

## **Race, Space, and Inequality | GEOG 155 | Spring 2022**

Department of Geography, UC Berkeley

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Class: T/Th 11 am—12:30 pm. 575 McCone Hall

Office Hours: T 12:45-2 pm. Sign up at <https://calendly.com/jovanlewis>

Zoom: <https://berkeley.zoom.us/j/92401415275?pwd=RnJiV05JRElRRTRvazA1eVcxU3NEQT09>

Meeting ID: 924 0141 5275

Passcode: 973976

### **Course Description**

This course examines 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. The course will cover the themes of race, space, and inequality through topics such as gentrification, public space, the city, poverty, the ghetto, prison, capitalism, and racism.

### **Course Organization**

The course is organized so that the first two-thirds of the semester are spent in a traditional lecture/discussion format to provide conceptual foundations and examples of the course themes. The final third of semester is dedicated to thinking through applications by way of primary research and presentation as well as reading and analyzing a single text that is representative of the course themes. Class weeks are structured primarily through a *lecture on one day* and a *discussion on the following class day* based on weekly assigned readings. Please carefully make note of these dates on the syllabus. The aim of the discussion is to provide a forum for critical analysis. Therefore, emphasis is placed on student participation. Students are expected to read the texts set for each week and be able to contribute fully to the discussions. The course will also require that students conduct primary group research on a topic of their choosing related to the course themes. These projects will be presented at the end of the semester.

### **Course Materials**

All readings are provided electronically via bCourses in the files section and can be found electronically from the library.

All lectures are recorded and uploaded to bCourses in the Files section.

### **Course Policies**

DSP: Please see Department of Geography DSP policy on bCourses in the Files section.

Attendance: Attendance is not taken. If you anticipate a prolonged absence, please notify me for the sake of your involvement in group activity.

## Course Assessment

### 1. Participation— 25%

Due to the structure of the course, participation is key for the course to be productive and successful. Participation will be evaluated through class discussion and alternatively through engagement with discussion questions posted to bCourses or by attending office hours.

### 2. QAQC: Quotation, Argument, Question, and Connection— 25%

Every Tuesday class (except where stated) 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. To stimulate critical reading and discussion each student will submit one QAQC each week. QAQCs are tools for discussion and resources for future review and should be done with care. Each assignment should be around one-page, normal margins, Times New Roman 12 pt. comprised of the following items:

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 a few 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 the other reading for the week. Present a quote from this 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.

Each section must be headed and numbered as above. Upload QAQC assignments by 9:00 am of the **discussion class** to bCourses. No late submissions will be accepted without prior exception (DSP or otherwise) and the submission portal will be automatically scheduled to close at that time. You will receive your QAQC grades within two weeks.

### 3. Presentations-25%

The Bay Area is a significant site for examining the very real and pressing themes of this course. Students will form groups of two to three members and explore local practices/activities that reflect these themes. Groups will give a 10-minute max presentation demonstrating your topic and how you've used course materials to understand better and frame that issue. The instructor will randomly organize the groups prior to a presentation/research discussion on 2.22. Deadline for the topic theme is 3.10 through bCourses.

### 4. Final Exam— 25%

The final exam will be a short answer take home essay exam in which you must answer three (3) questions from a provided selection drawn from the weekly readings. The exam will be due to bCourses on the campus-stipulated exam date of 5.12 by 5 pm. NO LATE SUBMISSIONS. Below are the criteria by which the exams will be evaluated:

**(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.

**(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.

**(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 a lack of sophisticated argument or knowledge. Answers are frequently narrative in style and only indirectly address the question.

**(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.

**(0-59)** Very weak answers which lack relevance, direction, accuracy, and substance.

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

1.18 Intro

#### **1.20 Lecture 1 Race**

1.25 Discussion

M'charek, A. Beyond Fact or Fiction: On the Materiality of Race in Practice.

Nayak, A. After race: Ethnography, race and post-race theory,

1.27 No Class (Task Force)

#### **2.01 Lecture 2 Space**

2.03 Discussion

Brahinsky, R. Race and the City: The (Re) development of Urban Identity.

Delaney, D. The Space That Race Makes.

#### **2.08 Lecture 3 Inequality**

2.10 Discussion

Goldstein, Alyosha, and A. Roy. On the reproduction of race, capitalism, and settler colonialism.

Bledsoe, A., T. McCreary, and W. Wright. Theorizing diverse economies in the context of racial capitalism.

#### **2.15 Lecture 4 Housing**

2.17 Discussion

Linke, U. Racializing Cities, Naturalizing Space: The Seductive Appeal of Iconicities of Dispossession.

Sides, J. Straight in of Compton: American Dreams, Urban Nightmares, and the Metamorphosis of the Black Suburb.

2.22 Research/Presentation Meeting

2.24/3.1 Group Meetings/No Class

#### **3.03 Lecture 5 Segregation**

3.08 Discussion

Low, S. The Edge and the Center: Gated Communities and the Discourse of Urban Fear.

Sharkey, P. Residential Mobility and the Reproduction of Unequal Neighborhoods.

**3.10 Lecture 6 The Ghetto**

3.15 Discussion

McKittrick, K. On plantations, prisons, and a black sense of place.

Jaffe, R. Talkin' 'bout the Ghetto: Popular Culture and Urban Imaginaries of Immobility.

**3.17 Lecture 7 Gentrification**

3.22/24 Spring Break

3.29 No Class/ Task Force Meeting

3.31 **Gentrification** Discussion

Smith, N. Toward a Theory of Gentrification: A Back to the City Movement by Capital, not People,

Werth, A & E. Marienthal. Gentrification as a Grid of Meaning and the Politics of Public Space in Oakland, CA.

4.5-4.7 Group Meetings/No Class

4.12 *Black in Place*

4.14 Mobile Money Panel- Social Science Matrix

4.19 Presentations 1-5

4.21 Presentations 6-10

4.26 Presentations 11-15

4.28 Final Review

5.2-5.6 RRR Week

5.12 Final Exam Due 5PM