

Soc 124: Race, Place and Space

Spring 2010

Professor Dipannita Basu

Tu/Th 2.45-4.00 BD 208

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Office hours: Tues 4.00- 5.00; Wed 8.45-9.45

and by appointment.

'The present epoch will perhaps be above all the epoch of space. We are in the epoch of simultaneity: we are in the epoch of juxtaposition, the epoch of the near and far, of the side-by-side, of the dispersed. We are at a moment, I believe, when our experience of the world is less that of a long life developing through time than of a network that connects points and intersects with its own skein.'

-Michel Foucault

'Race inscribes and circumscribes the experience of space and time, of geography and history, just as race itself acquires its specificity in terms of space-time correlates'

-David Goldberg

'What is an ideology without a space to which it refers, a space which it describes, whose vocabulary and kinks it makes use of, and whose code it embodies?'

—Henri Lefebvre

Course Description

This multi-disciplinary seminar examines how space and place are constitutive of social, cultural and economic relations with particular emphasis on race and its intersections with class, gender, and nationhood. We are interested in questions such as: How does spatial analysis broaden our understanding of social issues and problems? How is race cast within the spatial discourses of the physical terrain, as well as imagined spaces and places? How does the differentiation of space and place emerge from unequal and uneven configurations of power locally and globally? How are different discourses and representations mobilized to construct places and their people as peripheral, deviant, dangerous and disorganized?

Required reading

Don Mitchell *Cultural Geography: A Critical Introduction*.

Murray Forman *The 'Hood Comes First: Race, Space, and Place in Rap and Hip-Hop*.

Tim Cresswell *Place: A Short Introduction*

Richard Schein *Landscapes and Race in the United States*

Anoop Nayak *Race, Place and Globalization: Youth Cultures in a Changing World*

Readings marked ** can be accessed through the library under electronic journals

<http://voxlbris.claremont.edu/>

Other readings are on sakai --log on at:

<http://sakai.claremont.edu:8080/portal/login>

Assignments:

Class members will contribute in an informed and courteous manner to class discussions, write bi-weekly thought papers, take a midterm, complete homework/in class assignments and produce a final group project and paper.

Midterm A take home essay drawing from all class materials will be handed out on **March 11th**. The response should be typed, 6- 7 pages, 12 point font and directly respond to the question(s) asked. Bibliography on additional page. Due in sakai 'assignments' **March 23rd by 5.00pm.** **20%.**

Informed participation, attendance and critical response papers: You are expected to come to class having read all the assigned readings and are encouraged to bring extra curricular issues or current events related to the readings. Each student is expected to participate in and contribute to all seminar discussions. There is a critical response due for each day's readings unless instructed otherwise. They are designed to help you reflect critically on the texts, improve your reading comprehension, prepare you for the seminar discussions and enable me to verify that you are thoroughly reading each week's assigned texts. Critical response papers require **three** sections. The **main** part of your response should address the following points for ONE article of your choice for the day's readings.

- What is the author's central claim, argument, or point?
- What assumptions does the author make?
- What evidence is used to support the author's claim?
- Are you convinced by the argument? Why? Why not? (Ie what are the strengths and weaknesses of the text?)
- How can you trouble/counter/modify the text's claims?
- What is gained and what is lost by focusing on a spatial analysis?
- Is the article interesting or important? Why? Why not? (perhaps bring in personal experience/contemporary debate etc)

In **the second** part you will, bring together all the days readings into an integrated whole. In considering the texts collectively you must address:

- How the articles relate to one another (e.g. Formulate a problem in different ways?)
- Do the texts collectively texts advance your understanding of a larger issue? How? If not, why?

Finally you will devise a couple of questions for possible discussion in class.

You must bring a copy of your response to class as well as post them on sakai 'drop box' by Monday noon for Tuesday classes and Thursday noon for Thursday classes. **60%**

Group Project. This is your chance to pursue a research topic that incorporates race, space and place as a group. This can be a formal paper or you can choose to work in a more creative medium (web design, film/video, etc.). You may draw your topic from the areas covered in the course syllabus, or you may choose another related topic that is of interest to the group. The goal is to explore how race, place and space relate to, illuminates, and is informed by a topic of your concern. You are encouraged to begin thinking about this project early in the semester. You will have a chance to brainstorm during class on **March 30th**. The formal paper should be typed, 12 point font and consist of 4-5 pages per person. A complete bibliography must be provided (exclusive of the 4-5 pages required). Groups will present their research findings orally at the end of the semester. If your group decides on a creative project you need to append a critical paper that explains how materials from the course inform the conception of your creative project (2 pages per person). Groups should be no bigger than 4 people and no smaller than 2. Presentations will occur in alphabetical order –group wise. Final papers due **last day** of class on sakai 'assignment' by **noon May 4th**. **20%.**

Group Project Proposal Outline.

What? What are the issues, question or problem?

Why? What are the theoretical underpinnings and broader relevance to race, place and space?

How? What methods are you going to use?

Where? What readings and other resources are you going to use?

Division of Labor How is the group going to divide the work equitably? What is your work plan? How will the group be accountable for their input? Who is doing what?

Group project outline is due in class and on sakai on **April 15th**

Please note:

- Written papers - due on time. Late means less.
- No electronic devices in class: they distract other students and responding to emails in class or any other web based pursuits is simply not on.
- Missing classes means lowering your grade. If you miss class it is your responsibility to obtain class notes and announcements from other students. It is not mine.
- Walking into class late is not permissible. If you are late and do not have a valid excuse do not bother coming into class. It is disruptive. More than three absences will affect your grade according to the number of absences accrued unless accompanied by an official document.
- No plagiarism.
- No papers written for me from another class.

Make a note of your group members and their contact numbers here

Course Schedule

The schedule is subject to change at the instructor's discretion and it is the student's responsibility to keep abreast of the changes which will be posted on sakai and noted in class if made.

Introduction:

Week 1 Jan 19 Introduction to class
Jan 21 Susan Smith "Society-Space" in Paul Choke *et al* (eds.) (2005) *Introducing human geography*. Oxford University Press: Oxford.
Cresswell ch 1

Why Intersections of Space/Place/Race Matters:

Week 2 Jan 26 Forman xv-xxii and 1-34
Jan 28 Mitchell 9

Week 3 Feb 2 **C. V.Ingen "Geographies of gender, sexuality and race: reframing the focus on space in sport sociology" *International Review for the Sociology of Sport* 2003 (38).

b hooks 'Choosing the margins A space of radical openness' in *Gender, Space and Architecture* (eds.) J. Rendell, B. Penner and I. Bowden (2000). Routledge: New York

Out of Place?

Feb 4

Cresswell pp 81- 123

**Sridevi Menon "Where Is West Asia in Asian America?" "Asia" and the politics of space in Asian America" *Social Text*, Spring 2006; 24 (1)

Week 4 Feb 9

Mitchell pp. 259-273

Ben Carrington 'Double consciousness and the Black British athlete' in *Black British culture and society* Kwesi Owusu (ed). (2000). Routledge: London.

Gender and Sexuality

Feb 11

Mitchell pp. 201-213

**J. Williams "Spatial transversals: gender, race, class, and tourism in Cape Town, South Africa" *Race, Gender & Class*: 15 (1-2), 2008

Week 5 Feb 16

**L. Robertson, "Taming space: drug use, HIV, and home making in downtown Eastside Vancouver" *Gender, Place & Culture*: Oct 2007, 14 (5)

**W. Shaw "(Post) Colonial [1] Encounters: Gendered racialisations in Australian courtrooms" *Gender, Place & Culture: A Journal of Feminist Geography*; 2003 10 (4)

Public Spaces

Feb 18

K. Durrheim and J. Dixon "The role of place and metaphor in racial exclusion: South Africa's beaches as sites of shifting racialization" *Ethnic and Racial Studies*, 2001 42 (3)

E. McCann "Race, protest, and public space: contextualizing Lefebvre in the US city" *Antipode* 1999 31, (2).

<http://web.ebscohost.com/ehost/pdf?vid=4&hid=107&sid=ea5a35ba-326a-4f2c-a23b-ad0f302b9450%40sessionmgr109>

Week 6 Feb 23

**R. Coombe and P. Stoller "X marks the spot" *Public Culture* 7 (1) Fall 1994.

Landscapes

Feb 25

Schein pp. 1-12

Mitchell ch 4

Week 7 March 2

Schein ch 5, 6, and 12

March 4

Schein ch 8, 9 and 11.

Praxis

Week 7 March 9

Les Back 'Deep listening: researching music and the cartographies of sound' in *Cultural geography in practice*. eds.) A. Brunt, P. Gruffudd, J. May, M. Ogborn and D (2003). Blackwell: New York.

M.H.. da Costa "Cinematic cities: researching films as geographical texts" in *Cultural geography in practice*. eds.) A. Brunt, P. Gruffudd, J. May, M. Ogborn and D (2003). Blackwell: New York.

Hand out prompt for roving report

March 11

Report back to class and hand in group response to the article (below) and groups members responses.

**J. Ingwood and D. Martin 'Whitewash: white privilege and racialized landscapes at the University of Georgia' *Social & Cultural Geography*, 9, (4) 2008

*******Midterm handed out in class *******

March 16 and 18

SPRING BREAK

Popular Culture: Rap Music and Videos

Week 8 March 23

*******Midterm due on sakai on March 23rd by noon. *******

Forman ch 2

Watch the following critically in the light of the readings.

The message

<http://www.youtube.com/watch?v=k3kRuJhIVIo>

War 'The world is a ghetto'

<http://www.youtube.com/watch?v=KYOBJhIKU1A&NR=1>

Ghetto boys 'The world is a ghetto'

http://www.youtube.com/watch?v=24c8i_Oq8P4

Marvin Gaye 'Inner city blues'

<http://www.youtube.com/watch?v=GeWF0LC3R2o>

March 25

Discuss group final project

Forman ch 3

Watch the following critically in the light of the readings.

Eazy E 'Boyz in the Hood'
<http://www.youtube.com/watch?v=ywmMO8iilaE>

Snoop and Dogg Pound 'New York New York'
<http://www.youtube.com/watch?v=A4c3Xp8nxgY>

Grandmaster Flash & The Furious Five 'New York' -
<http://www.youtube.com/watch?v=dmg7FQkjiQ4>

Week 9 March 30 **Meet to discuss group projects in class.** I am away at a conference

April 1 Forman ch 6 and p 318-341

NWA
'Straight Outta Compton'
<http://www.youtube.com/watch?v=nkPb4s0-QcI>

MC Eiht 'Raised in Compton'
<http://www.youtube.com/watch?v=Ogai-Bf0vg8>

DJ Quik 'Jus lyke Compton'
<http://www.youtube.com/watch?v=M52ZmJXKcIw>

Tim Dog-'Fuck Compton'
<http://www.youtube.com/watch?v=AUoGFU7VnMM>

The Local and Global: Youth Cultures

Wk 10 April 6 Cresswell pp. 26-51

Nayakch 1

April 8 Nayak ch 2, 3

Wk 11 April 13 Nayak ch 4 and 5

April 15 Nayak ch 7 and 8

Group project outline due

Wk 12 April 20
Viewing: *Straight Outta Hunters Point* (Dir) Kevin Epps. 2001.

D. Wilson 'Constructing Black on Black violence'
<http://www.acme-journal.org/vol1/wilson.pdf>

April 22 Discuss documentary

Spaces of Consumption/Tourism

- Wk 13 April 27
**Jennie Germann Molz “Eating difference: The cosmopolitan mobilities of culinary tourism” *Space and Culture* 2007; 10 (1)
- **Jemima Pierre “Beyond heritage tourism: race and the politics of African-Diasporic interactions” *Social Text*, Spring 2009; 27
- April 29 **Student presentations**
- Wk 15 May 4 **Student presentations of group projects**
Final papers due last day of class on sakai ‘assignment’ by noon
- May 6 **No class –Reading Day**

Further Reading.

- Anderson, Elijah. *Streetwise* (Chicago. University of Chicago Press, 1990)
- Ardener, Shirley. *Women and Space: Ground Rules and Social Maps* (Berg., 1993)
- Bell, Michael & Sze Tsung Leong, *Slow Space* (New York: Monacelli Press, 1998)
- Benedict, M. (ed.) *Cyberspace; the First Steps* (Cambridge: MIT, 1992)
- Benjamin, Walter. *The Arcades Project* (Cambridge, Massachusetts, London: Belknap Press of Harvard University Press, 1999)
- Berman, Marshall. *All That Is Solid Melts Into Air* (London: Verso, 1983)
- Foucault, Michel. *Discipline and Punishment : The Birth of the Prison*, Alan Sheridan (Translator), (London: Vintage Books)
- Foucault, Michel. *The History of Sexuality: An Introduction* (London: Vintage Books)
- Habermas, Jürgen. *The Structural Transformation of the Public Sphere* (Cambridge, Mass: MIT Press, 1991)
- Jacobs, Jane M.. *Edge of Empire; Postcolonialism and the City* (London: Routledge, 1996)
- Jameson, Frederic. *Postmodernism, Or, the Cultural Logic of Late Capitalism* (Duke Univ Press)
- Lefebvre, Henri. *The Production of Space* (Oxford: Blackwell, 1991)
- Newman, Katherine *No Shame in My Game* (Russell Sage Foundation, 1999)
- Macey, Doreen. *Space, Place and Gender* (University of Minnesota Press, 1994)
- Zukin, Sharon. *Landscapes of Power* (Berkeley, Ca.: University of California Press, 1991)