

Syllabus¹

PPPM 321: Inclusive Urbanism (Winter, 2023)

Department of Planning, Public Policy and Management, University of Oregon

CRN: 25835; Credits: 04

Dates: 01/09/23 to 03/20/23

Day (Time): Monday (2:00pm-4:50pm)

Location: Virtual (Zoom)

Join Zoom Meeting:

<https://uoregon.zoom.us/j/93819520492?pwd=VIIIQXNPbjVoNnV1NDN6eUtGMCszdz09>

Meeting ID: 938 1952 0492

Passcode: 031595

One tap mobile: +1-669-444-9171

Professor: Dr. Alvaro Huerta

Email: ahuerta@uoregon.edu

Email (alternative): amhuerta@cpp.edu²

Office Hours: By appointment

Purpose of Course

This course investigates the relationship between social and economic inclusion and the built environment of cities through a range of scales and from multiple design and policy disciplines. This course emphasizes critical perspectives and student dialogue of these issues.

Students will also learn how to write in varying formats and give oral presentations to strengthen communication skills. Social equity, environmental justice, and economic opportunity—and the critical perspectives through which these and similar topics are addressed—will enable students to better understand, advocate for, and build communities that are more inclusive, healthy, and just.

Overall Approach and Course Framework

For this course, the professor will focus on engaging students in dialogue, where we all learn from each other, as students play a key role in the learning process. The professor will also focus on the case study method, along with assigning free writing, reflections and other methods of learning. Overall, the professor focuses on the teaching philosophies of John Dewey and Paulo Freire.

Goals

After completing this course, you should be able to:

- Assess historical and contemporary structural hierarchies and influences on urbanism and policies by urban planners, designers, architects, landscape architects, and preservationists
- Be familiar with important urbanism and policy trends and forces behind the reshaping of geographies of race, class, and immigration in the metropolis today
- Engage thoughtfully, respectfully, and constructively with other students, community organizations, and residents around issues of race, urban inequality, and cultural difference; Generate an environment where colleagues feel secure expressing their views
- Demonstrate self-reflexivity regarding the ways in which issues of race, immigration, inequality, and overall difference affect their own experiences, scholarship, and future
- Synthesize literature and articulate the main debates on various design and social science

¹ Subject to change, where the professor will provide advanced notice to changes. Last updated on 01.13.23.

² While I will use my University Oregon email regularly up to the end of Spring, 2023, use this email should you need to contact me, especially for incompletes and other matters.

theories about inclusive urbanism

- Understand the relationship between urbanism and diverse communities of people and neighborhoods at various scales

In addition to the expectations for students, students will:

- Demonstrate ability to synthesize revitalization literature covered in the readings, comprehend main debates within the field, and critique various sociological theories related to revitalization.
- Conceptualize and organize presentations that helps to review and critique the week's reading and start a conversation around those readings for the class.

Respect

This course is an academic safe space designed for everyone to explore complex and, sometimes, sensitive issues related class topics. Thus, racist, sexist, classist and homophobic language or related behavior will not be tolerated. Students exhibiting this type of behavior will be asked to leave class.

Moreover, students must conduct themselves according to university policies. At no time, for example, should any student become verbally or physically abusive towards fellow students and the professor. This type of behavior will result in a lower grade for the student, in addition to other negative consequences, as outlined under the university's student conduct policies towards said behavior.

Class Attendance and Participation

Given that we have a limited number of classes, attendance is very important. A pattern of unexcused absences will result in a lower grade (e.g., a student may receive a "C" instead of a "B"). Or a student may fail the course for too many absences. Students are expected to be familiar with the required readings and contribute to class discussion. Everyone is encouraged to participate in class, even those who are normally shy. The professor will provide a "safe" and conducive space for everyone to participate. The quality of your comments is more important than the quantity. Also, try not to monopolize class discussions. Everyone is expected to contribute their ideas and experiences during class.

Policies on Absences, Late Assignments, Tardiness and Misconduct

For every absence (except for documented medical/family emergencies³), there will be a 5-point deduction, starting with participation points. Work is not a legitimate excuse.⁴ (Being late 3X = 1 absence.) Missing two or more classes will also have a negative impact on grade.

For late reflection papers, there's a .5-point deduction per day. For other assignments, there's a 2-point deduction per day. Regarding the research papers, late papers are not accepted, unless you have a documented medical/family emergency.

"Use of Phone/Computer" Policy

Students shouldn't text, chat or answer phones during class sessions, unless there's an emergency. Put phones on silent/vibrate mode and answer phones, in case of emergency. No Facebook, etc.

Academic Integrity & Dishonesty

Cheating and plagiarism (i.e., the copying of or use of other people's work and submitting it as your own without proper citation) will result in negative consequences for the student.

³ Contact the professor directly, regarding any medical/family emergencies. Proof is required. Special circumstances will be handled on an individual basis.

⁴ For exceptions, contact the professor. Once again, proof is required.

Disability Accommodation

Students with disabilities who need modifications and/or special assistance should contact university resources.

Reflection Papers

Students will write reflection papers, based on selected readings. Reflections should be typed, 1 page and 1.5 spaced. What's the author's main point or points? How does she or he support point or points? What do you think? Agree? Disagree? Unlike the research paper, they should be informal; not looking for right or wrong answers. Part of assignment is to ensure that students read assigned articles to discuss in classroom, etc. The other part is for students to express their viewpoints as critical thinkers on an array of topics.

Class Materials

The professor will discuss assigned readings on first day of class. Assigned readings will be kept to a minimum, especially since students will be required to select their own readings (e.g., academic articles, books) for research papers. Students are encouraged to use or integrate assigned books into your papers.

Final Research Paper (for instructions, refer to last page: Final Research Paper Guidelines / Checklist)

Each student is responsible for a final research paper addressing a topic relevant to the course. To avoid last minute delays in the preparation of final papers and, more importantly, to benefit from the climate of intellectual discussions, papers will be formulated in stages and discussed in class on an ongoing basis.

Presentations

Students will present a PowerPoint presentation to the entire class with some exemptions allowed.

Exams / Pop Quizzes

While there will be no exams for this class, since it's based on research paper and writing assignments, should the professor observe that students are not regularly attending class, he'll assign pop quizzes which will apply to "Attendance, Class Participation and Conduct."

Grading Points

- Attendance, Class Participation and Conduct: 20 points
- Reflection Papers: 10 Points
- Research Proposal 5 Points
- Bibliography: 5 Points
- Literature Review: 10 Points
- Methods: 5 Points
- Outline: 5 Points
- Writing Assignment: 5
- First Draft: 5 Points
- Power Point Presentation: 5 Points
- Final Paper: 25 Points
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- **Total: 100 points**

Grading Scale

- A = 93 – 100
- A - = 90 – 92
- B+ = 88 – 89
- B = 83 - 87
- B- = 80 – 82
- C+ = 78 – 79
- C = 73 - 77
- C- = 70 – 72
- D+ = 68 – 69
- D = 63 - 67
- D - = 60 – 62
- F < 60

Reading List and Class Assignments

Required Books for Purchase:

Huerta, Alvaro. 2019. *Defending Latina/o Immigrant Communities: The Xenophobic Era of Trump and Beyond*. Lanham: Rowman & Littlefield.

<https://rowman.com/isbn/9780761871279/defending-latina-o-immigrant-communities-the-xenophobic-era-of-trump-and-beyond>

Huerta, Alvaro. 2013. *Reframing the Latino Immigration Debate: Towards a Humanistic Paradigm*. San Diego: San Diego State University Press.

<https://www.amazon.com/Reframing-Immigration-Towards-Humanistic-Paradigm/dp/1938537033>

Grammarly

www.Grammarly.com

The Purdue Writing Lab

<https://owl.purdue.edu>

Research Writing Sources/Links by Professor

<https://sites.google.com/site/alvarohuertasidea/links-academic-more>

<https://sites.google.com/site/alvarohuertasidea/recommended-books>

The Just City Essays

<https://www.thenatureofcities.com/the-just-city-essays/>

Research Paper Assignments⁵

1: Research Proposal (1/2 page)

Each student will be responsible for your own topic or paper. Devise an interesting research question(s) that you would like to answer. While the research question represents the driving force behind the research you will be conducting, keep in mind that as research progresses (and you discover more about your subjects), this research question might change or be modified. A good way to approach this is to think of answering the question: Why does this matter?

2: Bibliography of books, academic articles (mostly), newspaper articles (1-page)

Create a bibliography. Include between 8-10 journal articles, newspaper articles and books (1-2).

3: Brief literature review on selected articles (1-page)

Review two key articles made about your topic. You should read reviews of books (some found on JSTOR, Google Scholar, etc.) and academic articles related to the topic. Write a brief literature review which sums up the past research. Two paragraphs each per article.

4: Methods (.5-page)

Summary of types of research methods to be utilized, along with primary and secondary sources.

5: Outline (1-page)

Provide a detailed outline of research paper.

6: First draft research paper

Write first draft of research paper. Include areas to be improved, gaps and plan of action.

7: PowerPoint presentation (5-7 slides)

Draft short power point and provide a class presentation based on findings of research paper. Some of the themes and/or questions that you might wish to share with the class for your presentation include: What were the obstacles you faced while conducting research? How does the data answer your original research question? What other research would you suggest be done if the project were continued? Did your data corroborate or refute the major “conflicts” imbedded in the academic debate over your topic? What does your data tell you about public policy responses to your topic?

8: Final research paper (for instructions, refer to final page)

This assignment is the culmination of this class and is therefore worth a larger percentage of your course grade. Please take this part of the course very seriously. Writing a research paper will not be easy; however, keep in mind that by the time of your presentation, you should have all the major components (e.g., research question, literature review, data analysis, findings, analysis, etc.) of your research paper. The key will be to put it all together into a thoughtful and coherent research paper.

Writing Assignment (800 words)

Students have three options to **select one** from: (1) **Personal essay** where students interview a family member and reflect on issues related to course topics; (2) **Short biography** about your place in the city or town, etc. (3) **Op-Ed**, where students write a social commentary on any issue related to course topics, such as street vending, immigration reform, gentrification, etc.; and (4) **Policy paper**, where students analyze a public policy related to course topics. Students are encouraged to interview family members and utilize photographs, etc., and relate personal / familial narratives with course topics.

⁵ Except for the research paper (2.0 spacing), assignments should be 12 size font and 1.5 spacing.

Important Messages on Assignments

All assignments need to be 12-size font, 1-inch margins and 1.5-spacing. (2.0-spacing for Final Research Paper.) They are due before start of class, unless informed otherwise.

Reflections should be between .5 to 1 page, where should be more like freewriting, starting with author's argument. Include how author supports claim and your own views on matter.

On the document, add your name on upper-left side, along with class name and date. Include title and page numbers (if longer than one page).

Label document as follows: Last name_First name_Assignment Title_Date.docx. For example, Huerta_Alvaro_Reflection #1_09_01_22.docx.

In the Subject of email, include type of assignment. In body of email, write a short message, such as: "Dear Prof. Huerta, I'm submitting reflection #1 on racial formation. Cordially, X.

Email directly to professor as Word Doc. or PDF at ahuerta@uoregon.edu. (Don't email a Google Doc or link!)

Also, when communicating with professor, don't use Canvas. Simply email him.

Weekly Schedule

Week 1 (1/9): Introductions, Discussion,” Proposals and Sources

In Class

- Intro to course, introductions, review syllabus, etc.
- Professor PowerPoint presentation(s)
- Also, glance at the following online source...
<https://owl.purdue.edu>

Recommended readings/sources to prepare students for university-level research, etc.

Huerta, Alvaro. “Ten Tips for Students to Succeed in College.” Medium, July 5, 2020.

<https://alvarohuerta6.medium.com/ten-tips-for-students-to-succeed-in-college-46c361a5d167>

Huerta, Alvaro. “Notes on Public Speaking for Academics and Others.” Tomorrow’s Professor Posting I Stanford, July 17, 2017 (originally published in HuffPost)

<https://tomprof.stanford.edu/posting/1589>

Dr. Ann Forsyth. “On Writing Research Papers”

<https://sites.google.com/site/alvarohuertaside/links-academic-more>

Dr. Rick Lopez. “Guide to Reading: How to Get to Know a History Book.”

<https://sites.google.com/site/alvarohuertaside/links-academic-more>

Note: Nothing due on first day of class

Week 2 (1/16; **no class due to MLK holiday**): Racial Minorities, Race and Racial Formations

(Note: Since 1/16 is a federal holiday (MLK), submit assignments on Tuesday, 1/17, by midnight.)

Readings⁶

Omi, Michael and Howard Winant. “Racial Formations,” from *Racial Formation in the United States*, 2nd Edition.

<https://scalar.usc.edu/works/bodies/media/Omi%20and%20Winant,%20Racial%20Formations.pdf>

“Urban planning as a tool of white supremacy – the other lesson from Minneapolis” by Dr. Julian Agyeman

<https://theconversation.com/urban-planning-as-a-tool-of-white-supremacy-the-other-lesson-from-minneapolis-142249>

History of Racist Planning in Portland

<https://www.portland.gov/bps/history-racist-planning-portland>

Ian F. Haney Lopez. “The Social Construction of Race,” from *Critical Race Theory; The Cutting Edge*, edited by Richard Delgado.

<https://sites.oxy.edu/ron/csp19/readings/HaneyLopez-SocialConstructionOfRace.pdf>

Due: 1) Research Proposal (due on Wed. by Midnight)

2) Reflection # 1 on Omi and Winant (due on Wed. by midnight)

⁶ With some exceptions, all readings and assignments should be done before start of class.

Week 3 (1/23): Divergent Planning Theories and The Right to the City

Readings

Davidoff, Paul. 1965. "Advocacy and Pluralism in Planning." *Journal of American Institute of Planners* 31(4): 331 – 338. (online library or Canvas)

Hardin, Garrett. 1968. "Tragedy of the Commons." *Science* 162(3859): 1243 -1248. (online library or Canvas)

"The Right to the City" (2003) by David Harvey (Debates and Developments, *International Journal of Urban and Regional Research*) (Canvas)

"Right to the City for All: A Manifesto for Social Justice in an Urban Century," Lorena Zárate, Mexico City. 19 October 2015

<https://www.thenatureofcities.com/2015/10/19/right-to-the-city-for-all-a-manifesto-for-social-justice-in-an-urban-century/>

Due: 1) Reflection # 2 on Davidoff
2) Reflection # 3 on Harvey

Week 4 (1/30): On Redlining, Zoning, Racial Segregation and the Ghetto

Readings / Listen to

"The History of Redlining"

<https://www.thoughtco.com/redlining-definition-4157858>

"How Redlining's Racist Effects lasted for Decades." NYT

<https://www.warrenhills.org/cms/lib/NJ01001092/Centricity/Domain/145/How%20Redlinings%20Racist%20Effects%20Lasted%20for%20Decades%20%20The%20New%20York%20Times.pdf> (if can't open, email prof.)

Wacquant, Loic J.D. 1997. "Three Pernicious Premises in the Study of the American Ghetto." *International Journal of Urban and Regional Research* 21-2 (June 1997), "Events and Debate": 341-353. (see Canvas or library)⁷

In-class:

- Break-up in small groups to discuss: "What is the ghetto?"

In-class videos:

- Video: 'A New Phase of American whiteness': A Complex History and An Uncertain Future | Think | NBC News (6:19)
<https://www.youtube.com/watch?v=u0dz7hxopr0>
- Video: "How Redlining Shaped Black America as We Know It | Unpack That" (8:28) (Humor)
<https://www.youtube.com/watch?v=2o-yD0wGxAc>
- Video: "Redlining and Racial Covenants: Jim Crow of the North" (8:00) (only if time permits)
<https://www.youtube.com/watch?v=ymOaiWla3DU>

⁷ First try to secure it via campus library (online), then contact professor to post.

- Break-up in small groups to discuss all videos

In-class for next week:

- Discuss Literature Review and Methods Assignments for next week

Due: Reflection Paper # 4 on article, “How Redlining’s Racist...”

Week 5 (2/6): Latina/o Urbanism & Research Methods and Methods

Readings

Rojas, James. “Latino Urbanism in Los Angeles” (see Canvas)

Diaz and Torres. Chapter 1. “Introduction” in *Latino Urbanism...* (see Canvas)

Armenta, Amada. 2009. “Creating Community: Latina Nannies in a West L.A. Park” *Qualitative Sociology* 32(3): 279-292. (see online library or Canvas)

Small, Mario. 2009. “How Many Cases do I need?: On science and the logic of case selection in field based research.” *Ethnography* 10 (1): 5 – 38.

<https://scholar.harvard.edu/mariosmall/methods>

In-class...

- Break-up in small groups to discuss “What is the barrio?” & “How does it compare to the ghetto?”
- Discuss the question of methods and break-up in small groups to share methods.

In-class video:

- Video Chavez Ravine (A Los Angeles Story) (23:41)
<https://www.youtube.com/watch?v=eBOtKhAAUHs>

- Break-up in small groups to discuss

Due: (1) Reflection Paper # 5 on Diaz and Torres
(2) Assignment (Literature Review and Methods)

Week 6 (2/13): On Defending Immigrants

Readings

Huerta, Alvaro. 2019. *Defending Latina/o Immigrant Communities: The Xenophobic Era of Trump and Beyond*. Lanham: Rowman & Littlefield.

In Class...

- Video: Actions are illegal, never people | Jose Antonio Vargas | TEDxMidAtlantic (16:48)
<https://www.youtube.com/watch?v=tmz9cCF0KNE>

- Break-up in small groups to discuss video

- PowerPoint presentation by professor on immigration.

- Break-up in small groups to discuss PowerPoint

Optional

TEDx Talk. “Migration as a Universal Human Right.” TEDxClaremontColleges. Claremont Graduate University, California. March 7, 2015.

<https://www.youtube.com/watch?v=17fi3buAscY>

Due: Reflection Paper # 6 on Dr. Huerta’s book, *Defending Latina/o...*

Week 7 (2/20): On Urban Renewal and Racism

Readings

“The Racist Roots of ‘Urban Renewal; and How it Made Cities Less Equal.”

<https://www.fastcompany.com/90155955/the-racist-roots-of-urban-renewal-and-how-it-made-cities-less-equal>

“Racism in Urban Planning”

<https://forwardpinellas.org/transportation-disadvantaged/racism-in-urban-planning/>

“Black residents discuss lasting injustices of urban renewal”

<https://abcnews.go.com/US/black-residents-discuss-lasting-injustices-urban-renewal-redlining/story?id=73083737>

In Class...

- Video: “The Tragedy of Urban Renewal: The destruction and survival of a New York City neighborhood” (6:23)
<https://www.youtube.com/watch?v=mWGwsA1V2r4>
- Video: “How ‘urban renewal’ decimated Black communities in North Carolina” (9:02)
<https://www.youtube.com/watch?v=JW9bsdaWsg8>
 - Break-up in small groups to discuss videos

Optional

Renewing Inequality

<https://dsl.richmond.edu/panorama/renewal/#view=0/0/1&viz=cartogram>

Due: (1) Assignment (Bibliography and Outline)

(2) Reflection on # 7: “Black residents discuss...”

Week 8 (2/27): Social Movements in Response to Racist Redevelopment and Environmental Racism

Readings

Irazabal, Clara and Punja, Anita. 2009. “Cultivating Just Planning and Legal Institutions: A Critical Assessment of the South Central Farm Struggle in Los Angeles”

https://scholar.google.com/scholar?hl=en&as_sdt=0,5&q=south+central+farm

Benjamin Marquez. On Mexican Americans & Environmental Justice (in book, *Latino Urbanism...*)

Huerta, Alvaro. 2005. “South Gate, California: Environmental Racism Defeated in Blue-Collar Latino Suburb.” *Critical Planning* 12: 92 – 102.

<https://sites.google.com/site/alvarohuertaside/environmental-justice-video>

Review photographs in Huerta’s 2nd book, *Reframing Immigration*

In Class...

- PowerPoint Presentation by Dr. Alvaro Huerta on Environmental Racism
 - Break-up in small groups to discuss PowerPoint
- Review Draft Paper instructions

Due: (1) Reflection # 8 on Photos by Antonio Turok (See Dr. Huerta's book, *Reframing Immigration...*)
(2) Writing Assignment

Week 9 (3/6): On the Informal Economy and the Case of Street Vendors

Readings

Mukhija, Vinit and Anastasia Loukaitou-Sideris. Introduction on the Informal City. (Canvas)

NPR-Marketplace. "Street vending may be legal in Los Angeles by summer's end."
(Article and audio)

<https://www.marketplace.org/2018/06/22/economy/los-angeles-legal-street-vending>

Montes-Huerta, Joaquin and Alvaro Huerta. 2015. "No Reason to Curb Street Vending." *Los Angeles Business Journal*, September 21.

<http://www.labusinessjournal.com/news/2015/sep/21/no-reason-curb-street-vendors/?page=1&>

Due: (1) Reflection # 9 on Mukhija and Loukaitou-Sideris
(2) First draft due

Week 10 (3/13) From Black Panthers to Black Lives Matter (BLM)

Readings

The Black Panthers: 10 Point Program

<https://www.ucpress.edu/blog/25139/the-black-panther-partys-ten-point-program/>

Discussion Guide-The Black Panthers: Power to the People

https://independentlens.s3.amazonaws.com/1700/black-panthers/Black-Panthers_Discussion-Guide.pdf

Elizabeth Day. "#BlackLivesMatter: the birth of a new civil rights movement"

<https://www.theguardian.com/world/2015/jul/19/blacklivesmatter-birth-civil-rights-movement>

In-class Videos:

- Historical footage and interviews with Black Panthers (14:27)
<https://www.youtube.com/watch?v=kHWGAEF5GGA>
 - Break-up in small groups to discuss Black Panther video
- "What Black Lives Matter means to an 11-year-old" (2:58)
<https://www.youtube.com/watch?v=muy5zpqslRc>
- George Floyd and Black Lives Matter – A BBC My World special (25:57)
<https://www.youtube.com/watch?v=qaKdFdoLbUY>
 - Break-up in small groups to discuss BLM videos

Final (3/20):

Week of PowerPoint Presentations (part 2)

- Due:* (1) Final Research Paper at start of class
(2) PowerPoint due at start of class

Final Research Paper Guidelines

Organize the research paper as you would organize a paper for an academic publication. (The professor will discuss acceptable topics, during first weeks of course.) **It should be 5-7 pages of text.** Also, include cover letter, table of contents, self-grade evaluation and bibliography. It should be 2.0 line spacing and 1” margins. The research paper should follow the below format, including (sub)headings.

- *Introduction: research question and why this is important*, worth studying (e.g., because it hasn't been studied before, because it will help adjudicate between two competing theories, because the case offers a challenge to accepted theories, etc.).
- *Literature Review: placement of research question and project within a broader literature.* Don't summarize the existing literature but explain how your project is in conversation with specific literatures and how you hope to contribute to debates.
- *Methods: research design, methods, data* – a description of the overall research design, methods used and evidence brought to bear on the question. You will want to provide enough information that you make a solid case for your choices and argue that the methods and data are appropriate to the question.
- *Findings / discussion:* this should represent the bulk of the paper. Here you discuss the evidence and develop your argument. If you are engaged in a project that relies heavily on hypothesis-testing, you would lay out the hypotheses and discuss which are supported, interesting findings, etc. If you are engaged in theory or conceptual development, you would present your evidence, discuss your interpretations and build your argument.
- *Conclusion* – here you sum up the main findings, relate it back to the literature and the original question to highlight your contribution, and you might suggest future avenues for research or implications from your findings. You can also note potential limitations of the study and discuss how these might affect the argument, anticipating your critics (though you do not have to do this).

Check List:

- **Final Research Paper = 5-7 pages (text)**
- Don't number cover as page 1. It should be 0 and not visible.
- Spacing = 2”
- Margins = 1.0”
- Staple paper (this applies to all assignments)
- Cover Page includes
 - Title, student name, email, date, class name, department & name of professor
- After cover page, include a paragraph on self-evaluation for final grade
- Use headings and subheadings
- Include in-text citations
- You must cite all primary and secondary sources.
- There will be negative consequences for plagiarism. When in doubt, cite source.
- Be consistent with style, such as MLA, APA, Chicago, etc. Select any style.
- Images, graphs, charts, maps and tables should be part of appendix or addendum.
- Don't procrastinate!