

Urban Planning, Space, & Identity (Fall/2020)



Instructor	<i>Omar Pérez Figueroa</i>
E-mail	<i>operezfi@uci.edu</i>
Class Information	<i>Wednesday, 1:00pm-3:00pm, SSL 248</i>
Section #	001
Office Hours	By appointment
Website	https://www.omarperez.me

Course Overview

This seminar both introduces the field of planning and discusses how planning can shape space and identity. The class tackles a series of readings about the diverse experiences of minorities in the urban setting of the United States and pays special attention to the important role of space in shaping identities, especially those of African Americans, Latinxs, and Afro-Latinxs

Student Learning Outcomes

After successfully completing this course, students should be able to:

1. Acquire knowledge about cities and urbanization as objects of research
2. Explain and understand main processes that give rise to major problems in today's cities
3. Demonstrate knowledge of the history, culture, and development that brought African Americans and Latinxs to identify themselves as Afro-Latinxs
4. Understand how these groups are the object of unjust policies in cities
5. Evaluate the role played by space in forming and shaping these identities

Readings

The class does not have a specific textbook. Discussions draw from various articles, books, and videos to be posted on the class website.

How to Succeed

Students are highly encouraged to attend and participate in class, as this is integral to their success in the course. Please come prepared and ready to engage with the readings. If you are not sure what the main arguments of the readings are, you may discuss your concerns with me during my office hours.

EEE/Canvas

Weekly posts in Canvas are part of the final grade. These short discussions are meant to serve as points of departure for the essays that students have to submit.

Assignments

Students are expected to turn in **two essays** and take **one exam (in essay format)** in the course of the class. The first essay should answer this question: what is the role of planning in constructing diverse spaces? The second essay should address how space can shape identity and how Afro-Latinos/as in the United States use space to express their own identity.

Fall 2020 Lecture Schedule

Week 1: Introduction and Class Overview

- **Class Plan**
 - Syllabus and class rules discussion
 - What do you expect to obtain from this class? Why did you enroll in it?
- **Readings**
 - Perea, J.F. (1995). Los Olvidados: On the making of invisible people in *Critical White Studies: Looking Behind the Mirror*. 258-262.
 - Wildman, S.M. & Davis, A.D. (1995). Making Systems of Privilege Visible in *Critical White Studies: Looking Behind the Mirror*. 314-219.
 - Winston, J. (1998). *Holding Aloft the Banner of Ethiopia: Caribbean Radicalism in Early Twentieth-Century America, Verso*. "The Caribbean and the United States: Patterns of Race, Color, and Class. 101-121.

Week 2: What is Planning? Why does it matter?

- **Class Plan**
 - Short presentation on the origins of planning, main challenges, and how planning has influenced life in urban and rural settings
- **Readings**
 - Hall, P. (1988). "The City of Dreadful Night: Reactions to the nineteenth-century slum city. *An Intellectual History of Urban Planning and Design in the Twentieth Century*. Blackwell, 14-46.
 - Tönnies, F. (2005). *Gesellschaft und Gemeinschaft (1887)*, Excerpt reprinted as 'Community and society'. In Lin, J. & Mele, C. (Eds.), *The Urban Sociology Reader* (pp. 16-22). Routledge.
 - Miraftab, F. (2009). Insurgent planning: Situating radical planning in the global south. *Planning Theory*, 8(1), 32-50.
- **Other Resources**
 - [Dan Sommerville & Betsy Cooper \(2015\), What is Urban Planning?](#)

Week 3: Constructing Space

- **Class Plan**
 - Discussion of the phrase "conceptualizing space as a social product rather than as a context for society"

- **Readings**

- Pirie, G.H. (1983). On spatial justice. *Environment and Planning A*, 15(4), 465-473.
- Soja, E.W. (2008). Taking space personally. In *The spatial turn* (pp. 27-51). Routledge.
- Carmona, M., Heath, T., Oc, T., & Tiesdell, S. (2012). *Public places-Urban spaces*. Routledge, 20-35.
- Brown, N., Griffis, R., Hamilton, K., Irish, S., & Kanouse, S. (2007). What makes justice spatial? What makes spaces just? Three interviews on the concept of spatial justice. *Critical planning*, 14(6).

- **Other Resources**

- [What is SPATIAL JUSTICE? What does SPATIAL JUSTICE mean? SPATIAL JUSTICE meaning & explanation](#)
- Chatterton, P. (2010). Seeking the urban common: Furthering the debate on spatial justice, *City*, 14(6), 625-628. <https://doi.org/10.1080/13604813.2010.525304>

Week 4: Migration and Negotiation

- **Class Plan**

- Discussions on (1) the history of the United States conquest and expansion to contextualize the “Latino” migrations to the United States, as well as (2) migration within the United States (“The Great Migration”)

- **Readings**

- Horsman, R. (1981). *Race and manifest destiny*. Harvard University Press.
- Duany, J. (2003). *The Puerto Rican nation on the move: Identities on the island and in the United States*. University of North Carolina Press.
- Suárez-Findlay, E. (2014). Removing Excess Population: Redirecting the Great Migration. *We are Left Without a Father Here: Masculinity, Domesticity and Migration in Postwar Puerto Rico*. Duke University Press.
- Oboler, S. & Dzidzienyo, A. (2005). *Neither Enemies nor Friends: Latinos, Blacks, Afro-Latinos*. Springer.
 - Chapter 8: Duany, J. Neither White nor Black: The Representation of Racial Identity Among Puerto Ricans on the Island and in the U.S. Mainland. 173-188.
 - Chapter 9: Mirabal, N.R. Scripting Race, Finding Place: African Americans, Afro-Cubans, and the Diasporic Imaginary in the United States. 189-207.

- **Turn in Essay 1**

Week 5: Space and Identity

- **Class Plan**

- Problematization of the connection between space and identity through the Latino and African American experience in the context of the United States

- **Readings**

- *Boricua Women’s Experiences of Belonging Within and Beyond College*. Ph.D. Dissertation, Chapman University, College of Educational Studies, August, 2016.
 - Read i-xviii and chapters 1, 2, and 6.
- Morley, D. (2001). Belongings: Place, space and identity in a mediated world. *European journal of cultural studies*, 4(4), 425-448.

UCI: Urban Planning and Public Policy

- Irazábal, C. & Farhat, R. (2008). Latino communities in the United States: Place-making in the pre-World War II, postwar, and contemporary city. *Journal of Planning Literature*, 22(3), 207-228.
- **Other Resources**
 - Benmayor, R., Torruellas, R.M., & Juarbe, A.L. (1997). *Claiming Cultural Citizenship in East Harlem in Latino cultural citizenship: Claiming identity, space, and rights*. Beacon Press.
 - Hoelscher, S. & Alderman, D.H. (2004). Memory and place: geographies of a critical relationship, *Social & Cultural Geography*, 5(3), 347-355.
<https://doi.org/10.1080/1464936042000252769>
 - [The Identity of Place | Mary Woster Haug | TEDxBrookings](#)
- **Exam**

Week 6: Struggle in the City

- **Class Plan**
 - Problematization of the city as a battle ground for injustices
- **Readings**
 - Gotham, K. (2000). Urban Space, Restrictive Covenants and the Origins of Racial Residential Segregation in a US City, 1900–50. *International Journal of Urban and Regional Research*, 24(3), 616-633.
 - Avila, E. (2006). *The Nation's White Spot. Popular Fantasy in the Age of White Flight: Fear and Fantasy in Suburban Los Angeles*. University of California Press.
 - Arellano, G. (2013). *Welcome to Ku Klux Kounty!* OC Weekly.
<https://www.ocweekly.com/welcome-to-ku-klux-kounty-6425325/>.
 - Pattillo, M. (2005). The Limits of Out Migration for the Black Middle Class. *Journal of Urban Affairs*, 22(3), 225-41.
 - Waters, M. (2014). Nativism, Racism, and Immigration in New York City. In Foner, N. et. al. (Eds.) *New York and Amsterdam: Immigration and the New Urban Landscape*. New York University Press.
<https://ebookcentral.proquest.com/lib/uci/detail.action?docID=1507824>
- **Other Resources**
 - [Redlining and the Suburbs](#)

Week 7: The African-American and Latino/a experience in the City

- **Class Plan**
 - This week focuses on presenting and discussing the experience of African-Americans and Latinos in the urban setting as an important piece to understand the Afro-Latinos/as.
- **Readings**
 - Gomez, A. (2017). Jim Crow and the Caribbean South: Cubans and Race in South Florida, 1885-1930s. *Journal of American Ethnic History*, 36(4), 25-48.
 - Jeffries, J. (2003). From Gang-Bangers to Urban Revolutionaries: The Young Lords of Chicago. *Journal of the Illinois State Historical Society*, 96(3), 288-304.
 - Rios, V. M. (2011). *Punished: Policing the lives of Black and Latino boys*. NYU Press.

Week 8: Arturo Schomburg as a bridge for Afro-Latinos/as

- **Class Plan**
 - By this week, students should already have an idea of the connections between space, place and identity. We present the story of Arturo Schomburg as an individual in whom all of these elements converge, as a key character to understand the concept Afro-Latinos/as in the United States.
- **Readings**
 - Hoffnung-Garskof, J. (2010). The World of Arturo Alfonso Schomburg. *The Afro-Latin@ Reader: History and Culture in the United States*, 70-91.
 - Hoffnung-Garskof, J. (2001). The Migrations of Arturo Schomburg: On Being Antillano, Negro, and Puerto Rican in New York 1891-1938. *Journal of American Ethnic History*, 3-49.
 - Arroyo, J. (2005). Technologies: Transculturations of Race, Gender, and Ethnicity in Arturo A. Schomburg's Masonic Writings.
 - James, W. (1996). Afro-Puerto Rican Radicalism in the United States: Reflections on the Political Trajectories of Arturo Schomburg and Jesus Colon. *Centro Journal of the Center of Puerto Rican Studies*, 8(1), 92-127.
- **Other Resources**
 - [Global Blackness and the Legacy of Arturo Schomburg | Mi Gente Afrodescendiente](#)

Week 9: Who are Afro-Latinos/as?

- **Class Plan**
 - Analysis of the concept of Afro-Latinidad, including its origins, challenges, and future considerations
- **Readings**
 - [Ribando, C. M. \(2007\). Afro-Latinos in Latin America and considerations for US policy. Library of Congress Washington D.C. Congressional Research Service](#)
 - Flores, J. (2005). Triple Consciousness: Afro-Latinos on the Color Line. *Wadabagei*, 8(1), 80-85.
 - McPherson, J. (2007). Rethinking African Religions: African Americans, Afro-Latinos, Latinos, and Afro-Cuban Religions in Chicago. *Afro-Hispanic Review*, 26(1), 121-140.
- **Optional Readings**
 - Oboler, S. & Dzidzienyo, A. (2005). *Neither Enemies Nor Friends: Latinos, Blacks, Afro-Latinos*. Springer.
 - Chapter 13: Johnson, K.R. African American and Latina/o Cooperation in Challenging Racial Profiling. 247-263.
 - Chapter 14: Sawyer, M. Racial Politics in Multiethnic America: Black and Latina/o Identities and Coalitions. 265-279.
 - Chapter 15: Torres-Saillant, Silvio. Racism in the Americas and the Latino Scholar. 281-304.

Week 10: Spaces for Afro-Latinidades Expression

- **Discussion**

UCI: Urban Planning and Public Policy

- Discussion on examples of how Afro-Latinos/as are carving spaces for their identity in multiples spheres
- **Readings**
 - Blancaflor, S. (2019). *In Chicago, Afro-Latinos carve a space to express their identity*. NBC News. <https://www.nbcnews.com/news/latino/chicago-afro-latinos-carve-space-express-their-identity-n971051>
 - [Afro Latinos Inspiring Music](#)
 - Estevez, M. (2018). *Exalting Blackness Amid White Noise: Afro-Latino Artists Speak on Navigating the World & Music Industry*. Billboard.com. <https://www.billboard.com/articles/columns/latin/8097896/afro-latino-artists-interviews-black-history-month-video>
 - Valdés, V.K. (2017). *Diasporic Blackness: The Life and Times of Arturo Alfonso Schomburg*. SUNY Press.
- **Other Resources**
 - [Boriqua Chicks Blog](#)
 - [Afrolatinos Historical Society](#)

***Turn in Essay 2**

Academic Dishonesty

Academic misconduct in its most basic form is gaining or attempting to gain a grade, degree, or other academic accomplishment by any means other than through your own work. No student shall engage in any activity that involves attempting to receive a grade by means other than honest effort. All students are expected to adhere to the UCI Academic Dishonesty Policies (please visit <https://aisc.uci.edu/students/academic-integrity/index.php> for more information).

Student Behavior in Class

Attitudes of prejudice are considered disrespectful and will not be tolerated in class. We are in an academic setting in which critiques and diverse opinions are encourage. However, it is not an excuse to insult someone or make them feel unwelcome. While the class mostly focuses on the Latino experience, I welcome non-Latino/a students willing to learn in class.

Attendance

Students are expected to attend all class meetings. Students are allowed one absence from class without excuse. All other absences should be supported by a written note.

Title IX

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the Campus Advocacy Resources & Education (CARE) Office by calling (949) 824-7273. In addition, UCI's Counseling Center can provide confidential counseling support at this number: (949) 824-6457. You can also report gender discrimination directly to the University's Title IX Office, (949) 824-5594. Reports to law enforcement can be made to UCI Public Safety, (949) 824-5223. For emergencies call 911. Faculty and Teaching Assistants are required

UCI: Urban Planning and Public Policy

under the UC Policy on Sexual Violence and Sexual Harassment to inform the Title IX Office should they become aware that you or any other student has experienced sexual violence or sexual harassment.

Accessibility and Accommodation

UCI is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me or the teaching assistants. We are here to help you. If you have a disability or think you may have a disability, you may also want to meet with the Disability Services Center to begin this conversation or request official accommodations. You can find more information about UCI's Disability Services Center, including contact information, here: <https://dsc.uci.edu/>. If you have already been approved for accommodations through the Office of Accessible Education, please make an appoint with the professor so we can develop an implementation plan together.

Grading

2 Written Essays (50 pts each)	100 pts
Class Participation and Attendance (10 pts each for each class)	100 pts
Weekly posts on Canvas (10 pts each post)	100 pts
1 Exam (In essay format)	100 pts
Total	400 pts

Scale

A	90%-100%
B	80%-89%
C	70%-79%
D	60%-69%
F	<59%