

CRP 474/574: The Cultural Aspects of Community Development Place, Power & Difference

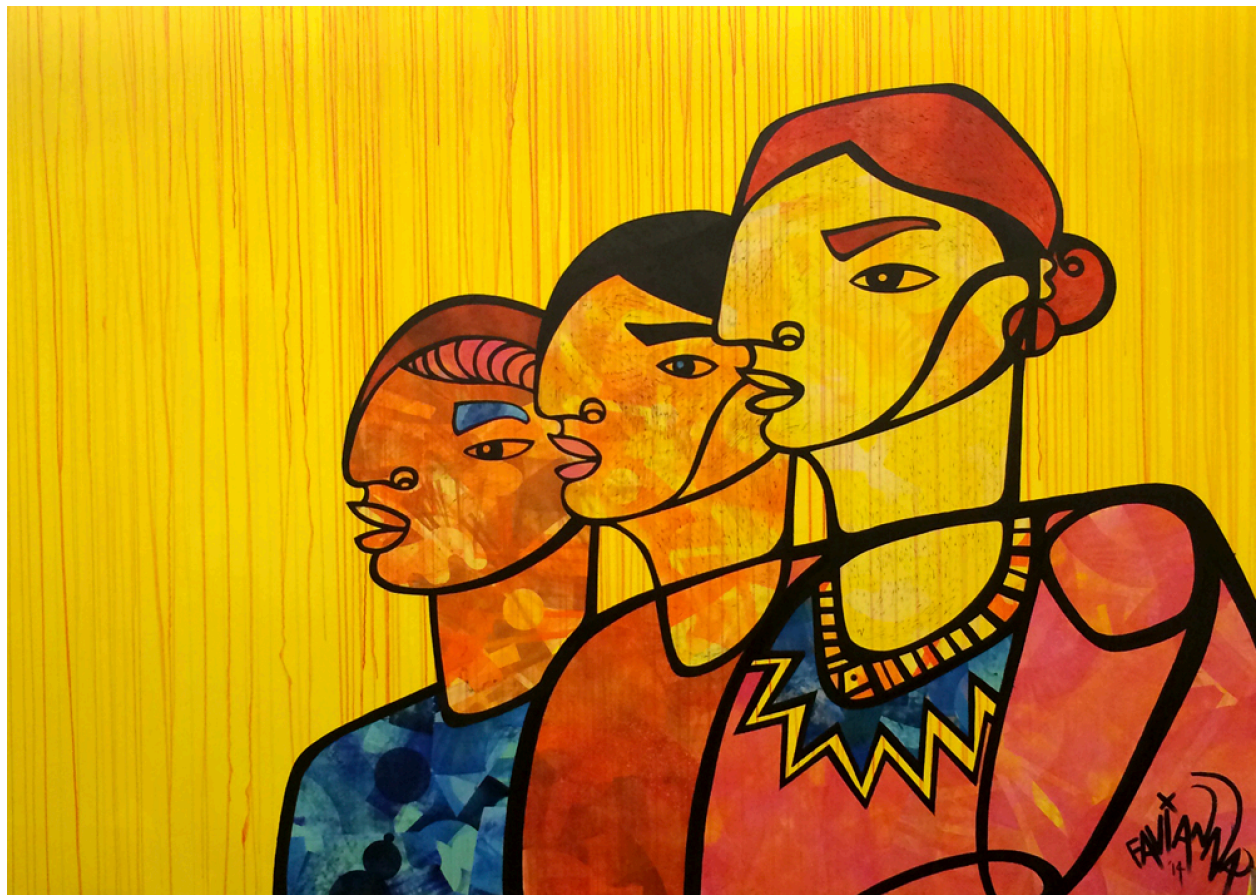
The University of New Mexico School of Architecture + Planning | Fall 2018

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)



Artwork by Favianna Rodriguez

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 than 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.

Adams, Maurianne, Warren J. Blumenfeld, Rosie Castaneda, Heather W. Hackman, Madeline L. Peters, and Ximena Zuniga. 2018. *Readings for Diversity and Social Justice*. 4th ed. Routledge.

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>

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 & 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

Umemoto, Karen and Vera Zambonelli. 2012. "Cultural Diversity." In Randall Crane and Rachel Weber, *Oxford Handbook of Urban Planning*. Cambridge: Oxford University Press, 197-219.

Fainstein, Susan S. 2005. "Cities and Diversity: Should We Want It? Can We Plan for It?" *Urban Affairs Review* 41 (1): 3-19.

Watson, Vanessa. 2009. "Seeing from the South: Refocusing Urban Planning on the Globe's Central Urban Issues." *Urban Studies* 46 (11): 2259-75.

Week 3. September 3. Labor Day

No Class

Week 4. September 10. Colonialism & Cultures of Planning

Porter, L. 2010. "Introduction: Culture, Colonialism and Planning," "A Colonial Genealogy of Planning," and "Unlearning Privilege: Towards the Decolonization of Planning." In *Unlearning the Colonial Cultures of Planning*. Ashgate Publishing Co., 1-3; 11-18; 43-68; 151-158.

Scott, James C. 2003. "Authoritarian High Modernism." In *Readings in Planning Theory, Fourth Edition*, 75–93.

Gray, John. 1998. "The Best-Laid Plans: A Review of Seeing Like a State by James Scott." *The New York Times*, April 19, 1998.

Recommended

Dunbar-Ortiz, Roxanne. 2018. "This Land (2014)." In *Readings for Diversity and Social Justice*, edited by Maurianne Adams, 4th ed. Routledge.

Porter, L. 2010. "Managing the Sacred," *Unlearning the Colonial Cultures of Planning*. Ashgate Publishing Co., 107-124.

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

Woods, Clyde. 1998. "Regional Blocs, Regional Planning, and the Blues Epistemology in the Lower Mississippi Delta." In *Making the Invisible Visible: A Multicultural Planning History*, edited by Leonie Sandercock. University of California Press, 78-99.

Yiftachel, Oren. 1998. "Planning and Social Control: Exploring the Dark Side." *Journal of Planning Literature* 12 (4): 395–406.

Marcuse, Peter. 2015. "The Three Historic Currents of City Planning." In *Readings in Planning Theory*, edited by Susan S. Fainstein and James DeFilippis. John Wiley & Sons, 117-131.

Recommended

Davidoff, Paul. 1965. "Advocacy and Pluralism in Planning." *Journal of the American Institute of Planners* 31 (4): 331–38.

John Friedmann. 1987. "The Terrain of Planning Theory" and "Two Centuries of Planning Theory" in *Planning in the Public Domain: From Knowledge to Action*, 19-48, 51- 85.

Week 6. September 24. Globalization, Identity & Citizenship

Massey, Doreen. 1994. "A Global Sense of Place." In *Space, Place and Gender*. Minneapolis: University of Minnesota Press, 146–156.

Friedman, Thomas. 2005. "It's a Flat World, After All." *The New York Times*, April 3, 2005, 32-38.

Sassen, Saskia. 2014. "Global Cities and Survival Circuits." *The Globalization and Development Reader: Perspectives on Development and Global Change*, 373-390.

Kirk, Gwyn, and Margo Okazawa-Rey. 2018. "Identities and Social Locations: Who Am I? Who Are My People? (2012)." In *Readings for Diversity and Social Justice*, edited by Maurianne Adams, 4th ed., 10–15. Routledge.

Recommended

Nagel, Joane. 1994. "Constructing Ethnicity: Creating and Recreating Ethnic Identity and Culture." *Social Problems* 41 (1): 152–76.

Shatkin, Gavin. 2007. "Global Cities of the South: Emerging Perspectives on Growth and Inequality." *Cities* 24 (1): 1–15.

Part 2: Normative Theories in Context

Week 7. October 1. From Multiculturalism to Cosmopolitanism

Fincher, Ruth, Kurt Iveson, Helga Leitner, and Valerie Preston. 2014. "Planning in the Multicultural City: Celebrating Diversity or Reinforcing Difference?" *Progress in Planning*, 92 (August): 1–15 (full article recommended, online).

Appiah, Kwame Anthony. 1998. "Cosmopolitan Patriots." In *Cosmopolitics: Thinking and Feeling Beyond the Nation*, edited by Pheng Cheah and Bruce Robbins. University of Minnesota Press.

Sandercock, Leonie. 2009. "Towards a Cosmopolitan Urbanism: From Theory to Practice." In *Where Strangers Become Neighbours*. Springer, 193–229.

Recommended

Walzer, Michael. 1982. "Pluralism: A Political Perspective." *The Politics of Ethnicity*, 1–28.

Young, Craig, Martina Diep, and Stephanie Drabble. 2006. "Living with Difference? The 'Cosmopolitan City' and Urban Reimaging in Manchester, UK." *Urban Studies* 43 (10): 1687–1714.

Burayidi, Michael. 2003. "The Multicultural City as Planners' Enigma." *Planning Theory & Practice* 4 (3): 259–73.

Week 8. October 8. Indigenous Planning & Sovereignty

Whyte, Kyle Powys. 2013. "Justice Forward: Tribes, Climate Adaptation and Responsibility." *Climatic Change* 120 (3): 517–30.

Jojola. 2013. "Indigenous Planning: Towards a Seven Generations Model." In *Reclaiming Indigenous Planning*, edited by Ryan Walker, David Natcher, and Ted Jojola, 70:457–73. McGill-Queen's Press-MQUP, 457–472.

Tuck, Eve, and K. Wayne Yang. 2012. "Decolonization Is Not a Metaphor." *Decolonization: Indigeneity, Education & Society* 1 (1): 1–40.

Recommended

Lane, Marcus B., and Michael Hibbard. 2005. "Doing It for Themselves: Transformative Planning by Indigenous Peoples." *Journal of Planning Education and Research* 25 (2): 172–84.

Alfred, Gerald Taiaiake. 2006. "'Sovereignty': An Inappropriate Concept." In *The Indigenous Experience: Global Perspectives*, edited by Roger Maaka and Chris Andersen, 322–36. Toronto: Canadian Scholars' Press.

Week 9. October 15. Intersectionality

- Coates, Ta-Nehisi. 2018. "Between the World and Me (2015)." In *Readings for Diversity and Social Justice*, edited by Maurianne Adams, 4th ed., 131-138. Routledge.
- Lipsitz, George. 1995. "The Possessive Investment in Whiteness: Racialized Social Democracy and the 'White' Problem in American Studies (1995)." In *Readings for Diversity and Social Justice*, edited by Maurianne Adams, 4th ed., 87-96. Routledge
- hooks, bell, and Maurianne Adams. 2018. "Feminism: A Movement to End Sexist Oppression (1987)." In *Readings for Diversity and Social Justice*, 4th ed., 359-62. Routledge.
- Anzaldúa, Gloria. 2018. "La Conciencia de la Mestiza: Toward a New Consciousness (1987)." In *Readings for Diversity and Social Justice*, edited by Maurianne Adams, 4th ed., 102-105. Routledge
- Stamper, Kory. 2018. "A Brief, Convoluted History of the Word 'Intersectionality.'" *The Cut* (blog). March 9, 2018.

Recommended

- Crenshaw, Kimberle. 1991. "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color." *Stanford Law Review* 43 (6): 1241-99.
- Lipsitz, G. 2011. Introduction, The White Spatial Imaginary. In *How Racism Takes Place*. Philadelphia: Temple University Press, pp. 1-50.
- Omi, Michael, and Howard Winant. 1986. "The Theory of Racial Formation." *Racial Formation in the United States*. New York: Routledge, 105-136.
- Amin, Ash. 2002. "Ethnicity and the Multicultural City: Living with Diversity." *Environment and Planning A* 34 (6): 959-980.
- Yuval-Davis, Nira. 2006. "Intersectionality and Feminist Politics." *European Journal of Women's Studies* 13 (3): 193-209.

Week 10. October 22. Radical & Transformative Planning

- Miraftab, Faranak. 2009. "Insurgent Planning: Situating Radical Planning in the Global South." *Planning Theory* 8 (1): 32-50.
- Fainstein, Susan S. 2010. "Toward an Urban Theory of Justice." In *The Just City*, 1-21. Cornell University Press.
- brown, adrienne maree. 2017. "Principles of Emergent Strategy and Elements of Emergent Strategy." In *Emergent Strategy: Shaping Change, Changing Worlds*, 1-3; 13-28; 42-50. Chico, CA: AK Press.

Recommended

- Hall, Peter. 2014. "Cities of Imagination." In *Cities of Tomorrow: An Intellectual History of Urban Planning and Design Since 1880*. John Wiley & Sons, 1-11.
- Heynen, Nik. 2016. "Urban Political Ecology II: The Abolitionist Century." *Progress in Human Geography* 40 (6): 839-45.

Shatkin, Gavin. 2002. "Working with the Community: Dilemmas in Radical Planning in Metro Manila, The Philippines." *Planning Theory & Practice* 3 (3): 301–17.

Unit 3: Moving toward Justice

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

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

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

Mohanty, Chandra Talpade. 2018. "Decolonizing Theory, Practicing Solidarity: On Solidarity, Decolonization and Anticapitalist Critique (2003)." In *Readings for Diversity and Social Justice*, edited by Maurianne Adams, 4th ed., 647–49. Routledge.

Recommended

Connell, Raewyn. 2014. "Using Southern Theory: Decolonizing Social Thought in Theory, Research and Application." *Planning Theory* 13 (2): 210–23.

Bhan, Gautam, and Ananya Roy. 2013. "Lessons from Somewhere." *Cityscapes* (blog). November 2013.

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

Watson, Vanessa. 2006. "Deep Difference: Diversity, Planning and Ethics." *Planning Theory* 5 (1): 31–50.

Umemoto, Kare. 2001. "Walking in Another's Shoes Epistemological Challenges in Participatory Planning." *Journal of Planning Education and Research* 21 (1): 17–31.

Keating, AnaLouise. 2018. "Forging El Mundo Zurdo: Changing Ourselves, Changing the World (2002)." In *Readings for Diversity and Social Justice*, edited by Maurianne Adams, 4th ed., 153–57. Routledge.

Recommended

Jones, Matthew. 2014. "Chantal Mouffe's Agonistic Project: Passions and Participation." *Parallax* 20 (2): 14–30.

Caraus, Tamara. 2016. "Towards an Agonistic Cosmopolitanism: Exploring the Cosmopolitan Potential of Chantal Mouffe's Agonism." *Critical Horizons* 17 (1): 94–109.

Isaac, Claudia. 2016. "Operationalizing Social Learning through Empowerment Evaluation." In *Insurgencies and Revolutions: Reflections on John Friedmann's Contributions to Planning Theory and Practice*, edited by Haripriya Rangan, Mee Kam NG, Libby Porter, and Jacquelyn Chase, 208–218. New York: Routledge.

Week 13. November 12. The Right to the City

- Lefebvre, Henri. 1996. "The Right to the City." In *Writings on Cities*, edited by Eleonore Kofman and Elizabeth Lebas. Blackwell Oxford, 147-159.
- Harvey, David. 2008. "The Right to the City." *New Left Review*, 53: 23-40.
- Mayer, Margit. 2009. "The 'Right to the City' in the Context of Shifting Mottos of Urban Social Movements." *City* 13 (2-3): 362-74.

Recommended

- Marcuse, Peter. 2014. "Reading the Right to the City." *City* 18 (1): 4-9.
- Attoh, Kafui A. 2011. "What Kind of Right Is the Right to the City?" *Progress in Human Geography* 35 (5): 669-85.
- Purcell, Mark. 2002. "Excavating Lefebvre: The Right to the City and Its Urban Politics of the Inhabitant." *GeoJournal* 58 (2-3): 99-108.

Week 14. November 19. Thanksgiving Break

Week 15. November 26. The Ethics of Action

- Massey, Doreen. 2004. "Geographies of Responsibility." *Geografiska Annaler. Series B, Human Geography* 86 (1): 5-18.
- Collins, Patricia Hill. 2018. "Toward a New Vision: Race, Class, and Gender (1993)." In *Readings for Diversity and Social Justice*, edited by Maurianne Adams, 4th ed., 615-20. Routledge.
- Rankin, Katharine N. 2010. "Reflexivity and Post-Colonial Critique: Toward an Ethics of Accountability in Planning Praxis." *Planning Theory* 9 (3): 181-99.

Recommended

- Roy, Ananya. 2006. "Praxis in the Time of Empire." *Planning Theory* 5 (1): 7-29.
- Goldstein, Daniel M. 2012. "Getting Engaged: Reflections on an Activist Anthropology." In *Outlawed: Between Security and Rights in a Bolivian City*. Duke University Press. 35-76.

Week 16. December 3. Class Wrap Up