Spaces of Citizenship & Claims-making
CRP 570/LATM 500
The University of New Mexico School of Architecture + Planning | Spring 2018
Instructor: Jennifer Tucker

Wednesdays, 5:30—8:00 p.m. | George Pearl Hall P135B

Office Hours: Tuesdays 4:30-5:00 pm and Wednesdays 3:20-5:20 pm
Location: George Pearl Hall 239
Sign up online: https://www.wejoinin.com/sheets/zqiqg

A mural in San Francisco’s Balmy Alley, by Martin Travers, Photograph by Gary Sharlow

From Standing Rock encampments to Brazilian favelas, social movements across the Americas are re-envisioning citizenship, belonging and political voice beyond the nation-state. These movements are working through and against liberalism’s foundational assumptions of individual rights backed by the state. Insurgent citizens in Brazilian favelas ground rights-claims in their work building the city, as they incrementally construct their own housing, roads and urban services. In the US, Sanctuary Cities offer policy protections and ID cards to immigrants in a national context of growing xenophobia. Thus, the city is a new terrain of struggle for the realization of substantive rights. Indigenous-led movements offer another set of challenges. Pluri-nationalist Bolivia and Ecuador formally recognize the cultural and collective rights of indigenous groups. From autonomous zones in Chiapas, Zapatistas demand “a world where many worlds fit,” valorizing specific indigenous ways of being, knowing and doing while challenging the logics of colonialism and capitalism. Facing down the Dakota Access Pipeline, the Standing Rock Sioux claimed territorial sovereignty while promoting a politics of relationship with land, lineage and the sacred.

The geographer Ruth Wilson Gilmore says, “freedom is a place.” In this graduate seminar, students will learn to analyze the relationship between placed histories and political possibilities. We will explore the politics of
citizenship, voice and belonging, though lessons from social movements across the Americas.

The structure of the course is intended to disrupt conventional intellectual histories which center Western-European knowledge and culture practices. The course pairs a conceptual theme with a social movement space, putting the two in conversation with each other. The spaces we consider are specific, like the Standing Rock encampment, and archetypical, like “the reservation.” This atypical class flow will help us think about the relationships between general, abstract categories (the domain of theory) and the concrete, specific, historical dynamics of a particular place (the domain of practice).

We will be considering 6 cases over the term. These are: Berta Caceres & the COPINH environmental defenders in Honduras, Indigenous cultural rights & Buen Vivir in pluri-nationalist Ecuador, the sanctuary movement in Albuquerque, Standing Rock, claims for citizenship from Brazilian favelas and a final case that we will decide together. The syllabus offers a variety of sources about the history and politics of these struggles. I expect you for you develop a working knowledge of these cases, but you do not have to read everything. You can choses what sources are most interesting to you.

**COURSE REQUIREMENTS + GRADING**

The success of our collective learning project depends on the contributions of each participant. Please arrive well-prepared for discussion.

There are four course requirements: 1) Response papers 2) Student-led class discussions 3) A final paper and 4) Participation & attendance.

**Response papers**

Students are expected to read, reflect on, and write about weekly readings before arriving to class. Each week, you will prepare a 600 to 1000 word response paper on the weekly readings. Post your response to Learn (Journals Tab). In these papers, you will do two things: summarize key arguments and critically engage with the readings. This critical engagement can include 1) making connections between readings and key ideas 2) evaluating the success with which the authors substantiate their claims 3) discussing limitations or challenges you, or other authors, might raise and 4) explore how a particular concept from the readings relates to your own research and/or life experience. The intention of this assignment for you to engage with the readings in a way that is useful for your own program of research and practice, as well as to exercise your writing muscles. These response papers can be useful resources for comprehensive exams or literature reviews for projects like a master thesis or dissertation. They are worth investing in.

**Student-led class discussions**

You will lead one or two class discussions. Begin with a short presentation on the key concepts and issues from the readings. This presentation should be about ten minutes. You can also make connections to themes and theories from other weeks. Student-led class discussions will begin week three.

**Literature Review:** 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.

**Final paper**

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. 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. **A draft of this paper is due on 4/18.**
Grading

1) Attendance & participation 15%
2) Response papers (or quizzes) 15%
3) Student-led class discussions 10%
4) Literature Review 15% (DUE 3/21)
5) Final paper draft 15% (DUE: 4/18)
6) Final paper 30% (DUE: 5/8)

Optional: Develop a daily writing practice

I encourage you to develop a daily writing practice, regularly writing in short sessions a minimum of five times per week. Effective, persuasive writing is a lynchpin skill for activists, organizers and planning professionals. In addition, writing is integral to learning. Extensive research shows that regular writing in short sessions develops important skills like critical thinking, creativity, expressive capacity and self-reflection. Further, it produces more writing than last minute cram sessions. Students will choose one form of regular writing to experiment with, and commit to, for the semester (Timed Writing Practice, Morning Pages or Freewrites, more info on Learn). I know writing can be uncomfortable or even scary. However, just about everyone can learn to be a good writer. It’s normal to try to avoid writing. Part of the point of regular writing practice is learn to write anyways, even when your mind throws myriad procrastination strategies your way. The topics of regular writing are at the discretion of students, although I do encourage engagement with course themes.

If you develop a daily writing practice, your final grade will be bumped up by one half letter grade at the end of the term. You will need to demonstrate to me that you have stuck with the daily writing practice, although I will not read what you write. Your daily writing is confidential.

A note on language

Many of our course readings are available in Spanish. When a Spanish version in available, you can choose to read either in Spanish or English. The literature review and final paper can be written in either Spanish or English. We will decide together whether weekly response papers must be written in English or whether Spanish should also be an option.

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.

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 and 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. Please 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. I will not grade assignments with plagiarism. 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.

Accommodation Policy
If you need disability-related accommodations in this class, if you have emergency medical information you wish to share with me, or if you need special arrangements in case the building must be evacuated, please inform me immediately. Please see me privately after class or during my office hours.

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 confidentiality to any student who wishes to disclose their immigration status, 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.

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.
Cases

Please develop a working knowledge of the history and politics of each of our cases. These suggested readings are drawn from blogs, popular media outlets and radio broadcasts. You do not have to read or listen to everything on this list! Pick a few sources that interest you or find other sources. Invest enough time so that you can think through the relationships between a given social movement struggle and the key concepts we are exploring.

**Berta Caceres, Presente: Dispossession, resistance and COPINH (Weeks 2, 3 & 4)**


https://copinh.org/article/comunicado-familia-bertha-caceres-y-copinh/


https://www.democracynow.org/2017/12/8/no_democracy_here_ousted_honduran_pres.

**Buen Vivir in Ecuador (Weeks 5 & 6)**


**The Sanctuary Movement in Albuquerque (Weeks 7 & 8)**


UNM Faculty Senate Resolution: Regarding the Creation of a Sanctuary Campus at University of New Mexico. 2017. https://facgov.unm.edu/meetings/attachment-15q6kp/.

Standing Rock, NoDAPL & Indigenous sovereignty (Weeks 10 & 11)


Insurgent Citizenship from Brazil’s Favelas (Weeks 12 & 13)


COURSE SCHEDULE

Week 1. 1/15 - Course Overview

Environmental Defenders & Sacrifice Zones
Week 2. 1/24 - Market society
Week 3. 1/31 - Hegemony
Week 4. 2/7 – Berta Caceres, *Presente*: Dispossession, resistance and COPINH

Decolonization & State space
Week 5. 2/14 – Liberalism: Individual rights & authorized expertise
Week 6. 2/21 – Buen Vivir: Collective rights & new geographies of theory
Week 7. 2/28 – Decolonization & liberation: Thinking with Puerto Rico

Sanctuary Cities, Borders & Walls
Week 8. 3/7 – The right to the city
Week 9. 3/14 - Spring Break
Week 10. 3/21 – The sanctuary movement
DUE 3/21: Literature Review at 5 pm

Encampments & Reservations
Week 11. 3/28 – Settler colonialism
Week 12. 4/4 – Standing Rock, Indigenous sovereignty & decoloniality

Week 13. 4/11 – student-led

Informal Settlements & Insurgent Citizens
Week 14. 4/18 – Governing surplus humanity
Paper drafts due 4/18 4:59 pm
Week 15. 4/25 -- Insurgent citizenship from favelas

Week 16. 5/2 – Class Wrap up
Papers due: Tuesday, 5/8 at 5 pm

Updated: Required & Recommended Readings

Week 1. 1/17 - Course Overview

Environmental Defenders & Sacrifice Zones

Week 2. 1/24 - Market society

Recommended
**Week 3. 1/31 - Hegemony**


*En Español*


**Recommended**


**Week 4. 2/7 – Berta Caceres, Presente: Dispossession, resistance and COPINH**


*En Español*


**Recommended**


**Decolonization & State Space**

**Week 5. 2/14 – Liberalism: Individual rights & authorized expertise**


**En Español**
Losurdo, Domenico. 2011. *Contrahistoria del Liberalismo:* on [google books](#).

Fanon, Frantz. 1961. “Conclusión” and “La Violencia”” En Los Condenados de la Tierra *The Wretched of the Earth.*

**Recommended**


**Week 6. 2/21 – Decolonization & Liberation Struggles – Puerto Rico**


➔ need Puerto Rico case reading

**Week 7. 2/28 – Buen Vivir: Collective rights & new geographies of theory**


**En Español**


**Recommended**


Sanctuary Cities, Borders & Walls

**Week 8. 3/7 – The right to the city**


**Add one more: chose from recommended readings**

*En Español*


**Recommended**


**Week 9. 3/14 - Spring Break**

**Week 10. 3/21 – The sanctuary movement**


**Recommended**


**Encampments & Reservations**

**Week 11. 3/28 – Settler colonialism & decoloniality**


**Recommended**


**Week 12. 4/4 – Standing Rock, Indigenous sovereignty**


**Recommended**


**Week 13. 4/11 – (student-led) – DECIDE ON TOPIC**

**Informal Settlements & Insurgent Citizens**

**Week 14. 4/18 – Governing surplus humanity**


**En Español**


**Recommended**


**Week 15. 4/25 – Insurgent citizenship from favelas**

Paper drafts due 4/18 4:59 PM


*En Español*


**Recommended**


**Week 16. 5/2 – Class Wrap up**

**Week 17. 5/9 - Exam Week**

Papers due: Tuesday, 5/8 at 5 pm
Possible Themes for student led classes

- Public Plazas & State Repression
  - Theme: State violence
  - Movements: Madres de la Plaza (Argentina), Occupy (US cities)
- Prisons & Spaces of Abolition
  - Theme: Racialization & Racial Capitalism
  - Movements: Black Lives Matter, Prison Abolition (US)
- Fields & Land-Claims
  - Theme: Land & Dispossession
  - Movements: MST Landless Movement (Brazil), Farmworkers Movement (US)
- Autonomous Zones
  - Themes: Decoloniality, Insurgency & Tactics
  - Movements: the Zapatistas (Mexico)
- Factories, Cooperatives & Economic Justice
  - Themes: Self-governance, worker-control & autogestion
  - Movements: Worker-owned cooperatives (Argentina)
- Spaces of Socialism & Crisis
  - Themes: Redistribution & State power
  - Movements: Venezuelan Bolivarian Revolution
- Border Towns & Maquilas
  - Themes: Necropolitics
  - Movements: Anti-femicide movement (Mexico)