: New Orleans in the Wake of Katrina. Durham, N.C.: Duke University Press.

**April 28th class attendance NECESSARY to collect your exam questions.**

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### **Important Dates**

**Classes End : April 29th**

**Reading Week:** May 1st- 6th

**Final Exam Paper Due:** May 12th 11am.