

## Cities & Social Change

CRP 470/570

Fall 2020

Instructor: Jennifer Tucker, PhD

Time: Wednesdays 3:00 – 5:30pm

Drop-in availability (office hours): Tuesdays 2:00-4:00 pm (or by appointment)

Sign up for drop-in availability (office hours) online at:

<https://www.wejoinin.com/sheets/avoou> (link on Learn and in my email signature)



Gated community and a *favela* in São Paulo, Brazil. Source: Tuca Vieira.

### Course description

We live in an urban century. At some unknown moment in the last decade, the majority of the world's population moved from being rural to urban. The urban poor are the new global majority. The challenges and opportunities of our urban world are particularly evident in Latin America, where 80% of the population live in cities. Development experts once predicted that urbanization would automatically produce economic growth, but instead we see the intensification of inequality and social exclusion. Today, one in five Latin Americans live in underserved slums, as the wealthy retreat into fortified enclaves with security guards and helipads. Many experience urban life as violent and insecure, especially as gangs and drug traffickers gain power relative to the state. Yet Latin American cities are also sites of resilience, creativity and democratic innovation. Brazilian social movements have successfully championed new rights to the city, expanding public engagement with participatory budgeting and democratic city management while also prioritizing the 'social function' of land over its commercial value through the 2001 City Statute. Urban innovations like Medellín's *ciclovía* and Curitiba's Bus Rapid Transit (BRT) travel around the

world as best practices, while low-cost, flexible social housing in Iquique recently won architecture's coveted Pritzker award. Cities are also places of public encounter across racial and ethnic difference, spurring experiments in urban citizenship from communal councils in Caracas to Bogota's initiatives in cultures of citizenship. These and other urban initiatives offer important lessons for those seeking to make cities work for everyone.

This class will introduce students to theories of urbanization and socio-spatial change from the vantage of Latin American cities. The first section of the class considers the relationships between cities and economic development. Then we consider cities and urban space as sites of contestation by studying urban social movements and insurgencies. Finally, we turn to the ways that social exclusion gets written into urban landscapes in a context of increasing violence and insecurity. As an interdisciplinary course, students will be exposed to multiple social science perspectives on urbanization and social change.

### **Learning outcomes**

By the end of this course, students will be able to do the following:

1. Critically evaluate multiple theories of urbanization, including the cultural, environmental, economic, political, social, and spatial dimensions of urban change.
2. Demonstrate knowledge of how urbanization and urban change play out in different Latin American cities, including knowledge of historical context.
3. Identify how different communities of Latin American residents respond to, and are agents of, urbanization processes.
4. Demonstrate an understanding of how the social production of space contributes to urbanization in Latin America.
5. Identify the impacts of policy and planning on the wellbeing of Latin American urban residents.

## **COURSE REQUIREMENTS + GRADING**

1. Participation, Attendance & Notes: 20%
2. Quizzes: 20%
3. Current Events Assignment: 10%
4. Two Reaction Papers: 30%
5. Final Project or Final Exam: 20%

### **Participation, Attendance & Notes (20%)**

Our class is a small seminar, in which we will learn from each other as well as the readings, lectures and course materials. Your active participation is an opportunity for your classmates to learn from and with you, as well as an opportunity for you share your insights and questions. 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 learners who listen well, participate freely, and create a welcoming environment for their peers. There will be multiple forums for participation: weekly zoom meetings, online discussion boards and other communities of learning. Please plan to read carefully, participate respectfully in our weekly discussion, and actively support one another. 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 in the weekly zoom discussions is mandatory.

#### *Reading Notes*

This is a reading intensive course. You are expected to read, reflect on, and take notes on weekly readings before arriving to class. Some of the reading may be challenging. It is part of the learning process to struggle to identify key ideas and arguments as we develop a shared vocabulary that may be new to you. We will practice critical reading skills together. Keep reading and taking notes and your comprehension skills will develop over the term.

*There will be 30-80 pages of required reading each week for undergraduates.*

Your participation grade will include submitting your reading notes for each week. These notes are not graded. Undergraduates are encouraged to submit their notes in Cornell style. Graduate students should submit notes or reading summaries.

***Supplemental graduate student reading list.*** Graduate students will complete the required reading. In addition, graduate students will collectively construct a supplemental reading list. This graduate student supplemental reading list will consist of 10 or so additional academic articles, or one additional article each week. Students can select readings from the recommend reading list provided in this syllabus or draw from other sources.

Graduate students will submit their supplemental reading list on **8/26**.

### **Quizzes (20%)**

There will be ten quizzes over the term based on course material from the week's readings. You may use your notes for these quizzes.

### **Current Events Assignment (10%)**

This assignment supports students become critical readers of news and media coverage, learning to assess how the histories of policing we are learning about show up in our world today. 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. You will put the concept in conversation with the current event, and make an argument, analyzing how the course concept you have chosen applies to the news event. How 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?

Students will prepare a 5-minute Power Point presentation of their current event analyzed through the lens of their chosen concept. Students will upload their Current Events Assignment to on Learn the Sunday before the class they have signed up for.

### **Writing Assignments (30% total)**

Over the semester, you will complete two reaction papers. I will provide a prompt. 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.

### **Final Evaluation (20%): 12/9**

- 1) Undergraduates: Comprehensive Take-home Exam:** The final exam will consist of short answer and essay questions.
- 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 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.

### **Due Dates**

Weekly: Upload reading notes to learn

Most weeks: In class quiz

8/26: Graduate students: Supplemental Reading List Due

9/16: Response Paper #1 (*feedback from instructor by 10/2*)

10/14: Response Paper #2

12/9: Final Papers & Take-home final Exams

## **COURSE POLICIES**

### **Online Learning**

This semester we will be gathering online to learn together because of the pandemic. For some of you, the transition on online learning might be challenging or unwanted. I hear you! I also want to be able to be in the classroom. I am confident we can learn a lot together this semester, even though our circumstances are not ideal. Please do your best; practice patience with yourself, your classmates and with me; and we will navigate this online learning environment together.

## **Online Etiquette and Course Norms**

The first week of class we will develop together our course norms and shared expectations for how students and the instructor can build a constructive learning environment together. In our interactions we will strive to honor the unique knowledge and experience that each student brings to the classroom and online learning environments, so that we can all learn from each other.

### **Attendance Policy**

Attendance for weekly discussion sections is required for this course. Please log-in 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 my drop-in availability (office hours).

### **Academic Honesty**

Plagiarism is using the ideas or words of another without proper acknowledgment. I encourage study groups and working together to understand theory and concepts. All written work should be your own, unless otherwise specified. Do not use other students' papers or exercises for your assignments. Learning how to appropriately cite the work of others is an important part of any program of study. If you have any questions about what constitutes plagiarism, please read the Community & Regional Planning Program's "Ethics Statement." 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 discussion section begins, unless you have urgent family or caretaking responsibilities.

### **Campus & classrooms free from discrimination, violence and harassment**

Our online community, our zoom 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](mailto: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**

Week 1. Aug 19. Course Introduction

Week 2. Aug 26. Latin America and Urban Life

#### **Part I. Urban economies**

Week 3. Sept 2. Livelihood and Informal Work

Week 4. Sept 9. Globalization and Uneven Development

Week 5. Sept 16. Migration and the Rural/Urban Divide

Week 6. Sept 23. Film

Week 7. Sept 30. The Neoliberal City

*Week 8. Oct 7. Break Day – No class*

#### **Part II. Cities of protest**

Week 9. Oct 14. The Right to the City

Week 10. Oct 21. Insurgencies & Urban Social Movements

Week 11. Oct 28. Patronage and Politics

Week 12. Nov 4. Agency and the Politics of Representation

### **Part III. Cities of walls**

Week 13. Nov 11. Fortified Enclaves

Week 14. Nov 18. Gangs & Urban Violence

Week 15. Nov 25. Sacrifice Zones

Week 16. Dec 2. Course Wrap Up

### **Course Readings**

Required readings will be available in the course reader, available for purchase from the UNM copy shop. Students can easily access recommended readings through the UNM library. Inaccessible recommended readings, like book chapters, will be posted to Learn.

### **Week 1. Course Introduction**

In class video: The music video *America Latina* by the Puerto Rican band *Calle 13*

### **Week 2. Latin America and Urban Life**

Thomas, Amanda. "Imagination." In *Keywords in Radical Geography: Antipode at 50*, edited by Nik Theodore, Tariq Jazeel, Andy Kent, and Katherine McKittrick, 155–58, 2019.

Simmel, Georg. 1903. "The Metropolis and Mental Life."

Marcos, Subcomandante Insurgente. 2000. "Do Not Forget Ideas Are Also Weapons." *Le Monde Diplomatique*, October 1, 2000.

## **Part I. Urban economies**

### **Week 3. Livelihood and Informal Work**

Kabeer, Naila, Kirsty Milward, and Ratna Sudarshan. 2013. "Organising Women Workers in the Informal Economy." *Gender & Development* 21 (2): 249–263.

Denning, Michael. "Wageless Life." *New Left Review* 66 (December 2010), 79–97.

Tucker, Jennifer Lee, and Ryan Thomas Devlin. "Uncertainty and the Governance of Street Vending: A Critical Comparison Across the North/South Divide." *International Journal of Urban and Regional Research* 43, no. 3 (2019): 460–75.

### **Week 4. Globalization and Uneven Development**

Werner, Marion. 2015. "Introduction: Power and Difference in Global Production." In *Global Displacements: The Making of Uneven Development in the Caribbean*. John Wiley & Sons, 1–27

- Wright, Melissa W. 2006. Introduction and Disposable Daughters and Factory Fathers, 1-6 and 24-44, *Disposable Women and Other Myths of Global Capitalism*. CRC Press, selections.
- Chatterjee, Ipsita. 2019. "Radical Globalisation." In *Keywords in Radical Geography: Antipode at 50*, edited by Nik Theodore, Tariq Jazeel, Andy Kent, and Katherine McKittrick, 231-235.
- Harvey, David. 2000. "The Geography of the 'Manifesto.'" In *Spaces of Hope*. Berkeley: University of California Press, 21-40.

## **Week 5. Migration and the Rural/Urban Divide**

- Wolford, Wendy. 2004. "This Land Is Ours Now: Spatial Imaginaries and the Struggle for Land in Brazil." *Annals of the Association of American Geographers* 94 (2): 409-24.
- Parreñas, Rhacel Salazar, and Rachel Silvey. 2018. "The Precarity of Migrant Domestic Work." *South Atlantic Quarterly* 117 (2): 430-38.
- Vogt, Wendy A. 2013. "Crossing Mexico: Structural Violence and the Commodification of Undocumented Central American Migrants." *American Ethnologist* 40 (4): 764-80.

## **Week 6. Film**

## **Week 7. The Neoliberal City**

- Swanson, Kate. 2007. "Revanchist Urbanism Heads South: The Regulation of Indigenous Beggars and Street Vendors in Ecuador." *Antipode* 39 (4): 708-28.
- Peck, Jamie, Nik Theodore, and Neil Brenner. 2012. "Neoliberalism Resurgent? Market Rule after the Great Recession." *South Atlantic Quarterly* 111 (2): 265-88
- Genova, Nicholas De, and Ananya Roy. 2020. "Practices of Illegalisation." *Antipode* 52 (2): 352-64.

## **Week 8. Fall Break**

## **Part II. Cities of protest**

## **Week 9. The Right to the City**

- "Charter for the Right to the City." Quito: World Social Forum, July 2004.
- Harvey, David. 2012. "The Right to the City." In *Rebel Cities: From the Right to the City to the Urban Revolution*. London: Verso Books, 3-26.
- Caldeira, Teresa and James Holston. 2015. "Participatory urban planning in Brazil." *Urban Studies*, 52(11): 2001-2017.



## **Week 10. Insurgencies & Urban Social Movements**

McKittrick, Katherine. 2019. "Rift." In *Keywords in Radical Geography: Antipode at 50*, edited by Nik Theodore, Tariq Jazeel, Andy Kent, and Katherine McKittrick, 243-248.

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

Haughney, Diane. 2012. "Defending Territory, Demanding Participation: Mapuche Struggles in Chile." *Latin American Perspectives* 39 (4): 201-217.

Graduate students: Coronil, Fernando. "The Future in Question: History and Utopia in Latin America (1989-2010)." *Business as Usual: The Roots of the Global Financial Meltdown* 1 (2011): 231-292.

## **Week 11. Patronage and Politics**

Auyero, Javier, Pablo Lapegna, and Fernanda Page Poma. 2009. "Patronage Politics and Contentious Collective Action: A Recursive Relationship." *Latin American Politics and Society* 51 (3): 1-31.

Alvarez Rivadulla, María José. 2012. "Clientelism or Something Else? Squatter Politics in Montevideo." *Latin American Politics and Society* 54 (1): 37-63.

Anderson, Perry. "Bolsonaro's Brazil." *London Review of Books*, February 7, 2019, 11-22.

## **Week 12. Agency & the Politics of Representation**

Mohanty, Chandra Talpade. 1988. "Under Western Eyes: Feminist Scholarship and Colonial Discourses." *Feminist Review*, no. 30: 61-88.

Goode, Judith. 2018. "How Urban Ethnography Counters Myths about the Poor." In *Urban Life: Readings in the Anthropology of the City*, edited by George Gmelch and Petra Kuppinger. Waveland press.

Guano Emanuela. 2008. "The Denial of Citizenship: 'Barbaric' Buenos Aires and the Middle-class Imaginary." *City & Society* 16 (1): 69-97.

## **Part III. Cities of walls**

### **Week 13. Fortified Enclaves**

Caldeira, Teresa PR. 1996. "Fortified Enclaves: The New Urban Segregation." *Public Culture* 8 (2): 303-328.

Roy, Ananya. "Racial Banishment." In *Keywords in Radical Geography: Antipode at 50*, edited by Nik Theodore, Tariq Jazeel, Andy Kent, and Katherine McKittrick, 227-30, 2019.

Mullings, Beverley. "Garrison Communities." In *Keywords in Radical Geography: Antipode at 50*, edited by Nik Theodore, Tariq Jazeel, Andy Kent, and Katherine McKittrick, 141–145, 2019.

#### **Week 14. Gangs and Urban Violence**

LeBrón, Marisol. 2017. "They Don't Care If We Die': The Violence of Urban Policing in Puerto Rico." *Journal of Urban History*, 1-20.

Paley, Dawn. 2012. "Drug War Capitalism." *Solidarity*, July 2012, 21-26.

Jaffe, Rivke. 2013. "The Hybrid State: Crime and Citizenship in Urban Jamaica." *American Ethnologist* 40 (4): 734–48.

#### **Week. 15. Sacrifice Zones**

Auyero, Javier. 2014. "Toxic Waiting: Flammable Shantytown Revisited." In *Cities From Scratch: Poverty and Informality in Urban Latin America*, edited by Brodwyn Fischer, Bryan McCann, and Javier Auyero, 238–61. Durham: Duke University Press.

Goldman, Michael. 2006. "The Rise of the Bank." In *Imperial nature: The World Bank and struggles for social justice in the age of globalization*. Yale University Press, 46–100.

#### **Week 16. Course Wrap up**