

## **PLA6067: On Spatial Exclusion and Planning**

Thursdays 11 am-1 pm, Room 300N Buell Hall

Instructor: Professor Hiba Bou Akar

Office Location: 208 Buell Hall

Office Hours: Thursdays 1-3 pm or request appointment by email <hb2541@columbia.edu>

This course investigates the idea of geographies of exclusion through a multi-disciplinary inquiry which locates spatial production and planning practice at its center. The course cross-thinks issues of spatial exclusion and social justice across cities in the Global North and the Global South. What are geographies of exclusion? Who gets excluded, why, by whom, and how? What are some of the legal, spatial, socio-economical, moral, and political apparatuses that get articulated in producing segregated spaces of poverty and lavishness, violence and fear, connectedness and confinement? What are the roles of state agencies and “experts” such as planners, architects, and policy makers in producing such geographies, and how are these practices reproduced in the everyday? To that end, we will examine the mechanisms through which certain populations in our cities are left “outside” (through gated communities, “mean” streets, policing, security barriers, segregated parks, etc.), or kept “inside” (prisoners, refugees in camps, locked-in domestic workers, etc.).

### **Course Requirements:**

This class will be run for the most part as a seminar. Its success is therefore contingent on your active participation in class and your critical engagement with the reading material and the assignments. There are three main requirements for the class:

#### **1. Class Attendance and Readings (20% of final grade):**

Students are expected to attend classes regularly, have all the readings done before class, and to actively participate in class discussions. All required readings are posted on Canvas. No required textbooks for purchase.

#### **2. Response Papers (35% of final grade):**

Students are required to submit two response papers (1500 words, double space, point 12) engaging with class material. I will provide guidelines: a case study, a book, or a set of questions that you could use to engage with the material. Dues: February 16 and March 30.

#### **3. Course Research Project and Presentations (45% of final grade):**

Each student is expected to work on a substantial semester-long research project that engages the material of the class through fieldwork and ethnographic data collection process and/or archival research. The project will be divided into milestones to help you with your progress.

- Stage 1: 2-Page Research Proposal. Due: February 9 (5%)
- Stage 2: Outline and Annotated bibliography. Due: March 9 (5%)
- Stage 3: Final Research Project and Presentations. Due on April 27 (35%)

<b>Assignment</b>	<b>Due date</b>
Research Proposal	February 9 <sup>th</sup>
Response Paper 1	February 16 <sup>th</sup>
Outline and Annotated Bibliography	March 9 <sup>th</sup>
Response Paper 2	March 30 <sup>th</sup>
Final Paper and Presentations	April 27 <sup>th</sup>

### **Class Policies:**

Please abide by the following class policies.

**Submission Policies:** Text assignments are due in hard copy at the beginning of class on the specified date, in addition to uploading a digital copy to Canvas. Papers should be well-written and typed in 12-point font, double-spaced. Please include citations and list of references. Please submit all assignments on time. We will not be able to accept late submissions.

**E-communication:** All students are responsible for checking their emails and course site on Canvas on a daily basis, as these our avenues of communication. During class time, please keep your phones and tablets silent and invisible.

**Ethics of Scholarship:** Plagiarism is a serious offense and includes falsely claiming the work of others as one's own, using material without properly quoting and documenting its sources, academic dishonesty, papers written by someone else, not acknowledging multiple authors or collaboration on submitted work, and not declaring multiple submissions of the same wor

## Class Program

The course is divided into five parts. In Part I we will discuss the articulations between space, planning, and exclusion. Part II focuses on issues of spatial exclusion along racial, gendered, youth, and immigration lines. In Part III examines “mean geographies” that produce poverty, homelessness, and informality, while Part IV revolves around spaces of violence—those of war, apartheid, neo-colonialism and their implication for affected populations like refugees and war-displaced people. In Part V, we will discuss the politics of the possible and its implication for the practice of planning.

### Part I: Articulating Space, Planning, and Exclusion

#### Week 1 (January 19): What is Spatial Exclusion?

Class Handout: Oxford English Dictionary Online (2012). Exclude (verb).

#### Week 2 (January 26): Space and Power

- Foucault, M. (1995 [1977]). *Panopticism. Discipline and Punish. The Birth of the Prison*. Translated by A. Sheridan, p. 195-228. Vintage.
- Newman, O. (1972). *Defensible Space Principles*. In *Creating Defensible Space [Crime Prevention Through Environmental Design]* (p. 9-30).
- Yiftachel, Oren. “Planning and Social Control: Exploring the Dark Side.” *CPL Bibliography* 12, no. 4 (May 1, 1998): 395–406.
- Turok, I., A. Kearns, and R. Goodlad. “Social Exclusion: In What Sense a Planning Problem?” *The Town Planning Review* 70, no. 3 (1999): 363–84.

### Part II: Rethinking Space: Race, Gender, Youth, and Diaspora

#### Week 3 (February 2): Racialized Spaces

- Judd, Dennis R., and Robert Eugene Mendelson. *The Politics of Urban Planning: The East St. Louis Experience*. Urbana: University of Illinois Press, 1973. Excerpt.
- Kozol, J. (1991). *Life on the Mississippi: East St. Louis, Illinois*. In *Savage Inequalities: Children in America's Schools*, p. 7-39. Crown Publishing Group.
- Bristol, Katharine G. “The Pruitt-Igoe Myth.” *Journal of Architectural Education* 44, no. 3 (May 1, 1991): 163–71. doi:10.1080/10464883.1991.111102687.
- Goetz, Edward G. “Desegregation in 3D: Displacement, Dispersal and Development in American Public Housing.” *Housing Studies* 25, no. 2 (March 1, 2010): 137–58.
- Richard Rothstein. October 15, 2014. “The Making of Ferguson: Public Policies at the Root of Its Troubles.” *Economic Policy Institute*.

#### Week 4 (February 9): Gendered Mobility

- Wilson, E. (1991). *Architecture and Consciousness in Central Europe, in The Sphinx in the City: Urban Life, the Control of Disorder, and Women*, p. 84-99. Berkeley: UC Press.
- Roy, A. (2003). “Domestications” in *City Requiem, Calcutta: Gender and the Politics of Poverty*, p. 79-130. Minneapolis: University of Minnesota Press.

- Valentine, G. (1997). Making Space: Separatism and Difference. In *Thresholds in Feminist Geography: Difference, Methodology, Representation*, eds. Jones, J. P., Nast, H. J., & Roberts, S. M. Rowman & Littlefield.
- Leonie Sandercock and Ann Forsyth, “A gender agenda: new directions for planning theory,” in Susan Fainstein and Lisa Servon eds., *Gender and Planning: A Reader*. New Brunswick: Rutgers University Press, 2005, 67-86.

### **Week 5 (February 16): The Diasporic Metropolis**

- Mike Davis. 1999. “Magical Urbanism: How Latinos Reinvent the Big City” *New Left Review* 234, 3-43.
- Sandoval, Gerardo. “Shadow Transnationalism: Cross-Border networks and planning challenges of transnational unauthorized immigrant communities.” *Journal of Planning Education and Research* 33, no. 2 (2013): 176–193.
- Chacko, E. (2003). Ethiopian Ethos and the Making of Ethnic Places in the Washington Metropolitan Area. *Journal of Cultural Geography*, 20(2), 21.
- Burayidi, Michael A. “The Multicultural City as Planners’ Enigma.” *Planning Theory and Practice*, 4 no. 3 (September 1, 2003): 259–73.

### **Week 6 (February 23): Youth and Public Space**

- Caldeira, T. P. R. (2012). Imprinting and Moving Around: New Visibilities and Configurations of Public Space in São Paulo. *Public Culture*, 24(2 67), 385-419.
- Nemeth, J. (2006). Conflict, Exclusion, Relocation: Skateboarding and Public Space. *Journal of Urban Design* vol. 11 (3), p. 297-318.
- Mamadou Diouf. 2003. “Engaging Postcolonial Cultures: African Youth and Public Space,” *African Studies Review*, 46, 2: 1-12
- Kamete, Amin Y. “Planning versus Youth: Stamping out Spatial Unruliness in Harare.” *Geoforum* 39, no. 5 (September 2008): 1721–33.

## **Part III: “Mean” Geographies**

### **Week 7 (March 2): Gentrification and the End of Public Space**

- Smith, N. (1996). “Is Gentrification a Dirty Word?” In *The New Urban Frontier: Gentrification and the Revanchist City*, p. 28-45. London; New York: Routledge.
- Davis, M. (1990). Fortress Los Angeles: The Militarization of Urban Space, in *City of Quartz: Excavating the Future in Los Angeles*, p. 221-264. London: Verso.
- Mitchell, D. (1998). The End of Public Space? People’s Park, the Public, and the Right to the City. In *The Right to the City: Social Justice and the Fight for Public Space*, p. 118-52. New York: Guilford Press.
- Murphy, Stacey. “‘Compassionate’ Strategies of Managing Homelessness: Post-Revanchist Geographies in San Francisco.” *Antipode* 41, no. 2 (March 1, 2009): 305–25.
- Freeman, Lance, and Frank Braconi. “Gentrification and Displacement New York City in the 1990s.” *Journal of the American Planning Association* 70, no. 1 (March 31, 2004): 39–52.

### **Week 8 (March 9): Planet of Slums**

- Davis, M. (2004). Planet of Slums. In *New Left Review* 26.
- Holston, J. (2008). Legalizing the Illegal. In *Insurgent Citizenship: Disjunctions of Democracy and Modernity in Brazil*. Princeton.
- Yeqin, Zhao. "Housing and Citizenship Rights of Rural Migrants in Urban China." *Transforming Asian Cities: Intellectual Impasse, Asianizing Space, and Emerging Translocalities*, 2012, 94.
- Roy, Ananya (2005) "Urban Informality: Toward an Epistemology of Planning," In *Journal of the American Planning Association*, 71(2): 147-158.
- AbdouMaliq, S. (2004). People as Infrastructure: Intersecting Fragments in Johannesburg. In *Public Culture* 16:3, 407-429.

### **Week 9 (March 16): Spring Break**

## **Part IV: Geographies of Violence**

### **Week 10 (March 23): Architectures of Enmity**

- Graham, S. 2010. Theme park Archipelago. In *Cities Under Siege*, p. 183-225.
- Weizman, E. (2007). The Wall: Barrier Archipelagos and the Impossible Politics of Separation. In *Hollow Land: Israel's Architecture of Occupation*. Verso.
- Christopher, A. J. 1987. "Apartheid Planning in South Africa: The Case of Port Elizabeth." *The Geographical Journal* 153 (2): 195–204.
- Bou Akar, Hiba. "Contesting Beirut's Frontiers." *City & Society* 24, no. 2 (2012): 150–72.

### **Week 11 (March 30): Displacements**

- Agamben, G. (1998). The Camp as the 'Nomos' of the Modern. *Homo Sacer*, p. 166-180. Stanford University Press.
- Oka, Rahul. "Unlikely Cities In The Desert: The Informal Economy As Causal Agent For Permanent 'Urban' Sustainability In Kakuma Refugee Camp, Kenya." *Urban Anthropology and Studies of Cultural Systems and World Economic Development* 40, no. 3/4 (2011): 223–62.
- Fawaz, Mona. 2016. "Planning and the Refugee Crisis: Informality as a Framework of Analysis and Reflection." *Planning Theory*.
- Morrissey, Mike, and Frank Gaffikin. "Planning for Peace in Contested Space." *International Journal of Urban and Regional Research* 30, no. 4 (December 1, 2006): 873–93.

## **Part V: The Politics of the Possible**

### **Week 12 (April 6):**

\*Topic to be decided by class participants

### **Week 13 (April 13): Resistance & Social Change?**

- Harvey, D (2003). The Right to the City. *International Journal of Urban and Regional Research*, v. 27 (4), p. 939-941.
- Bou Akar Hiba and Nada Moutaz. (November 2013). On Why Struggles over Urban Space Matter: An Interview with David Harvey. *Jadaliyya*.
- Faranak Miraftab. 2009. "Insurgent Planning: Situating Radical Planning in the Global South" *Planning Theory* 8:1, 32-50.
- Caldeira, Teresa, and James Holston. "Participatory Urban Planning in Brazil." *Urban Studies* 52, no. 11 (August 1, 2015): 2001–17.
- de Certeau, M (1984). "Walking in the City," in *The Practice of Everyday Life*. UC Press.

### **Week 14 (April 20): A Film**

\* Film Screening

### **Week 15 (April 27): Wrap up and Final Class Presentations**