

Spaces of Citizenship & Claims-Making

CRP 570/LATM 500

The University of New Mexico School of Architecture + Planning | Spring 2018

3 credit hours

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>

CRP Department contact: Renia Ehrenfeucht, rehrenfeucht@unm.edu

There are no prerequisites for this class



A mural in San Francisco's Balmy Alley, by Martin Travers

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 work 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, through lessons from social movements across the Americas.

The structure of the course is intended to disrupt conventional intellectual histories that 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 to develop a working knowledge of these cases, but you do not have to read everything. You can chose the 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.

Readings will be available in pdf format on our Learn course website.

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 in 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

- Attendance & participation 15%
- Response papers (or quizzes) 15%
- Student-led class discussions 10%
- Literature Review 15 % (DUE 3/21)
- Final paper draft 15% (DUE: 4/18)
- 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 to 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 ½ 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 is 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 Cáceres, Presente: Dispossession, resistance and COPINH (Weeks 2, 3 & 4)

- Asmann, Parket. 2016. "The Fate of Honduras: An Interview with Dana Frank." *Jacobin*, December 7, 2016. <http://jacobinmag.com/2016/12/honduras-clinton-trump-caceres-zelaya-hernandez/>
- Blitzer, Jonathan. 2016. "The Death of Berta Cáceres." *The New Yorker*, March 11, 2016.
- Carasik, Lauren. 2017. "A New Report Sheds Light on the Plot to Murder Honduran Activist Berta Cáceres." *The Nation*, November 14, 2017. <https://www.thenation.com/article/new-report-sheds-light-on-the-plot-to-murder-honduran-activist-bertha-caceres/>
- "Comunicado Familia Bertha Cáceres y COPINH (Ante El Asesinato de Cáceres)." 2016. March 9, 2016. <https://copinh.org/article/comunicado-familia-bertha-caceres-y-copinh/>
- Finnegan, William. 2009. "An Old-Fashioned Coup." *The New Yorker*, November 23, 2009. <https://www.newyorker.com/magazine/2009/11/30/an-old-fashioned-coup>.
- Goodman, Amy. 2017a. "Shocking New Investigation Links Berta Cáceres's Assassination to Executives at Honduran Dam Company." *Democracy Now!* New York, NY. https://www.democracynow.org/2017/11/1/shocking_new_investigation_links_bertha_caceress.
- . 2017b. "No Democracy Here: Ousted Honduran Pres. Zelaya Says 2009 U.S.-Backed Coup Led to Election Crisis." *Democracy Now!* New York, NY. https://www.democracynow.org/2017/12/8/no_democracy_here_ousted_honduran_pres.

Buen Vivir in Ecuador (Weeks 5 & 6)

- Acosta, Alberto. 2015. "El Buen Vivir Como Alternativa al Desarrollo: Algunas Reflexiones Económicas y No Tan Económicas." *Política y Sociedad* 52 (2):299. <https://revistas.ucm.es/index.php/POSO/article/viewFile/45203/46113>
- Birss, Moira. 2017. "'Buen Vivir' for Whom?" *NACLA* (blog). January 26, 2017. <https://nacla.org/news/2017/01/26/buen-vivir-whom>.
- Boron, Atilio. 2015. "'Buen Vivir' and the Dilemmas of the Latin American Left." *Climate & Capitalism* (blog). August 31, 2015. <http://climateandcapitalism.com/2015/08/31/buen-vivir-and-dilemmas-of-latin-american-left/>.
- Soto Santiesteban, Gustavo, and Silke Helfrich. n.d. "El Buen Vivir and the Commons: A Conversation Between Gustavo Soto Santiesteban and Silke Helfrich." *The Wealth of the*

Commons (blog). <http://wealthofthecommons.org/essay/el-buen-vivir-and-commons-conversation-between-gustavo-soto-santiesteban-and-silke-helfrich>.

The Sanctuary Movement in Albuquerque (Weeks 7 & 8)

Alvarez, Priscilla. 2017. "Trump Cracks Down on Sanctuary Cities." *The Atlantic*, January 25, 2017. <https://www.theatlantic.com/politics/archive/2017/01/trump-crack-down-sanctuary-city/514427/>.

Blitzer, Jonathan. 2017. "After an Immigration Raid, a City's Students Vanish." *The New Yorker*, March 23, 2017. <https://www.newyorker.com/news/news-desk/after-an-immigration-raid-a-citys-students-vanish>.

Denvir, Daniel, and Molly Olmstead. 2017. "The False Promise of Sanctuary Cities." *Slate*, February 17, 2017. http://www.slate.com/articles/news_and_politics/jurisprudence/2017/02/the_false_promise_of_sanctuary_cities.html.

DeRuy, Emily. 2016. "The Push for Sanctuary Campuses Prompts More Questions Than Answers." *The Atlantic*, November 22, 2016. <https://www.theatlantic.com/education/archive/2016/11/the-push-for-sanctuary-campuses-raises-more-questions-than-answers/508274/>.

Herskovitz, Jon. 2017. "U.S. Judge in California Blocks Trump's Order on Sanctuary Cities." *Reuters*, November 21, 2017. <https://www.reuters.com/article/usa-immigration-sanctuary/u-s-judge-in-california-blocks-trumps-order-on-sanctuary-cities-idUSKBN1DLoA6>.

Sanchez. 2017. "For Many Undocumented Immigrants, Sanctuary Cities Offer No Protection at All." *Slate Magazine*. February 17, 2017. http://www.slate.com/articles/news_and_politics/jurisprudence/2017/02/the_false_promise_of_sanctuary_cities.html.

Sanchez, Elizabeth. 2016. "What Is a 'Sanctuary Campus' Anyway?" *The Daily Lobo*, December 4, 2016. <http://www.dailylobo.com/article/2016/12/5-immigrant-petition-part-2>.

UNM Faculty Senate Resolution: Regarding the Creation of a Sanctuary Campus at University of New Mexico. 2017. <https://facgov.unm.edu/meetings/attachment-15q6kpl>.

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

Dhillon, Jaskiran, and Nick Estes. 2016. "Introduction: Standing Rock, #NoDAPL, and Mni Wiconi." *Cultural Anthropology Hot Spots*. December 22, 2016. <https://culanth.org/fieldsights/1007-introduction-standing-rock-nodapl-and-mni-wiconi>

Goodman, Amy. 2017a. "As Oil Starts to Flow Through Dakota Access Pipeline, Resistance Faces Paramilitary Security Force." *Democracy Now!* https://www.democracynow.org/2017/6/2/as_oil_starts_to_flow_through.

———. 2017b. "Part 2: Private Security Firm TigerSwan Targets Pipeline Protesters in COINTELPRO-Like Operation." *Democracy Now!* https://www.democracynow.org/2017/6/2/part_2_private_security_firm_tigerswan.

"Letter of Support to Standing Rock: Stop Pipelines, Climate Change, and Capitalism." 2016. *The Red Nation* (blog). August 16, 2016. <https://therednation.org/2016/08/16/letter-of-support-to-standing-rock-stop-pipelines-climate-change-and-capitalism/>.

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

Albuquerque, André. 2012. "Squatters No More: Legitimizing Brazil's Favelas." *Huffington Post* (blog). April 3, 2012. <https://www.huffingtonpost.com/andre-albuquerque/squatters-no-more-legitim b 1399792.html>.

Caldeira, Teresa. 2008. "Worlds Set Apart." *Urban Age*, 1–5. (available on Learn).

Hammer, Joshua. 2013. "A Look into Brazil's Makeover of Rio's Slums." *Smithsonian* (blog). January 2013. <https://www.smithsonianmag.com/people-places/a-look-into-brazils-makeover-of-rios-slums-165624916/>.

Harris, Johnny. 2016. "Inside Rio's Favelas, the City's Impoverished, Neglected Neighborhoods." *Vox* (blog). August 1, 2016. <https://www.vox.com/2016/8/1/12322566/rio-favela-olympics-brazil>.

"Why We Should Call Them Favelas." n.d. *Catalytic Communities | CatComm* (blog). Accessed January 10, 2018. <http://catcomm.org/call-them-favelas/>.

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

Tuck, Eve. 2009. "Suspending Damage: A Letter to Communities." *Harvard Educational Review* 79 (3):409–28.

Environmental Defenders & Sacrifice Zones

Week 2. 1/24 - Market society

Burawoy, Michael. 2003. "For a Sociological Marxism: The Complementary Convergence of Antonio Gramsci and Karl Polanyi." *Politics & Society* 31 (2):193–261.

Block, Fred. 2001. *Introduction to Karl Polanyi's The Great Transformation*. Boston: Beacon Press, xvii—xxxviii.

Recommended

Polanyi, Karl. 2007. *La Gran Transformación: Crítica Del Liberalismo Económico*. Fondo de Cultura Económica.

Polanyi, Karl. 1957. *The Great Transformation: The Political and Economic Origin of Our Time*. Beacon Press.

Week 3. 1/31 - Hegemony

Quijano, Aníbal. 2000. "Coloniality of Power and Eurocentrism in Latin America." *International Sociology* 15 (2):215–232.

Hall, Stuart. 1986. "Gramsci's Relevance for the Study of Race and Ethnicity." *Journal of Communication Inquiry* 10 (2):5–27.

En Español

Quijano, Aníbal. 2000. "Colonialidad del Poder, Eurocentrismo y América Latina." In *La Colonialidad Del Saber: Eurocentrismo y Ciencias Sociales. Perspectivas Latinoamericanas*, 201–46. Buenos Aires: Clacso.

Hall, Stuart. 2005. "La Importancia de Gramsci Para el Estudio de la Raza y la Etnicidad." Translated by Santiago Giraldo. *Revista Colombiana de Antropología* 41:219–257.

Recommended

Gramsci, Antonio. 1971. *Selections from the Prison Notebooks*. Edited by Quintin Hoare and Geoffrey Nowell Smith. International Publishers Co.

Ekers, Michael, Gillian Hart, Stefan Kipfer, and Alex Loftus. 2012. *Gramsci: Space, Nature, Politics*. John Wiley & Sons.

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

Federici, Silvia. 2004. "The Accumulation of Labor and the Degradation of Women." In *Caliban and the Witch*. Autonomedia, 21-60.

Lerner, Steve. 2010. "Introduction." In *Sacrifice Zones: The Front Lines of Toxic Chemical Exposure in the United States*, 1–15. MIT Press.

Harvey, David. 2003. "Accumulation by Dispossession." In *The New Imperialism*, Oxford University Press, 137-182.

En Español

Federici, Silvia. 2004. *Calibán y La Bruja: Mujeres, Cuerpo y Acumulación Originaria*. Madrid: Traficantes de Sueños.

Harvey, David. 2004. "El Nuevo Imperialismo: Acumulación Por Desposesión." *Socialist Register*.

Recommended

De Angelis, Massimo. 2004. "Separating the Doing and the Deed: Capital and the Continuous Character of Enclosures." *Historical Materialism* 12 (2):57–87.

Hart, Gillian. 2006. "Denaturalizing Dispossession: Critical Ethnography in the Age of Resurgent Imperialism." *Antipode* 38 (5):977–1004.

Glassman, Jim. 2006. "Primitive Accumulation, Accumulation by Dispossession, Accumulation by 'Extra-Economic' Means." *Progress in Human Geography* 30 (5):608–25.

Decolonization & State Space

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

Losurdo, Domenico. 2011. "What is Liberalism" In *Liberalism: A Counter-History*. London: Verso 1-34.

Ranganathan, Malini. 2016. "Thinking with Flint: Racial Liberalism and the Roots of an American Water Tragedy." *Capitalism Nature Socialism* 27 (3):17–33.

Uday Mehta. 1997. "Liberal Strategies of Exclusion." In Fred Cooper and Ann Stoler (eds) *Tensions of Empire: Colonial Cultures in a Bourgeois World*. Berkeley: University of California Press 427-454.

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

Pitts, Jennifer. 2006. *A Turn to Empire: The Rise of Imperial Liberalism in Britain and France*. Princeton: Princeton University Press (Conclusions).

Chatterjee, Partha. 1986. *Nationalist Thought and the Colonial World: A Derivative Discourse*. Minneapolis: University of Minnesota Press.

Goswami, Manu. 2004. *Producing India: From Colonial Economy to National Space*. Chicago: University of Chicago Press.

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

Fanon, Frantz. 1961. "Conclusion" and "On Violence" In *The Wretched of the Earth*. Translated by Richard Philcox. Grove Press, 235-240; 1-62.

Kipfer, Stefan. 2007. 'Space and Fanon: Colonisation, Urbanisation and Liberation from the Colonial to the Global City.' *Environment and Planning D: Society and Space* 25 (4): 701-26. **(add to Learn)**

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

Gudynas, Eduardo. 2011. "Buen Vivir: Today's Tomorrow." *Development* 54 (4):441–447.

Radcliffe, Sarah A. 2012. "Development for a Postneoliberal Era? Sumak Kawsay, Living Well and the Limits to Decolonisation in Ecuador." *Geoforum* 43 (2): 240–249.

Roy, Ananya. 2009. "The 21st-Century Metropolis: New Geographies of Theory." *Regional Studies* 43 (6):819–830.

En Español

Zarate, Álvaro. 2013. "Vivir Bien: Una Alternativa Transformadora de Desarrollo a Partir de Los Andes." 1–10. Universidad de Chile.

Macas, Luis. 2001. "Diálogo de Culturas: Hacia el Reconocimiento del Otro." *Revista Yachaikuna*, no. 2.

Recommended

- Tibán Guala, Lourdes. 2004. "Género y Sustentabilidad: Nuevos Conceptos Para El Movimiento Indígena." *Polis. Revista Latinoamericana*, no. 9.
- Postero, Nancy Grey. 2007. "Neoliberal Multiculturalism in Bolivia" and "Multiculturalism and the Law of Popular Participation." In *Now We Are Citizens: Indigenous Politics in Postmulticultural Bolivia*. Stanford University Press, 1-22; 123—163.
- Escobar, Arturo. 2010. "Latin America at a Crossroads: Alternative Modernizations, Post-Liberalism, or Post-Development?" *Cultural Studies*, 24(1): 1–65.
- Laurie, Nina, Robert Andolina, and Sarah Radcliffe. 2005. "Ethnodevelopment: Social Movements, Creating Experts and Professionalising Indigenous Knowledge in Ecuador." *Antipode* 37 (3): 470–496.

Sanctuary Cities, Borders & Walls

Week 8. 3/7 – The right to the city

- Harvey, David. 2008. "The Right to the City." *New Left Review*, 53: 23–40.
- Schmid, Christian. 2008. "Henri Lefebvre's theory of the production of space: towards a three-dimensional dialectic, In *Space, Difference, Everyday Life: Reading Henri Lefebvre*. Edited by Goonewardena, Kanishka, Stefan Kipfer, Richard Milgrom, and Christian Schmid. New York: Routledge. 27-45.

Add one more: chose from recommended readings

En Español

- Harvey, David. 2008. "El Derecho a La Ciudad." *New Left Review* 53:23–39.
- Roy, Ananya. 2013. "Las Metrópolis del Siglo XXI: Nuevas Geografías de la Teoría." *Andamios* 10 (22):149–182.
- Lefebvre, Henri. 1974. "La Producción del Espacio." *Papers: Revista de Sociología*, no. 3:219–229.

Recommended

- Alsayyad, Nezar, and Ananya Roy. 2006. "Medieval Modernity: On Citizenship and Urbanism in a Global Era." *Space and Polity* 10 (1):1–20.
- Harvey, David. 2012. "Reclaiming the City for Anti-Capitalist Struggle." In *Rebel Cities: From the Right to the City to the Urban Revolution*, 115–54.
- Harvey, David. 2013. *Ciudades Rebeldes: Del Derecho de La Ciudad a La Revolución Urbana*. Ediciones Akal.
- Bauder, Harald. 2016. "Possibilities of Urban Belonging." *Antipode* 48 (2):252–71.

- Mayer, Margit. 2009. "The 'Right to the City' in the Context of Shifting Mottos of Urban Social Movements." *City* 13 (2-3): 362-74.
- Marcuse, Peter. 2014. "Reading the Right to the City." *City* 18 (1): 4-9.
- Purcell, Mark. 2002. "Excavating Lefebvre: The Right to the City and Its Urban Politics of the Inhabitant." *GeoJournal* 58 (2-3): 99-108.

Week 9. 3/14 - Spring Break

Week 10. 3/21 – The sanctuary movement

- Bacon, David. 2013. "Narrative Eleven: The Future Doesn't Exist for Us Here: The Story of Miguel Huerta" and "The Right to Not Migrate and Radical Reform." In *The Right to Stay Home: How US Policy Drives Mexican Migration*. Beacon Press. 270-287.
- Grandin, Greg. 2006. "The Camel Not in the Koran;" "How Latin American Saved the United States from Itself" and "Going Primitive" The Violence of the New Imperialism." In *Empire's Workshop: Latin America, the United States, and the Rise of the New Imperialism*. Metropolitan Books. Selections.
- Paik, A. Naomi. 2017. "Abolitionist Futures and the US Sanctuary Movement." *Race & Class* 59 (2):3-25.

Recommended

- Cunningham, Hilary. 1995. *God and Caesar at the Rio Grande: Sanctuary and the Politics of Religion*. U of Minnesota Press.
- Attoh, Kafui A. 2011. "What Kind of Right Is the Right to the City?" *Progress in Human Geography* 35 (5): 669-85.

Encampments & Reservations

Week 11. 3/28 – Settler colonialism & decoloniality

- Dunbar-Ortiz, Roxanne. 2014. "This Land," "Follow the Corn" and "Culture of Conquest." In *An Indigenous Peoples' History of the United States*. Beacon Press. 1-44.
- Glenn, Evelyn Nakano. 2015. "Settler Colonialism as Structure: A Framework for Comparative Studies of US Race and Gender Formation." *Sociology of Race and Ethnicity* 1 (1):52-72.

Recommended

- Wolfe, Patrick. 2006. "Settler Colonialism and the Elimination of the Native." *Journal of Genocide Research* 8 (4):387-409.
- Tuck, Eve, and K. Wayne Yang. 2012. "Decolonization Is Not a Metaphor." *Decolonization: Indigeneity, Education & Society* 1 (1):1-40.

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

Whyte, Kyle Powys. 2017. "The Dakota Access Pipeline, Environmental Injustice, and U.S. Colonialism." SSRN Scholarly Paper ID 2925513. Rochester, NY: Social Science Research Network.

Pasternak, Shiri. 2016. "#DeedsNotWords: A National Day of Water Protection Solidarity North of the Medicine Line." Cultural Anthropology Hot Spots. December 22, 2016. <https://culanth.org/fieldsights/1022-deedsnotwords-a-national-day-of-water-protection-solidarity-north-of-the-medicine-line>.

Estes, Nick. 2015. "Lakota Giving and Justice." *Owašiču Owé Wašté Šní* (blog). November 26, 2015.

Recommended

Escobar, Arturo. 2013. "Worlds and Knowledges Otherwise: The Latin American Modernity/Coloniality Research Program." In *Globalization and the Decolonial Option*, edited by Arturo Escobar and Walter D. Mignolo. Routledge, 33-64.

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

Informal Settlements & Insurgent Citizens

Week 14. 4/18 – Governing surplus humanity

Chatterjee, Partha. 2006. "Populations and Political Society" and "The Politics of the Governed" In *The Politics of the Governed: Reflections on Popular Politics in Most of the World*. Columbia University Press. 27-80.

Denning, Michael. 2010. "Wageless Life." *New Left Review* 66 (December).

Smith, Gavin A. 2011. "Selective Hegemony and Beyond-Populations with 'No Productive Function': A Framework for Enquiry." *Identities* 18 (1):2–38.

En Español

Denning, Michael. 2011. "Vida Sin Salario." *New Left Review* 66:77–94.

Chatterjee, Partha. 2011. "Delhi Lectures: La Política de Los Gobernados." Translated by Margarita Chaves and Juan Felipe Hoyos. *Revista Colombiana de Antropología* 47 (2):199–231.

Recommended

Rethinking "Surplus Population," Special Issue & responses to Gavin Smith by Jane Collins, Don Robotham, Ida Susser, Bob Shenton, Michael Watts, and reply by Gavin Smith, *Identities* 18 (1):2–38. <http://www.tandfonline.com/toc/gide20/18/1>

Chatterjee, Partha. 'Democracy and Economic Transformation in India'. *Economic and Political Weekly* 43 (46) 2008: 53-62.

Davis, Mike. 2006. *Planet of Slums*. Verso.

Week 15. 4/25 – Insurgent citizenship from favelas

Paper drafts due 4/18 at 4:59 PM

Holston, James. 2009. "Insurgent Citizenship in an Era of Global Urban Peripheries." *City & Society* 21 (2):245–67.

Yiftachel, Oren. 2009. "Theoretical Notes on 'Gray Cities': The Coming of Urban Apartheid?" *Planning Theory* 8 (1): 88–100.

Tucker, Jennifer. 2017. "Affect and the Dialectic of Uncertainty: Governing a Paraguayan Frontier Town." *Environment and Planning D: Society and Space*, 1–19.

En Español

Holston, James. 2009. "La Ciudadanía Insurgente en una Era de Periferias Urbanas Globales: Un Estudio Sobre La Innovación Democrática, la Violencia y la Justicia en Brasil." *Movilizaciones Sociales, Nuevas Ciudadanías*, 1–21.

Recommended

Caldeira, Teresa. 2000. "The Talk of Crime; Urban Segregation, Fortified Enclaves and Public Space." In *City of Walls: Crime, Segregation, and Citizenship in São Paulo*, Berkeley: University of California Press, 19–34; 231–233; 297–333.

Roy, Ananya. 2005. "Urban Informality: Toward an Epistemology of Planning." *Journal of the American Planning Association* 71 (2): 147–58.

Roy, Ananya. 2009. "Why India Cannot Plan Its Cities: Informality, Insurgence and the Idiom of Urbanization." *Planning Theory* 8 (1): 76–87.

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)