CRP 474/574: The Cultural Aspects of Community Development
Place, Power & Difference
The University of New Mexico School of Architecture + Planning | Fall 2018
Instructor: Jennifer Tucker

Time: Mondays, 12:00-2:30, P130 George Pearl Hall
Office Hours: Mondays 2:40-4:00 and Tuesdays 4:40-5:40 (GPH 229)
Sign up for office hours online at: https://www.wejoinin.com/sheets/kbell (link on Learn and in my email signature)

OVERVIEW

Course Description
This class focuses on the theories and practices of community development in places marked by racial, ethnic and cultural diversity. These dimensions of difference include divergent and/or conflicting worldviews, values, norms, lifestyles, political aspirations, and epistemologies, or ways of knowing. Across the globe, cities have long been sites of encounter across all sorts of difference. Today, multicultural places interact with other dynamics, including socio-spatial segregation, increasing economic inequality, intensifying international migration and the resurgence of xenophobia. For citizens, residents, activists, planners and policy-makers concerned with social justice, what practices of community transformation are adequate to the complexity of these
dynamics? In this class, we explore this question by studying key theories dealing with democratic practice in the face of difference. We consider how power works through race, ethnicity and culture, while also questioning how power sets the boundaries of community itself, defining who is in and who is cast out, while valorizing some forms of knowing over others. Finally, this course trains students to contextualize contemporary social problems and community struggle in historical context, that is, to use history as a method of community action.

**Course Objectives**
This course will enable students to:

1. Understand identity formation, power relations, group mobilization and inter-group relationships along various dimensions of difference with a focus on race, ethnicity, gender and culture.
2. Gain knowledge of the key theories and debates dealing with democratic practice in the face of difference.
3. Gain skills in analyzing the historical, political, economic and cultural contexts of social problems or controversies, from multiple perspectives, as a prerequisite of action or intervention for change.
4. Develop a critical understanding of the social production of space and place as a means to understand how the organization of difference impacts community well-being.
5. Improve reading comprehension, analytic capacities and facility applying concepts and theories to real-world social problems.

**COURSE REQUIREMENTS + GRADING**

1. Participation & Attendance: 20%
2. Ten weekly readings summaries: 20%
3. Positionality Paper: 10%
4. Case-based Assignments: 30%
   a. Literature Review
   b. Persuasive Essay
   c. Fieldtrip Response Paper
   d. Final Community Action Project
5. Final Evaluation 20
   a. Undergraduates: Final Exam
   b. Graduates: Final Analytic Paper or Policy Brief

**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 classmate’s 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 Three-sentence 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

**Positionality Paper: Due 9/10**

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. In this assignment, you will reflect on your positionality and how it shapes your worldview.

**Case-Based Assignments**

Students will identify a case study of a real-world community development issue to serve as the basis of three writing assignments and a final community action project. Please plan to work on the same issue for all assignments. There are two options for this project. You can work individually on a community development issue of your choice (although you must get approval from me on the topic). Alternately, you can apply to work with a community group, through a process we will develop together. I will select the groups, based on student interests and skills as well as the needs of these community organizations.

1) **Literature Review: Due 10/1**

In this assignment, you will identify a subfield of scholarship that engages with your real-world issue. Reviewing the relevant scholarship, you will identify, synthesize and analyze the debates within this field of research.

2) **Persuasive Essay: Due 10/22**

In this assignment, you will write an extended blog post or opinion editorial engaging with your case. The essay will make and defend an argument, situate the issue in historical
context and explain the stakes of the case for a relevant community.

3) **Field-Trip Response Paper: Due 11/12**
Individually or in your group, you will attend a public meeting, community event or other relevant activity. After the event, you will write a response paper, relating your observations about specific dynamics, interactions or conflicts at the event to one or two key themes of our course.

4) **Final Community Action Project: Due 11/26**
Individually or with your group, you will develop a creative and relevant public intervention promoting a specific outcome related to your case. This could be an online platform providing UNM students with information and opportunities for action, a short educational YouTube video or a publicity campaign designed to shift public opinion, just to give you a few ideas.

**Final Evaluation**

1) **Undergraduates: Comprehensive Take-home Exam: Dec 4.**
2) **Graduate Students: Analytic Paper or Policy Brief:** The final paper will be a short analytic reflection in which you apply a theoretical framework to a topic or issue of your choice. The topical area can derive from your research, planning practice or social justice commitments. Your topic should be a real-world place, problem or possibility, like the UNM Sanctuary campus movement, policing protest in Brazil or decoloniality in the Zapatista struggle. You can use the same case you used for the other assignments, or you can pick something different. Drawing from at least four course readings, construct a relevant conceptual framework that helps us understand the dynamics of your issue more clearly. The paper is an exploration and analysis of your topic in relationship to the conceptual framework. You can also choose to write a longer research paper, if that is helpful for your course of study. If you opt-in to a research paper, I will need to OK your paper topic.

*Due: 12/4 at 5pm*

**A note for graduate students about the readings**
I encourage you to deepen your engagement with the theoretical debates we are developing together by reading the recommended texts. Many weeks include short excerpts from the textbook, *Readings for Diversity and Social Justice*. Consider reading instead the full text or a comparable text listed as recommended.

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 receive a lower grade.

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](http://saap.unm.edu/academic-programs/community-regional-planning/index.html)

LoboRESPECT: [http://loborespect.unm.edu/](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](https://policy.unm.edu/university-policies/2000/2740.html).

Accessibility Resource Center: 277-3506
COURSE SCHEDULE

Unit 1: Histories & Theories of Planning
Week 1. Course Introduction
Week 2. Diversity, Difference & Development
Week 3. Labor Day – No Class
Week 4. Colonialism & Cultures of Planning
Week 5. Counter-Histories of Planning & Community Development
Week 6. Globalization, Identity & Citizenship

Unit 2: Normative Theories in Context
Week 7. From Multiculturalism to Cosmopolitanism
Week 8. Indigenous Planning & Sovereignty
Week 9. Intersectionality
Week 10. Radical & Transformative Planning

Unit 3: Moving toward Justice
Week 11. Planning from and for the Global South
Week 12. Democratic Practice & Epistemologies in Conflict
Week 13. The Right to the City
Week 14. Thanksgiving Break – Group Work
Week 15. Community Engagement & Deliberative Practice
Week 16. Class Wrap Up

Unit 1: Histories & Theories of Planning

Week 1. August 20. Course Introduction

Week 2. August 27. Diversity, Difference & Development


Week 3. September 3. Labor Day
No Class


Recommended


Week 5. September 17. Counter-Histories of Planning & Community Development


Recommended


Recommended


**Part 2: Normative Theories in Context**

**Week 7. October 1. From Multiculturalism to Cosmopolitanism**


**Recommended**


**Week 8. October 8. Indigenous Planning & Sovereignty**


**Recommended**


Week 9. October 15. Intersectionality


Recommended


Week 10. October 22. Radical & Transformative Planning


Recommended


**Unit 3: Moving toward Justice**

**Week 11. October 29. Planning from and for the Global South**


**Recommended**


**Week 12. November 5. Democratic Practice & Epistemologies in Conflict**


**Recommended**


Week 13. November 12. The Right to the City


Recommended


Week 15. November 26. The Ethics of Action


Recommended


Week 16. December 3. Class Wrap Up