Welcome to SOAN 214! While a great deal is known about various identities and inequalities in society, their spatial connections don’t get their just due. In fact, neighborhoods, cities, and other ways of organizing space shape the very meaning of racial, sexual, ethnic, and other identities, and are linked to a range of inequalities—educational, health, economic, and others. In this course, you will learn to use a sociological perspective and imagination to understand how identities and inequalities are created and reproduced through neighborhoods and cities. Among other things, you will: 1) learn about the variety of ways that neighborhoods matter to social life, especially in terms of housing, homeownership, and schooling; 2) engage and discuss course readings with your fellow students; 2) think systemically about your own neighborhood and how it has shaped your identities and experiences, and how those compare to others from different geographical backgrounds; 3) learn how to use data and mapping tools to assist you in quantitative reasoning to interpret your lived experience and neighborhoods more generally; 4) participate in a civic engagement project that addresses the housing crisis; 5) connect current events to course topics and questions; and 6) learn to conduct research and write academically about topics related to neighborhoods and cities.

Course Objectives

- Understand how neighborhoods and cities have been sites for the construction of inequalities in housing, education, employment, health, environment, and other areas.
- Learn and understand the ways that race, ethnicity/immigration status, gender/sexuality, class and other social identities have been foundational in the structuring of inequality in cities.
- Understand the different roles that federal, state and local governments, private industry, community organizations, citizen initiatives and social movements have played historically and continue to play in making neighborhoods and cities, as well as creating or redressing inequality.
- Understand and learn about how neighborhoods become meaningful places for community and identity, as well as building relationships and institutions.
- Understand and learn about how individuals and communities take agency and power in creating community and meaning in neighborhoods.
- Reflect on our own lived experiences of place and space, especially through social identities of race, class, gender, sexuality, and others.
- Participate in civic engagement with, and learn from, local community partners to redress and inequalities in local communities in Rice county.
**Course Readings**

All readings will be available electronically on the Moodle course page.

There are three books we will read more than one chapter of all of which are available as Ebooks through Gould Library:


Rosen, Eva. 2022. *The Voucher Promise: Section 8 and the Fate of an American Neighborhood.*

**Course Assignments**

❖ **Attendance / Participation (5%).**

This class requires your active participation and involves lots of discussion.

This means that you should come prepared to discuss the readings and their major points. You should have readings accessible during class.

❖ **D2L Weekly Responses (12%) (4 threads @ 2% each; 4 replies @ 1% each)**

_Due dates: half must be completed before the midterm break._

- **Threads.**
  - Your thread should be about 6-8 sentences. Try to keep it not much longer, as we will often choose some of these threads for discussion in class.
  - Threads must be posted by _9:00 pm the evening before class._
  - In your post:
    - Discuss one point (a finding, an example, a concept) of a single reading or both readings that you found important or interesting.
    - Why is it important in your opinion?
    - Pose one question for class discussion.

- **Replies.** Each of you must also respond three times to one discussion question posed by that week’s responder.
  - Replies must be posted by _12:30 pm the day of class._

❖ **Neighborhood Autobiography (5%)**

_Due dates: Monday, September 26; Monday, October 10._

_Length: 4-5 pages double-spaced_
For this assignment, you’ll write about a neighborhood you grew up in. You’ll use interactive data sites to collect demographic and other data about your neighborhood.

**Part 1: due Mon., Sept. 26**
1) _Before reading any data about your neighborhood/city:_ Write a description of the neighborhood:
   You should cite/draw on at least **three readings or concepts** (from “Intro to Cities” or other reading) in your description.
   - **Geography** - Where were the boundaries of the neighborhood (where did your neighborhood end and another one begin)? Why do you think those were the boundaries (natural barrier, different type of housing, etc.)?
   - **Demography** - Who lived there? Was it a diverse (in multiple senses) neighborhood in your opinion? Has the neighborhood changed over time and if so, how? Were there mostly long-term residents or was there a lot of turnover?
   - **Housing** – what was the mix of rental and owner-occupied housing?
   - When did your family move there and why? (this might require asking a parent/family member)
   - Describe two **places** in the neighborhood that were meaningful to you or others in the neighborhood and why.
   - How do you think your neighborhood influenced your opportunities and upward mobility?
   - **How thick or thin were your community/neighborhood ties?**
     i. How many of your close friends lived in your neighborhood? (All, half, some, few, none)
     ii. How far was your home from your school, work, and leisure places?
   - How strongly did you identify with your neighborhood? Was it an important source of identity for you?

**Part 2: due Monday, Oct. 10**
2) Using the online data tools we have, discuss **five** data points about your neighborhood. Are any of them surprising? Do they conform to how you experienced the neighborhood?

❖ **Current Events Memo and Presentation (3%)**
Each of you will write and present a memo on a current events or issues related to inequality in neighborhoods and cities. In most cases, these should be local events or issues, but you can also look for issues that are in other states or countries. Each of you will sign up for a specific date to present your memo.

**DUE Dates: various**
**Length: 2-2½ pages double-spaced**
In your Memo:
   - Describe the issue – what does it concern? Who is affected? Who is involved? What does it tell us about inequality?
   - Mention and/or discuss any statistics or numerical data that help us to understand the problem.
   - Link the topic to at least **two course readings or concepts**.
• Presentations will be short and informal – 3-5 minutes followed by discussion. You may include a short (5 minutes or less) video if there is one related to the topic.

❖ **Midterm Essay (25%).**

*Due Date: Tuesday, Oct. 18*

*Length: 5-6 pages*

The midterm will be a take-home essay exam. You will receive the essay question at least 5 days prior to the due date.

❖ **Community Engagement Project (20%).**

Our civic engagement project this term will be researching and working on mobile home parks in Rice County. Each of you will be in a group with other students in the course to work on a part of our civic engagement project. More details will be fleshed out when we have our community partner visit class on **September 20.**

❖ **Final Essay (30%).**

*Due Date: November 20.*

You will have a final essay that will draw on outside readings.

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### SCHEDULE OF READINGS AND TOPICS

#### I. Introduction

*Neighborhoods and cities shape and inform inequalities and identities across multiple categories of difference—race, gender and sexuality, national origin, and others. The examples we’ll look at for the next few weeks illustrate how both everyday life and the institutions we live within reflect inequalities that are often spatial and place-based.*

<table>
<thead>
<tr>
<th>Week 1</th>
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| **Sep 13** | **A Sampling of Inequality in Neighborhoods and Cities**  
- Anguish and Anger on Buffalo’s East Side  
  - [Library link](#)  
  *In addition, please choose three of the following:*  
  - Evictions surpass pre-pandemic levels  
  - Low income neighborhoods are hotter than wealthy ones  
  - “Neighborhood character” reinforces Structural Racism  
  - ‘Black branding’ — how a D.C. neighborhood was marketed to white millennials  
  - Queer Pop-Ups  
  - The Rise of Ethnoburbs | **In-Class Video:**  
  - [Toxic Water and Segregation in Michigan](#) |
| **Sep 15** | **Introduction to Cities, Ch. 1, “Cities as Spaces and Places”**  
- Jacobs, “Sidewalks: Safety,” Life and Death of Great American Cities  
  *Guest speaker:* Mar |
| **Week 2** | **Overview of Inequalities in Cities** |
| **Sep 20** | **Introduction to Cities, Ch. 9, “Inequality and Diversity in the**
  *Guest speaker:* Mar |
### Post-World War II Metropolis

- Readings on Northfield housing and neighborhood inequalities

### Sep 22

- Rothstein, *The Color of Law*, excerpt
- *TPT, Video: Jim Crow of the North (60 mins)*
- “When Minneapolis Segregated”
- A Black Woman Says She Had To Hide Her Race To Get A Fair Home Appraisal (3 min. audio)
- Brodkin Sacks, “How Jews Became White Folks”
- *American public media, “The 1950s plan to erase Indian Country”* (first 10 minutes)
- NPR, “House Rules”: Housing as Foundation of Inequality (60 min. audio Podcast)

### Week 3

**Identity and Community in Cities**

*Mon. 9/26*

- Karam, “Rust Belt Revitalization, Immigration, and Islam: Toward a Better Understanding of Mosques in Declining Urban Neighborhoods”
- San Juan, “Staying Vietnamese: Community and Place in Orange County and Boston”
- Ghaziani, “Belonging in Gay Neighborhoods and Queer Nightlife”

Optional:
- *South Minneapolis: an Ethnic Community Profile*

### II. Housing Inequalities
In this unit, we consider the inequalities in housing for both renters and homeowners. There is a dire shortage of truly affordable housing, where “affordable” is a misleading term in the housing industry. Homeownership is just as unequal, as it has been a critical source of wealth accumulation and inequality. Given its racial exclusions, this has had transformative consequences for the racial wealth gap. We consider both the origin and the consequences of these inequalities, as well as how they inform other inequalities, such as education.

<table>
<thead>
<tr>
<th>Sep 29</th>
<th><strong>Affordable Housing crisis in Twin Cities worst in nation</strong></th>
<th><strong>Guest: Kristin Partlo, Gould library – working with mapping tools for Neighborhood Autobiography</strong></th>
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<tr>
<td></td>
<td><strong>A primer on Affordable Housing</strong></td>
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<td><strong>Urban Institute, “Who Owns Minneapolis?”</strong></td>
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<td><strong>The Voucher Promise, Introduction</strong></td>
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**Week 4** The Affordable Housing Crisis

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<th>Oct 4</th>
<th><strong>The Voucher Promise</strong></th>
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<td>Oct 6</td>
<td><strong>The Voucher Promise</strong></td>
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**Week 5** The Wealth Gap / Homeownership

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<th>Mon., Oct 10</th>
<th><strong>Shapiro, Hidden Cost of Being African American, excerpt</strong></th>
<th><strong>Race Power of an Illusion Part 3: The House You Live In</strong></th>
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<td><strong>PEW Research, “How wealth inequality has changed in the U.S. since the Great Recession, by race, ethnicity and income”</strong></td>
<td><strong>Contract Buyers League</strong></td>
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<td><strong>Predatory Lending - Reading TBA</strong></td>
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### III. Community and Identity

*How are identities created in neighborhoods? How do neighbors actually get along? In this section of the course, we spend most of our time looking at neighborhoods that are more diverse than most, and are even highly integrated. But how is this diversity actually lived? What are the relationships between various communities within the same neighborhood?*

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<th>Week 6</th>
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<td>Oct 18</td>
<td>• Midterm Break</td>
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| Oct 20 | • Ewing, *Ghosts in the Schoolyard*, excerpt  
• Sharkey, *Stuck in Place*, excerpt |

#### Week 7

| Oct 25 | • Sandoval, “Building Latino Urbanism,” *Barrio America*  
• Hugill, “The Making of an Indian Neighborhood in Postwar Minneapolis” |
| Oct 27 | • Ghaziani and Brodyn, “Performatve Progressiveness in the Gayborhood” |

#### Week 8

| Nov 1  | • *South Central Dreams*, Chapter 3, “Settling In” |
| Nov 3  | • *South Central Dreams*, Chapter 4, “Being Brown, Knowing Black” |

#### Week 9

| Nov 8  | • Mayorga, *Behind the White Picket Fence: Power and Privilege in a Multiethnic Neighborhood*, excerpt |
| Nov 10 | • *South Central Dreams*, Chapter 5, |
Helpful Information and Resources for Students

Student Well-Being
Your health and well-being should always be your first priority. At Carleton, we have a wide array of resources to support students. It is important to recognize stressors you may be facing, which can be personal, emotional, physical, financial, mental, or academic. Sleep, exercise, and connecting with others can be strategies to help you flourish at Carleton. For more information, check out Student Health and Counseling (SHAC), the Office of Health Promotion, or the Office of the Chaplain. Last updated September 15, 2021.

Accommodations for Students with Disabilities
Carleton College is committed to providing equitable access to learning opportunities for all students. The Office of Accessibility Resources (Henry House, 107 Union Street) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, autism spectrum disorders, chronic health, traumatic brain injury and concussions, vision, hearing, mobility, or speech impairments), please contact OAR@carleton.edu or call Sam Thayer (’10), Director of the Office of Accessibility Resources (x4464), to arrange a confidential discussion regarding equitable access and reasonable accommodations.

Assistive Technologies: Technological Resources for Students
The Assistive Technologies program brings together academic and technological resources to complement student classroom and computing needs, particularly in support of students with physical or learning disabilities. Accessibility features include text-to-speech (Kurzweil), speech-to-text (Dragon) software, and audio recording Smartpens. If you would like to know more, contact aztechs@carleton.edu or visit go.carleton.edu/aztech.

Course Materials Assistance
I recognize the potential financial burden of additional course fees, supply requirements, and travel costs. If you are in need of assistance to cover course expenses, please speak with me by the end of Week 2 of our course.

Inclusion and Classroom Climate
I strive to create an inclusive and respectful classroom that values diversity. Our individual
differences enrich and enhance our understanding of one another and of the world around us. This class welcomes the perspectives of all ethnicities, cultures, gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities.

I view the classroom as a kind of sacred space of trust and collective intellectual inquiry. This means that I approach questions, statements, and opinions as made in good faith and with the intention to further the learning that takes place in the classroom. I hope that you will share in this goal, because in order to create this kind of space, I need your help and partnership.

We will reflect on our own identities and positionality in this course, which will involve talking about our lived experience. However, no one is required or expected to share anything in this course that they are not comfortable sharing.

If you feel uncomfortable at any time with the classroom climate, please see me outside of class to discuss the issue.

I have great faith in our ability to learn from each other in an environment of safety and trust and am very excited to learn with you!

**Title IX**
Carleton is committed to fostering an environment free of sexual misconduct. Please be aware all Carleton faculty and staff members, with the exception of Chaplains and SHAC staff, are “responsible employees.” Responsible employees are required to share any information they have regarding incidents of sexual misconduct with the Title IX Coordinator. Carleton’s goal is to ensure campus community members are aware of all the options available and have access to the resources they need. If you have questions, please contact Laura Riehle-Merrill, Carleton’s Title IX Coordinator, or visit the Sexual Misconduct Prevention and Response website: [https://www.carleton.edu/sexual-misconduct/](https://www.carleton.edu/sexual-misconduct/).

**Library**
Library staff can help you find and evaluate articles, books, websites, statistics, data, government documents, and more. You can make an appointment with a librarian, get help via chat 24/7 from any page on the library’s website, email, or call. The Library building has lots of great study spaces, and we’d love for you to visit! For more information and our hours, visit the Gould Library website at carleton.edu/library.

**Speech Coaching**
A speech coach can help you practice and prepare for class presentations, comps talks, participation in class discussions, and speech-related events unrelated to coursework. The speech coach can work with you on tailoring your content for a particular audience, organization, clarity, persuasive impact, body language and eye contact, and dealing with stage fright. To request a meeting, visit the Speech Coaching website.

**Writing**
The Writing Center
The Writing Center provides a space staffed with peer writing consultants who can work with you during any stage of the writing process (brainstorming to final proofreading). Hours and more information can be found on the writing center website. You can reserve specific times for conferences by using their online appointment system.

The Term-Long Program for Multilingual Writers
If English is not your primary or home language and you believe you might benefit from working regularly with a writing consultant this term, email Melanie Cashin, Multilingual Writing Coordinator, at mcashin@carleton.edu. She can arrange once- or twice-a-week meetings between you and a specific writing consultant throughout the term.