DEPARTMENT OF SOCIOLOGY

SOCIOLOGY 571 – SPACE, PLACE, & INEQUALITY

FALL 2018
Thursdays, 9:30AM-12:10PM
Davison Hall

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Office Hours: Tuesdays, 10AM-12PM in Lucy Stone Hall A261 and by appointment
Course Website: sakai.rutgers.edu

COURSE DESCRIPTION

“There is that great proverb—that until the lions have their own historians, the history of the hunt will always glorify the hunter…. Once I realized that, I had to be a writer. I had to be that historian. It’s not one man’s job. It’s not one person’s job. But it is something we have to do, so that the story of the hunt will also reflect the agony, the travail—even, of the lions.” — Chinua Achebe


This course examines concepts that have been largely relegated to “context” but that were elaborated from the very beginnings of United States (American) sociology: space and place. The course dives into the concepts of space and place and how they reflect and refract social inequality. The course offers an exploration of the theoretical and methodological formulations of space and place and their relevance for sociological and social analyses. After carefully considering the concepts of space and place, we will proceed to follow the concepts’ intellectual trajectory that culminates with what became enshrined “seminal” ecological approaches of the early Chicago School. Throughout, we will consider the silences and whose voices and what perspectives might have been left behind or ignored in the formulation of the “center”/canon. After revisiting the question of “foundational” sociological texts that define the study of space and place within sociology, we will study the relationship of space/place to inequality as manifested in different guises: spatial polarization, urban sociology, architecture, planning and design, spatial integration, symbolic space, etc. Throughout the course, we will pay close attention to questions of how space and place intersect with inequality and how challenges to inequality are levelled through spatial approaches.

LEARNING GOALS

• To gain a general understanding of how space and place has been studied in Sociology
• To identify some of the major debates that have dominated the study of space and place in U.S. Sociology
To critically examine some of theoretical and empirical approaches taken to study space and place and their relationship to social inequality

To note some of the gaps and missing spaces in the study of space and place in U.S. sociology

**CRITERIA FOR EVALUATION**

- Participating in in-depth weekly discussions of assigned readings
- Leading the discussion for a seminar
- Writing synthetic critical “blogs” on assigned readings
- Writing a final research paper or research proposal

**REMIx**

There is a tension in this course that I want to make explicit. In examining space and place we are working in context—the field of sociology. I waver between including what “everybody” in Sociology knows (or is told they should know) and what no one knows because we haven’t necessarily looked. After all, as Chinua Achebe admits “we only hear from the hunters.” Together, we’ll look for the lions and their stories, perspectives, elisions.

**DIVERSITY STATEMENT**

The Rutgers Sociology Department strives to create an environment that supports and affirms diversity in all manifestations, including race, ethnicity, gender, sexual orientation, religion, age, social class, disability status, region/country of origin, and political orientation. We also celebrate diversity of theoretical and methodological perspectives among our faculty and students and seek to create an atmosphere of respect and mutual dialogue. We have zero tolerance for violations of these principles and have instituted clear and respectful procedures for responding to such grievances.

**COURSE REQUIREMENTS & GRADING**

1. **Active and Prepared Class Participation (25%)**
   I expect you to attend class and to come prepared and ready (may I dare say excited!) to engage in conversation about the week’s readings.

2. **Discussion Facilitator (15%)**
   You will lead one class session to be determined on the first day of class. Each facilitator will be the resident “expert” on the readings, develop questions and themes, and also discuss and show how our readings are relevant to today’s society.

3. **Blog Post (20%)**:
   The facilitator will also write a blog post, to be shared in a class site (made public with the blogger’s consent). The objective of the blog is to move towards doing sociology that is publicly engaged and practice sharing sociological knowledge with a wider audience. Blogs are due the day after the facilitated session (Friday) by 5pm.
4. **Final Paper (40%): DUE in SAKAI drobox by December 13**

You will complete a final paper of 18-20 pages. The paper can take different forms, based on what would be most useful to you. You can decide to do a research proposal, an analytic literature review, a theoretical essay examining and combining literatures or identifying new directions or perspectives for space/place analysis. A one-page description of the paper topic with five references is due on **October 25**. You will have the opportunity to workshop your paper on November 20th with the class.

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<th>COURSE READINGS &amp; SCHEDULE</th>
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Most course readings will be available via Sakai. However, this is a great time to build your personal library, since many of the texts we will be reading are considered classics in the field. You may obtain most of these texts online.

1. **September 6**  
**INTRODUCTION: Hunters and Lions**

2. **September 13**  
**CONCEPTS I: SPACE & PLACE**

- Lefebvre, Henri. 1974 (Tr. 1984), *The Production of Space* [Excerpt]

3. **September 20**  
**CONCEPTS II: SPACE & PLACE**

*NOTE: Professor via Skype*

4. **September 27**  SPACE, PLACE, & SOCIOLOGY


5. **October 4**  CHICAGO SCHOOL HUNTERS


6. **October 11**  W. E. B. DUBOIS: OF UNICORNS & LIONS

- Sibley, David. *Geographies of Exclusion*. Ch. 8 “W.E.B. Dubois: A Black Perspective on Social Space.” (p. 137-155)

7. **October 18**  UNICORNS OR HUNTERS: EPISTEMOLOGIES & METHODS

8. October 25

SOCIO-SPATIAL POLARIZATIONS

- Portes, A., Carlos Dore-Cabral, Patricia Landolt, The Urban Caribbean: Transition to the New Global Economy. Chapter 1; Chapter 2: 3-54. [51]

9. November 1

URBAN SOCIOLOGY

- FILM: Race, The Power of An Illusion
- George Lipsitz. 2011. How Racism Takes Place. Temple University Press. Introduction, Ch. 1, Ch.2

• PolicyLink, 2011, “Executive Summary,” pp. 11-22 in Why Place and Race Matter


• Swanstrom Todd, Peter Dreier, and John Mollenkopf, 2002, “Economic Inequality and Public Policy: The Power of Place,” City & Community 2 (Dec.): 349 - 372


• Satter, Beryl, 2009, pp. 1-14; 17-20; 27-top 32; 36-52 near bottom, 56-63 and 372-8 in Family Properties: Race, Real Estate, and the Exploitation of Black Urban America [in Chicago]


10. NOVEMBER 8  ARCHITECTURE, PLANNING, & INEQUALITY


• Gutman, Robert. A sociologist looks at housing. Rutgers University, Urban Studies Center and Department of Sociology, 1967.


11. **NOVEMBER 15**  
**SYMBOLIC SPACES & POWER**
• Dinzey-Flores, Z. Z. 2013. * Locked In, Locked Out: Gated Communities in a Puerto Rican City*. Ch. 1, Ch. 6

12. **NOVEMBER 20 [*TUESDAY*]**  
**SPATIAL PROJECT WORKSHOP**

13. **NOVEMBER 29**  
**SOCIO-SPATIAL “INTEGRATIONS”**
• Neil Smith, “Gentrification, the Frontier, and the Restructuring of Urban Space” in Urban Theory
• Swanstrom Todd, Peter Dreier, and John Mollenkopf, 2002, “Economic Inequality and Public Policy: The Power of Place,” *City & Community* 2 (Dec.): 349 - 372
• http://www.chicagomag.com/city-life/April-2016/Cabrini-Green/
• Fainstein, Susan, 2011, “Redevelopment Planning and Distributive Justice in the American Metropolis,” pp. 149-176 in Clarissa Rile Hayward and Todd Swanstrom, eds., Justice and the American Metropolis
• David Harvey, “Social Justice, Postmodernism, and the City” in Urban Theory
• Wilensky, Harold, 2005, “Can social science shape the public agenda?” Contexts (Spring) 41-47

14. DECEMBER 6 PRESENTATIONS & CONCLUSION