

## UP260 Fall 2018: Social Inequalities, Planning, and Insurgent Formations

Tuesdays & Thursdays: 330-450pm

TBH 225

Instructor: Efad/ul Huq

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Office Hours: T 230-315pm; Noble Hall 310

### Course Content

*There was a wall. It did not look important. It was built of uncut rocks roughly mortared. An adult could look right over it, and even a child could climb it. Where it crossed the roadway, instead of having a gate it degenerated into mere geometry, a line, an idea of a boundary. But the idea was real. It was important. For seven generations there had been nothing in the world more important than that wall. Like all walls it was ambiguous, two-faced. What was inside it and what was outside it depended upon which side of it you were on.*  
(*The Dispossessed*, Le Guin, 1994)

Students will be introduced to the social, political, economic, and cultural forces shaping urban communities today. The course will emphasize the role of race, class, and gender relations in urban social issues at local/global scales. We will also look at how community interventions (organizing, movements, advocacy, insurgent practices) contest urban inequalities. Through reflections, exercises, creative explorations, on-ground observations, students will learn to appreciate the interplay among community organizers, leaders, institutions, planning, and social change.

### Goals and Objectives

- To develop understanding of how social inequalities of race, class, and gender (re)produce patterns of uneven urban development and segregate contemporary cities
- To develop understanding of how insurgent formations challenge inequalities
- To creatively engage with the work of near/far community organizations and insurgent formations
- To generate interest in the field of community development, international planning, and related career opportunities
- To better communicate and make an argument in urban policy discussions.

### Required Text

- Scott Sernau 2017 *Social Inequality in a Global Age*, Pine Forge Press; also provided on Compass.

### Recommended Texts

- Leonie Sandercock 1998 *Making the Invisible Visible*, California University Press
- Robert D Bullard (ed.) 2007 *The Black Metropolis in the Twenty First Century: Race, Power, and Politics of Place*, Rowan and Littlefield
- Xianming Chen, Anthony Orum, & Krista Paulsen 2013 *Introduction to Cities: How Place and Space Shape Human Experience*, Wiley-Blackwell

- Bradshaw and Wallace 2011 *Global Inequalities*, Pine Forge Press
- Clarissa Ryle Hayward and Todd Swanstrom (eds.) *Justice and the American Metropolis*, University of Minnesota Press
- Leonie Sandercock 2003 *Cosmopolis II: Mongrel Cities of the 21<sup>st</sup> Century*, Continuum Press

### Attendance

We need your mental and physical presence in the classroom so that you can learn the class material and contribute to the group’s collective learning. I dislike reading student work that I know could have been much better. So, show up! *You are granted 2 unexcused absences; each absence beyond that will entail loss of 3 percentage point of your final grade.* I will grant excuses for illness, job interview, or family emergency. Remember that you will have to provide some form of documentation in each case to justify the excuse, and you will be responsible for obtaining notes from your classmates and learning the material on your own. I use Compass, and I will post lecture slides there when applicable.

### Grading/Evaluation (See more in schedule below)

- Journal entries (J1-J6; 300 words; 6 pieces over 12 weeks; 30 points)
- Exercises (E1-E6; 6 pieces over 14 weeks; 30 points)
- Midterm submission + peer review (11-18 Oct; 20 points)
- Final submission + draft & peer review (29 Nov-11 Dec; 20 points)
- TOTAL: 100 Points

Final letter grades based on the following distribution:

A+:97 or higher	B-:80-83.99	D:64-66.99
A: 94-96.99	C+:77-79.99	D-:60-63.99
A-:90-93.99	C:74-76.99	F:59.99 or less
B+:87-89.99	C-:70-73.99	
B:84-86.99	D+:67-69.99	

### Course activities (See more in schedule below):

*The fast pace and applied nature of the course requires strict adherence to attendance, preparation, and deadlines.*

#### Lecture and Readings

The lectures (often with guest lecturers) will provide you with a broad framework to understand the readings and learn about different practices in the field of community planning for social change. Students should come prepared to take notes and ask questions. **The readings must be completed by Tuesday every week.**

#### Journal Entries

The purpose of the journal reflection is to help you engage with required reading, videos, and other materials for this course. **The journal reflections will be submitted via Compass and you will have guiding questions/tasks for each journal assignment.** Responding to the guiding questions will help you absorb the various ideas and concepts, and enable you to share thoughtful and engaging comments. Entries are expected to be at least 300 words. I hope that you will use the journal entries, in some improved form, for your final project.

#### Exercises

These will be a series of 6 activities that get you to think through the class material in direct engagement with our social surroundings and help you develop your final product for the class. You will be provided specific handout for each activity. I hope that you will use the products of these exercises to develop your final project.

### *Class discussions*

Class discussions are extremely important. What I want to emphasize is that productive class discussions will make the rest of your work for the class a lot easier. Contribute to discussions and rely on them. Take notes of what others are saying in class, how you respond to them, and use those notes to think through your own final projects. Make use of each class to develop written material and ideas for the smaller and larger projects in the semester.

### *Midterm Submission*

Our final product for the semester will be a zine. For midterm assignment, students will submit a project proposal for their zines. A guidelines handout will be provided with more details. We will carry out a peer-review and your peer-reviewing will be graded.

### *Final Submission*

Students will produce an original zine composed with 10-page original writing (double spaced, 12 font, MS Word). Zines have a special role in social movements, particularly within feminist movements, that we will talk about in class. For our class, I expect your writings for the zine to reflect academic rigor comparable to a term paper. You will focus on selected dynamics/processes of urban social inequalities, their relationship to planning, and how community organizing, insurgent practices, and social movements are contesting those dynamics. The aim of the zine is to get us to experiment with alternative forms of writing and expressions. You get to decide the content and form after you have explored some examples. You will get to develop your ideas in workshops, through exercises, and then collectively/individually produce and assemble the zines. The finished zines will be circulated in class. Further guidelines will be provided in a separate handout.

### **Course Website:**

The course website is located on Compass: [compass.illinois.edu](http://compass.illinois.edu). You should frequently check the Compass updates for notes, event information, assignments etc.

### **Course Policies:**

*Disability Services:* This course will accommodate students with documented disabilities. Please refer to the Disability Resource Guide at [www.disability.uiuc.edu/resourceguide](http://www.disability.uiuc.edu/resourceguide) for more information. Please inform the instructor of any requests as soon as possible, preferably before the first week of class is over.

*Laptops, phones, and technology:* You cannot use a laptop or phone in class. Laptops are allowed only when the entire class is doing technology-related stuff on some days or during workshops.

*Respectful environment:* The Department of Urban and Regional Planning (DURP) is committed to maintaining a learning environment that is rooted in the goals and responsibilities of professional planners. By enrolling in a class offered by the Department of Urban and Regional Planning, students agree to be responsible for maintaining an atmosphere of mutual respect in all DURP activities, including lectures, discussions, labs, projects, and extracurricular programs. See Student Code Article 1-Student Rights and Responsibilities, Part 1. Student Rights: §1-102.

*Academic Integrity & Plagiarism:* The UIUC Student Code (<http://www.admin.uiuc.edu/policy/code>) requires all students to support academic integrity and abide by its provisions, which prohibit cheating, fabrication, plagiarism, and facilitation of these and related infractions. Real talk—if caught, you will receive a zero for the assignment and potentially additional punishment (as severe as a F in the course or expulsion from the University). Plan ahead of time to avoid being overwhelmed with assignments.

*Emergency situations:* Should a tornado warning happen while we are in TBH, the designated tornado safe area is in on the atrium level, down the hallways on the east side of the atrium level (by the MUP lockers). Should a tornado warning be issued for Champaign County, we will postpone class and go there until the warning is lifted.

In the event of an active shooter, here is the appropriate section from UIPD website: <http://police.illinois.edu/emergency-preparedness/run-hide-fight/>

Additionally, should you feel overwhelmed by life in general, the Champaign County Crisis line is 24/7 and can be reached here: 217.359.4141. The Counseling Center on campus—while not 24/7—can make you an appointment on the same business day. Call 217.333.3704 as close to 8am as possible.

### Class Schedule (incomplete)

SESSION	WEEK	DATE	DAY	TOPIC/READING	ITEMS DUE
1	1	28-Aug	T	Introductions, Course Expectations	
2	1	30-Aug	R	Sernau, CH2: The Great Debate; Guest lecturer: Ken Salo / <i>Is inequality necessary? Conservative thesis and radical antithesis. Marxian class conflict, Weberian social power, Durkheim's functionalism.</i>	E1
3	2	4-Sep	T	Sernau, CH1: The Gordian Knot of Race, Class, and Gender; Guest lecturer: Faranak Miraftab / <i>Intersectionality, where race, class, gender, ethnicity, religion, sexual orientation, age etc. overlap and (re)produce inequalities. What does intersectionality mean for urbanism?</i>	
4	2	6-Sep	R	Kathryn La Barre; Zine Introduction Workshop / <i>What are zines? How did they emerge? What roles do they play in social movements, community organizing, and political education and expression?</i>	J1
5	3	11-Sep	T	Sernau, CH3: The Global Divide; Guest lecturer: Faranak Miraftab / <i>Inequality within and between nations. Modernization vs dependency. What is neoliberalism? Who are the winners and losers of globalization?</i>	
6	3	13-Sep	R		E2
7	4	18-Sep	T	Sernau, CH4: Class Privilege; Guest lecturer: Sowmya Balachandran / <i>Class divisions. Wealth concentration. Shift from manufacturing to service and rising income and wealth inequalities.</i>	
8	4	20-Sep	R		J2
9	5	25-Sep	T	Sernau, CH5: Racial & Ethnic Inequality; Guest lecturer: Ken Salo / <i>Racialization in planning. Internal</i>	

				<i>colonialism. Segregation. Culturalist propositions on poverty and counterarguments. Is it class or race, or both?</i>	
10	5	27-Sep	R		E3
11	6	2-Oct	T	Sernau, CH6: Gender & Sexual Inequality; Guest lecturer: Faranak Miraftab / <i>Patriarchy in planning. Changing roles and burdens of women. Masculinity as vulnerability.</i>	
12	6	4-Oct	R		J3
13	7	9-Oct	T	Sernau, CH7: Status Prestige / <i>Planning as vehicle to gain and maintain social prestige and position. Status as documentation. Habitus. Exclusion.</i>	
14	7	11-Oct	R		Midterm submission
15	8	16-Oct	T	In-Class Peer Review of Midterm Submission; Sernau, CH8: Power & Politics; Guest lecturer: David Wilson / <i>What is power? What is political consciousness and political power? Theories of power elites and pluralists in a globalized era. Economic crisis—for whom?</i>	
16	8	18-Oct	R	Kathryn La Barre. Second workshop on zines.	J4
17	9	23-Oct	T	Sernau, CH12: Challenging the System; GL: Faranak Miraftab / <i>Social movements and collective action. Labor movement. Women's movement. Civil rights. New social movements. Insurgent planning practices. Radical and advocacy planning.</i>	
18	9	25-Oct	R	<b>No Class/ACSP</b>	E4
19	10	30-Oct	T	Sernau, CH11: Reversing the Race to the Bottom / <i>Federal social programs. Hunger and homelessness. Examples beyond the U.S. and limitations of welfare policies.</i>	
20	10	1-Nov	R		J5
21	11	6-Nov	T	Sernau, CH10: Abandoned Spaces, Forgotten Places / <i>Rural to urban migration. Rural vs urban poverty. Industrial to postindustrial. Belts of neglect and invisibility. Why does urban-rural links matter?</i>	
22	11	8-Nov	R		E5
23	12	13-Nov	T	Sernau, CH9: Moving Up / <i>Education as vehicle for social mobility: myth or reality? Educational institutions as sites of struggle and transformation.</i>	
24	12	15-Nov	R		J6
25	13	20-Nov	T	<b>Fall Break</b>	
26	13	22-Nov	R	<b>Fall Break</b>	
27	14	27-Nov	T	Kathryn La Barre; final workshop.	
28	14	29-Nov	R	Final Draft Submission for Zines	E6

29	15	4-Dec	T	In-Class Peer Review of Final Drafts	
30	15	6-Dec	R	In-Class Peer Review of Final Drafts	
31	16	11-Dec	T	<b>Last Class/Final Submission for Zines</b>	
		13-Dec			
		20-Dec			