

The Social Spaces of Injustice

Fall 2024

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Class hours: TBA

Office hours: TBA

How we organize a space shapes how we act in that space. A monumental concrete plaza is a less inviting place to spend a leisurely afternoon in the company of friends than a lush neighborhood park. Because it encourages some behaviors and actions while discouraging others, the organization of space carries power, even ideology: the built environment structures social relationships, and in doing so, helps to quite literally set in stone particular configurations of injustice and inequality. In this course we will explore that relationship between the organization of space and the organization of injustice and inequality.

Google Classroom: The Swedish Program uses the Google Classroom platform for all its courses. On the course Classroom page, you will find the readings, assignments, and lecture notes, as well as links to useful resources for further study. The course platform is also where you will submit your assignments. It also functions as a discussion forum outside of class: you are highly encouraged to participate in extending class discussions by posting questions and links throughout the semester. I will use the course platform to post links to articles and books that are relevant to the class, as well as reminders of deadlines and questions I have for you as a group outside of class.

Readings: All of the readings for the course will be available to download on the course platform. You can also find direct links to each reading right here in the syllabus.

Laptops & phones: I *strongly discourage* the use of laptops in the classroom, even for note-taking. [Current research](#) indicates that we are better able to pay attention and retain what we learn if we take notes by hand rather than typing. If you have an accommodation that allows you to take notes on your laptop, you are of course excepted: you should be able to use the note-taking method that best helps you learn. I will post all graphs and tables I put up on the board during class to Classroom so that you will have access to them. However, phone use is *strictly prohibited* during class

time (unless I explicitly state otherwise). *If I see you using a phone during class, I will mark you as absent.*

Grading: Your grade will be calculated according to the following breakdown:

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|--------------------------------------|-----|
| <i>Attendance and participation:</i> | 15% |
| <i>Presentations:</i> | 20% |
| <i>Research project:</i> | 65% |

Attendance and participation (15%): Attendance is mandatory; you have to come to lecture to pass this course. One unexcused absence is permitted; any unexcused absence after that will lower your grade one step (e.g., from A to A-). Participation is also an essential component of this course. You are expected to participate in a number of ways: e.g., you can be involved in class discussions and ask questions during lecture, you can be active on the Google Classroom stream, and you can be engaged during in-class activities. There will also be a number of informal observational assignments outside of class throughout the semester; those count toward your participation grade as well.

Presentations (2 x 10%): You will do two in-class presentations during the semester. For one of the presentations, you will bring in an image or an object that you think illustrates one of the concepts or issues we will discuss in that day's class, and you will explain that concept using the image or object. For the other presentation, you will do a more straightforward case study that exemplifies the theme of that day's class. For both presentations, you should use the presentation to stimulate a larger class discussion. The presentation itself should be between 10 and 15 minutes in length.

Research project (65%): All of the formal assignments outside of class time will be part of a semester-long individual research project on a topic of your choosing. You are required to come talk to me about the research project during the first two weeks of the course. This project should be an in-depth investigation of some aspect of spatialized injustice that we do not cover in class. The research project should use and incorporate what you have learned in lecture and through the class readings. To help structure your research, you will have a written research task every few weeks. Guidelines for all of the research tasks will be available on the course website. The research tasks are as follows:

Week 3: Research questions (5%). This is a 1–2-page report stating the questions that will guide your research, as well as a brief introduction to why you want to research this topic. The questions should define your topic and provide a road map for your research.

Week 6: Research proposal (15%). The research proposal is a brief (5–7 pages) statement describing your intended research project. It includes not only a more

developed research question, but also a description of how you will go about researching your topic, as well as what you expect you might find, plus a tentative bibliography. You will be given a detailed list of what to include to help guide you when writing your research proposal.

Week 9: Literature review (10%). Here you will outline the existing research on your topic by giving short summaries of your most important sources as well as explaining how those sources have contributed to and advanced our understanding of your topic.

Week 12: Outline (5%). At this point, you should have preliminary results for your project—enough to turn in an outline of your final product, focused on presenting your results to date.

Week 13: Final project (30%). Your final research paper should be 10–15 pages in length. I will give you a set of guidelines for structuring and formatting your paper, as well as an explanation of the criteria I will use to evaluate your final report.

Course learning outcomes: At the end of this course, students should be able to:

- Demonstrate in-depth knowledge about how injustice is produced and reproduced in space, from theoretical knowledge to specific case studies
- Participate in and contribute to conversations about spatialized injustice at a high level
- Understand the process of research, from initial idea to final research report
- Prepare a clear and concise presentation
- Produce a long, rigorous, empirically based research paper

Schedule:

Week 1 *Introduction: A tale of two cities*

Reading: Benjamin, "The Flâneur"
Simmel, "The Metropolis and Mental Life"
Baldwin, "Fifth Avenue, Uptown"

Week 2 *How does space work?*

Reading: Le Corbusier, *The City of To-morrow* (excerpt)
Mumford, "What Is a City?"
Lynch, "The City Image and Its Elements"
Whyte, *City* (excerpt)
Hillier, *Space Is the Machine* (excerpt)

Week 3 *How does space carry power?*

Reading: Scott, *Seeing Like a State* (excerpt)
Foucault, "Panopticism"
Brown, *Walled States, Waning Sovereignty* (excerpt)
Bickford, "Constructing Inequality"
Lipsitz, "The Racialization of Space and the Spatialization of Race"
Research questions due!

Week 4 *The distribution of spatialized inequalities*

Reading: Rothstein, *The Color of Law* (excerpt)
Jargowsky, "The Architecture of Segregation"
Jackson, *Crabgrass Frontier* (excerpt)
Davis, *City of Quartz* (excerpt)
Soules, *Icebergs, Zombies, and the Ultra-Thin* (excerpt)
Grundström & Molina, "From Folkhem to Lifestyle Housing in Sweden"

Week 5 *Roads and transit as vectors of power*

Reading: Connerly, "From Racial Zoning to Community Empowerment"
Knowles, *Carmageddon* (excerpt)
Grabar, *Paved Paradise* (excerpt)
Higashide, *Better Buses, Better Cities* (excerpt)
Spieler, *Trains, Buses, People* (excerpt)
Golub et. al., "Race, Space, and Struggles for Mobility"

Week 6 *Environmental justice*

Reading: Bullard, "Addressing Environmental Racism"
Campbell et. al., "A Case Study of Environmental Injustice: The Failure in Flint"
Dillon, "Brownfield Redevelopment and Environmental Justice at the Hunters Point Shipyard"
Pastor et. al., "Race, Space, and Ambient Air Toxics Exposures in California"
Persson et. al., "Examining the Gállok Mining Conflict and the Rights of the Sámi Population in Terms of Justice and Power"
Davis, "Slum Ecology"

Research proposal due!

Week 7 *Policing space*

Reading: Meyer, *Dividing Paris* (excerpt)
Smith, *The New Urban Frontier* (excerpt)
Petty, "Homelessness, Urban Securitisation and the Question of 'Hostile Architecture'"
Low, "Security at Home: How Private Securitization Practices Increase State and Capitalist Control"
Shabazz, "Carceral Spatiality and Black Masculinities in the United States and South Africa"
Wacquant, *Punishing the Poor* (excerpt)

Week 8 *Liminal and exclusionary spaces*

Reading: Foucault, "Of Other Spaces"
Merriman, "Driving Places"
Weizman, "Seeing through Walls: The Split Sovereign and the One-Way Mirror"
Agamben, "What Is a Camp?"
Mould, "The Calais Jungle"
Sorkin, "See You in Disneyland"

Week 9 *Social infrastructure*

Reading: Klinenberg, *Palaces for the People* (excerpt)
Jacobs, *The Death and Life of Great American Cities* (excerpt)
Desmond, *Evicted* (excerpt)
Rhubart et. al., "Sociospatial Disparities in 'Third Place' Availability in the United States"
Literature review due!

Week 10 *Public and private space: The right to the city*

Reading: Hackworth, *The Neoliberal City* (excerpt)
Madanipour, "Social Exclusion and Space"
Mitchell, "People's Park Again: On the End and Ends of Public Space"
Crawford, "Contesting the Public Realm"
Bloch, "Shade"
Blumenberg & Ehrenfeucht, "Civil Liberties and the Regulation of Public Space"

Week 11 *Public and private space: The right to nature*

Reading: Brinkmann, "Freedom to Roam"
Fairlie, "A Short History of Enclosure in Britain"
Perle, "The Invisible Fence"
Whiteside, "The New Enclosure: The Appropriation of Public Land in Neoliberal Britain"
Jarvis, "The Fight for the Right to Trespass"

Week 12 *Resistance and rebuilding: Making just spaces*

Reading: Ferguson, "Dwelling as Resistance"

Ferrell, "Urban Graffiti: Crime, Control, and Resistance"

Hou, "Beyond Zuccotti Park: Making the Public"

Gehl, *Life Between Buildings* (excerpt)

Speck, *Walkable City* (excerpt)

Paull, "'Please Pick Me': How Incredible Edible

Todmorden Is Repurposing the Commons for Open

Source Food and Agricultural Biodiversity"

Outline due!

Week 13 Final research paper due!