A protester and a police blockade after the fatal shootings of two black men by police in Phoenix, July 2016

**Course Description**

Out of nation-wide uprisings against police brutality, the Black Lives Matter movement offers an expansive vision of liberation, centering Black life but relevant to all of us. Learning from these leaders, this class analyzes policing, public safety, community dis/investment and urban development as racialized processes. Drawing examples from cities around the world, we study policing and other practices that produce racialized space, like borders, prisons, immigrant detention camps, reservations, segregated suburbs, ghettos, and *favelas*. We also study community creativity, resistance and resiliency, examining how ordinary residents reconfigure city spaces, institutions, and politics. The comparative, global frame of the class will put cases from cities around the world into conversation as a means to excavate key lessons, theories, and political possibilities.
The course will enable students to understand race, racism and dominant understandings of security as forces shaping contemporary cities in diverse contexts. We develop a critical understanding of urban space as a lens to analyze the uneven distribution of safety, vulnerability and violence. Key areas of inquiry include citizenship practices, policing & incarceration, borders & border walls, housing, socio-spatial segregation, urban poverty, homelessness, social movements, city planning, and urban policy.

Course Objectives
The course will enable students to:
1. Understand race, racism and dominant understandings of security as forces shaping contemporary cities & communities in diverse contexts.
2. Gain skills in analyzing the historical, political, economic and cultural context of urban development, policing, mass incarceration and socio-spatial segregation.
3. Develop a critical understanding of the social production of space and place as a means to understand how relationships of power and the organization of difference impacts community well-being.
4. Understand different philosophies of change that individuals, communities and government officials mobilize to work towards inclusion, equity and justice.
5. Improve reading comprehension, analytic capacities and facility applying concepts and theories to real-world social problems.

COURSE REQUIREMENTS + GRADING
1. Participant & Attendance: 20%
2. Reading Summaries: 20%
3. Current Events Assignment: 10%
4. Three Reaction Papers: 20%
5. Final Exam: 30%

Participation & Attendance (20%)
Our class is a small seminar, which means your participation is crucial. I expect everyone to read carefully, participate respectfully in our weekly discussion, and actively support one another. Just as we will learn from class readings, we will learn from each other. This requires listening to your classmates' interpretations and learning from perspectives that are different from our own. In other words, our classroom will be a community of citizens who listen well, participate freely, and create a welcoming environment for their peers. Your participation will be graded based on your general involvement and engagement with the course each week, rather than the frequency or originality of your comments. Attendance is mandatory.

Ten Readings summaries (20%)
The readings for this class provide the intellectual foundation for our work together, including the important task of applying course concepts to real world problems. We will often discuss readings together through facilitated discussion, rather than traditional, lecture-style classes. Successful discussions require that you closely and critically read all required texts. Adequate preparation for class will determine the quality of your learning, as well as the learning of your peers.

Each week, you will write a 300-500-word summary of the key arguments and themes of the week’s readings. Strong responses will demonstrate careful reading and critical engagement with the ideas of the week’s authors. Students are required to write reading summaries for ten of the twelve content weeks. You can choose which two weeks to skip. Please note: you do not have to
agree with our authors’ arguments. This assignment will train your skills in understanding, analyzing and synthesizing the arguments of another. This is a foundational skill. There will be opportunities in class and in other assignments for you to relate your own ideas and experiences to the course concepts.

Requirements

- Submit reading summaries to Learn
- Summaries are due at 11:59 am, before class, the day we discuss the readings.
- Each response must be between 300-500 words
- All paraphrasing and direct quotes must be properly cited, using your choice of APA, MLA or Chicago citation style
- No direct quotes longer than 15 words
- To get an A, you must submit the reading summary on time, but you are welcome to submit your readings summaries late. It is much better to submit late or incomplete summaries that to submit nothing
- If you submit your summary on time, you have a one week period in which you can rewrite and resubmit your summary. I will grade the resubmitted summary, which will give you a chance to incorporate our class discussion in your summaries

Due: 1:59 pm, before class, the day we discuss the readings. Submit summaries to Learn.

Current Events Assignment (10%)  
In this assignment, students will apply a class concept to a current event. Pick a news article about a current, related topic from the New York Times or the Wall Street Journal. Write a brief analysis of how the course concept you have chosen applies to the news event. You will put the concept in conversation with the current event, and make an argument. Does the concept help us understand the event in a new light? How? Does the concept miss an important dynamic of the current event? How does it fall short? Is the news story relying on a different theoretical frame than your concept? What are the stakes of the different frames? We will schedule current events presentations the first week of class.

Upload your response to Learn and be prepared to make a short, in class presentation about the news story and your argument.

Reaction Papers (20% total)  
Over the semester, you will complete three reaction papers, based on the prompts below. Reaction papers are your response to the prompt, drawing from course themes and the readings for each unit. These papers should each be at least two full pages, with 1 inch or smaller margins, and in 12 pt Times New Roman font.

Reaction Paper #1 Due September 11  
Complete one or multiple Implicit Bias tests (choose from the following: Race IAT; Skin-tone IAT; Arab-Muslim IAT; or Native IAT) at https://implicit.harvard.edu/implicit/takeatest.html. You do not need to state your result in the reaction paper, but please reflect on your experience of taking the test(s) and its larger meaning. What did you learn by taking this test? How would you relate the results of the test and the idea of implicit bias, in general, to the topics we have explored in this unit? Refer to at least two course readings that help to illuminate your points.
Reaction Paper #2 Due October 2
How would you characterize the role of the built environment in the history that we have traced in this unit? Would you argue that it has been an active force, shaping crime and punishment, or a passive bystander, simply providing the space in which crime and punishment unfold? Or some combination of the two? Explain your position, making links to course readings to support your argument.

Reaction Paper #3 Due November 13
We are all influenced by where we come from and how we are situated in relationship to different power structures. Thus, our “positionality” reflects many things, like race, class, gender expression, sexual orientation, country of origin, immigration status, family history and connection to place. How does your positionality shape your relationships to our course material? Reflect on your positionality and how it shapes your worldview in relationship to one or two course themes, by providing specific examples from the readings and your life experience.
Due: 12:59 pm, before class on the due date one Learn

Final Exam (30%): December 5
The final exam is a comprehensive take-home exam consisting of short answer and essay questions.

COURSE POLICIES

Attendance Policy
Attendance is required for this course. You are expected to show up on time. Arriving late is a disruption and a disservice to your fellow classmates. Unexcused absences and regular late arrival will negatively affect your participation grade. If you know that you will miss class for a reason other than illness or emergency, notify me, by email, at least 24 hours in advance. In the case of illness or personal emergencies, you must email me within 24 hours of the missed class. I will evaluate absences on a case-by-case basis.

Late Assignments Policy
Unless you make alternative arrangements with me before the due date, late assignments will be penalized one grade increment for each day past the deadline (i.e. an A- becomes a B+ if turned in one day late, and so on).

Email
I will respond to emails 48-72 hours after I receive them. Do not expect a response to last minute emails before assignments are due. Substantive questions should be saved for class or office hours.

Academic Honesty
Plagiarism is using the ideas or words of another without proper acknowledgment. If you have any questions about what constitutes plagiarism, please read the Community & Regional Planning Program’s “Ethics Statement.” This course is designed to provoke critical thinking. While I encourage study groups and working together to understand theory and concepts, all written work should be your own. Do not use other students’ papers or exercises for your assignments. If you cite an author or use her/his ideas, you must cite properly. If I find plagiarism in an
assignment, even if it is unintentional, I will not grade it. If you have any questions, please ask.

Grade Disputes

Students who wish to dispute grades on an assignment must do so in writing. Indicate each issue that you dispute. You must submit grade disputes to me in office hours. Please note that I may lower as well as raise grades after reviewing assignments.

Technology Policy

Please turn off your cell phones before class begins, unless you have urgent family or caretaking responsibilities. Personal laptop use is not allowed in class.

Campus & classrooms free from discrimination, violence and harassment

Our classroom and our university should always be spaces of mutual respect, kindness, and support, without fear of discrimination, harassment, or violence. Should you ever need assistance or have concerns about incidents that violate this principle, please access the resources available to you on campus, especially the LoboRESPECT Advocacy Center and the support services listed on its website. Please note that, because UNM faculty are considered “responsible employees” by the Department of Education, any disclosure of gender discrimination (including sexual harassment, sexual misconduct, and sexual violence) made to a faculty member must be reported by that faculty member to the university's Title IX coordinator.

Support for undocumented students

As an educator, I fully support the rights of undocumented students to an education and to live free from the fear of deportation. I pledge that I will not disclose the immigration status of any student who shares this information with me unless required by a judicial warrant, and I will work with students who require immigration-related accommodations. For more information and/or resources, please contact the New Mexico Dream Team at info@nmdreamteam.org.

Accommodation Policy

In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to my attention, as I am not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow. If you need an accommodation based on how course requirements interact with the impact of a disability, you should contact me to arrange an appointment as soon as possible. We can discuss the course format and requirements, anticipate the need for adjustments and explore potential accommodations. I rely on the Disability Services Office for assistance in developing strategies and verifying accommodation needs. If you have not previously contacted them I encourage you to do so.

Resources

CRP Ethics Statement: http://saap.unm.edu/academic-programs/community-regional-planning/index.html

LoboRESPECT: http://loborespect.unm.edu/

For more information on the campus policy regarding sexual misconduct, please see: https://policy.unm.edu/university-policies/2000/2740.html.

Accessibility Resource Center: 277-3506
COURSE SCHEDULE

Unit 1: Histories of Policing
Week 1: Policing & Lives that Matter
Week 2: The Origins of Policing
Week 3: Film Screening: 13th
Week 4: The Rise of Mass Incarceration

Unit 2: Criminalization, Race & Poverty
Week 5: Racism, Whiteness & the Social Construction of Race
Week 6: Racializing Space
Week 7: State Violence
Week 8: The Criminalization of Poverty

Unit 3: Spaces of Social Control
Week 9: Prisons
Week 10: Socio-Spatial Segregation & Defensible Space
Week 11: Borders & Border Towns

Unit 4: Communities, Planning & Social Movements
Week 12: Black Lives Matter
Week 13: Community Policing & Citizen Oversight
Week 14: Thanksgiving Break – No Class
Week 15: Reparations & Abolition
Week 16. Class Wrap Up

Unit 1. Histories of Policing
The US imprisons more people per capital than any other country on the planet. How did we get here? The “tough on crime” policies in the US or mano duro policies in Latin American cities are not pre-ordained or natural. They are a product of our history. To understand this, unit one takes a long view of policing. As we learn from Hernández, prisons did not exist in this land now called the United States until after the arrival of colonists. These newcomers introduced the prison one of their first imports. The French social theorist Michel Foucault argues that the birth of the prison in Europe represented a cultural shift towards new, expansive forms of social discipline, of which incarceration was just one part. We study the rise of mass incarceration out of the post-Civil War era, through convict leasing and the backlash against the gains of African Americans under Reconstruction, and later, the Civil Rights movement. Michelle Alexander has dubbed mass incarceration as “the new Jim Crow” to draw attention to the disproportionate numbers of black and brown people who have contact with the prison system.

**Recommended**


**Week 2. August 28. The Origins of Policing**


**Recommended**


**Week 3. September 4. Film Screening: 13th**

**Week 4. September 11. The Rise of Mass Incarceration**


Recommended


Film: The Prison in 12 landscapes

Unit 2. Criminalization, Race & Poverty

The US Department of Justice found that the Albuquerque Police Department “engages in a pattern or practice of use of excessive force, including deadly force” (Justice Department, 2014: 1). How did we get here? This unit considers the intersections between race, class and policing. We study the creation of wealth alongside the reproduction of poverty, and the role of the state in both. Especially since the 1970s, poverty policies tend to criminalize the survival strategies of the poor at the same time as the ‘war on drugs’ and the roll back of the social safety net disproportionately affect communities of color. State-sanctioned violence against Native Americans goes back much further, to the first colonial settlements, and it continues to the present day in different forms. Today, mass incarceration is an industry with a profit motive and an expansive reach. While the economic imperative is important, alone it cannot explain the racial inequities in justice outcomes. For this we need to understand racialization, evident in inaccurate but still powerful racial stereotypes, like the “welfare queen” or the “thug.” Thus, we also study the paradox of race. Race is socially constructed, with no real biological basis, and yet race has very real impacts in the world.

Week 5. September 18. Racism, Whiteness & the Social Construction of Race


Recommended


**Week 6. September 25. Racializing Space**


**Recommended**


**Week 7. October 2. State Violence**


**Cases for group work**

**Case 1: Puerto Rico & Brazil**


Case 2: Albuquerque


Case 3: Farmington


Recommended

Film: Fruitvale Station

Week 8. October 9. The Criminalization of Poverty


Recommended


Unit 3. Spaces of Social Control

This week we turn to the production of space, studying the social, political and economic drivers that created today’s differentiated landscapes of wealth, inequality, safety and danger. We consider some of the key spatial forms that can help us understand these landscapes of inequality and segregation: the prison, the suburb, the ghetto and the border town. We start by studying the social relationships engendered by the prison. Beyond the built form of the prison, post-war federal policies promoted racial segregation in housing and urban development. For example, the state offered subsidized home mortgages for white families, while denying the same support to blacks and other minorities. These policies exacerbating the racialized wealth gap, entrenched socio-spatial segregation, and created racialized landscapes of rich suburbs and neglected inner cities. Racialization plays out differently in the borderlands, where the focus is on immigration, especially from Mexico and Central America.


Recommended


Week 10. October 23. Socio-Spatial Segregation & Defensible Space


Choose One:

Rothstein, Richard. 2014. The Making of Ferguson: Public Policies at the Root of its Troubles,
Economic Policy Institute.


**Recommended**


**Week 11. October 30. Borders & Border Towns**


**Recommended**


**Unit 3. Social Movements**

In this unit, we consider various strategies for addressing poverty, racial injustice and over-policing. The responses include policy responses like community policing and citizenship oversight of police departments. We also consider social movements, from Black Lives Matter to insurgent citizenship claims from Brazil’s favelas. These social movements offer a more radical vision of transformation, from reparations for slavery, to indigenous visions of justice, to prison abolition. What do you think are the most powerful pathways for change?


**Recommended**


**Recommended**


Watch: Black Power Mix Tapes

**Week 14. November 20. Thanksgiving Break**

**Week 15. November 27. Reparations & Abolition**


**Recommended**


Camp of the Sacred Stones. 2016. “No Dakota Access Pipeline.”


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