

**Plan Making: UP 510-Puerto Rico** (4 credit hours)

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**Class Times:** Wednesdays 9:00am – 11:45am

**Location:** Online via Zoom Meetings—synchronous

**Office Hours:** Scheduled By Email

**Land Acknowledgement Statement**

We begin this course by recognizing and acknowledging that we are on the lands of the Peoria, Kaskaskia, Piankashaw, Wea, Miami, Mascoutin, Odawa, Sauk, Mesquaki, Kickapoo, Potawatomi, Ojibwe, and Chickasaw Nations. These lands were the traditional territory of these Native Nations prior to their forced removal; these lands continue to carry the stories of these Nations and their struggles for survival and identity.

As a land-grant institution, the University of Illinois has a particular responsibility to acknowledge the peoples of these lands, as well as the histories of dispossession that have allowed for the growth of this institution for the past 150 years. We are also obligated to reflect on and actively address these histories and the role that this university has played in shaping them. This acknowledgement and the centering of Native peoples is a start as we move forward for the next 150 years.

[https://chancellor.illinois.edu/land\\_acknowledgement.html](https://chancellor.illinois.edu/land_acknowledgement.html)

**Official Course Description—course catalog**

Provides skills to develop a wide range of plans and an understanding of the processes to implement them. Topics covered include planning analysis, political constraints of planning and planning ethics, techniques of negotiation, facilitation, mediation, and presentation to the public. Uses a general framework for plan making that includes plan review, problem framing, information gathering, alternative modeling, scenarios development, impact assessment, and alternatives evaluation. Students will work on applied tasks individually and in groups. Prerequisite: Graduate standing or consent of instructor.

**Course Description and Objectives**

UP510, Plan Making in Puerto Rico, strives to help students develop analytical and practical skills to understand how plans are made as a negotiated process and practice. This course recognizes and pays special attention to a varied range of actors and interest groups who shape plans, in their process and outcome, through invited and invented spaces of action. As such, the course is about plan making not only as a formal process by professionals, but also by a range of actors including artists, activists, and residents through informal as well as insurgent practices. In this expanded understanding of planning and plan making, we learn about the reality on the ground and how users of urban space do the work of city making on a daily basis with or without the “blessing” of professionals. In this sense, the course focuses on how power dynamics constituted through local, transnational, current, and past forces and relations shape plans and are negotiated through the process of plan-making. In short, this course helps students recognize and value how plans and plan making are outcomes of negotiated interests and diverse ways of knowing and doing among varied interest groups and actors, as well as a result of complex histories of past and present.

Acutely aware of the colonial dynamics of professional planning practices in general and in Puerto Rico in particular, UP510 Puerto Rico aspires to a de-colonial plan making. Puerto Rico has a long history of past and present colonization that has shaped the institutional practices and modes of governance and planning. Thus, this course, aims to offer a critical opportunity to learn about the complexities of plan-making processes and practices in a colonial context, explore possibilities to resist and challenge colonial planning, construct alternative planning practices and move toward a de-colonial planning. Through the lens of varied plan making actors in Puerto Rico, we explore political tensions that shape and are shaped by planning and its ethics, strategies and negotiation practices facilitation, mediation of plans, and varied expressions and techniques.

### **Course Format and Thematic Organization**

The course benefits from a series of public presentations by invited speakers. Through these speakers, students get exposure to a diverse range of perspectives on plans and plan making grounded in distinct experiences of various actors and their distinct positionalities. Speakers will include researchers and academics, professional planners, activists, community organizers, artists, and residents. The public portion of the talk is an hour, followed by the closed section for the UP510 students and faculty.

The typical format of a 2 hour 40 minute session will be as follows:

45 minutes presentation by the guest speaker (recording stays on website for future).

30 minutes Q&A for public and students.

10 minutes time for students to write down their reflective notes for their individual assignment.

Switch to Zoom.

10 minutes break.

75 minutes discussion of assigned reading and AV documentary

The course is organized around four critical themes:

Context. To understand broader context, speakers present on the broader context that influences plan making (historical, institutional, socio-political, dynamics of race and gender, regional and cultural practices).

Official stories. To learn about the official stories of plan making, speakers present the formal plans and plan-making processes currently in place.

Alternative plans and informal insurgent planning practices. For exposure to the varied range of actors that shape plans and plan making processes, and varied visions they offer for the future, speakers are invited from among artists, activists, residents, community organizers, academics, and professional planners. These speakers share with us how informal and insurgent practices shape the city and plan-making processes and practices often invisible to the formal narratives of planning, and how these visions and processes are negotiated with and within the formal structures and practices.

Specific interventions. Throughout the semester, speakers will anchor their presentations in specific substantive case examples. These could be projects focused on intervention to achieve environmental justice, community development, housing, or other case examples that could demonstrate the dominant and insurgent narratives of plan making in practice and process.

## Longevity and Future Use

The public portions of invited presentations will be recorded and uploaded on a website to be constructed for the Puerto Rico initiative. This will be an important resource for a future generation of UIUC faculty and students collaborating with Puerto Rican communities and universities.

## Assignments

In addition to class attendance and active participation in class discussions, students are required to complete individual and group assignments for the course as outlined below. Class attendance is required, and it does not offer students points, but failure to attend class does deduct from total points accrued for the course (see attendance policy below).

### Individual assignments (50 points)

- Reflective essay (25 points): Following each guest speaker, students will write a reflection (approximately 500 words) on ethics, methods, institutional framework, social-cultural and political tensions, or means of negotiation that drive or underlie the presentation of the speaker. For example, what are the theories, the methods, the ethical choices, dilemmas, tensions, institutional frameworks, values, and practices that drive or underlie the material? These reflections, on approach, epistemology, methodology, commitment, constituency, and future vision, we hope, will help students to develop the final project, which includes the recommendations and strategies for anti-colonial plan making with Puerto Ricans. (Required for at least 5 presentations).
- Data gathering (20 points): For a number of these reflective pieces, students will gather quantitative and qualitative data and information to support or challenge the speaker. Students choose the speakers whose presentation are (a) amenable to data gathering and data mapping, and (b) useful for their final project. (required for at least 2 presentations).
- Leading discussion of assigned material (5 points): Each student will be in charge of leading a discussion of assigned material (readings/documentaries) for a set number of sessions. See the course handout.

### Group assignment (50 points)

- Final project (40 points): In consultation with instructor and course TA, students select themes for their final project; select speakers and presentation for expanded data gathering, and receive direction as to how and where to collect and communicate additional data. Students should treat individual assignments as building blocks for their final group project, where they bring together their reflection as well as additional data in support of the final project.

In groups of 3 to 5, students produce recommendations/strategies for developing anti-colonial practices and processes of plan making. Rather than polished plans developed by outsiders and professionals in academic institutions (e.g., UP510 students), in spirit of anti-colonial planning practices, students' final projects must include a set of considerations and strategies to address the colonial plans and city making projects of the past and present. In other words, focusing on a substantive field and specific plan for intervention, students identify everything else that is needed for plans but not the plan itself. For example, to move toward an anti-colonial climate-resilient plan, or a community development plan, students identify key players (stakeholders). key issues that have to be negotiated, how plans of this sort have been done in the past, what changes need to be done to make them more inclusive; and what structural or local global tensions and contradictions exist. They might also consider ways of engaging the communities

that have not been used before, and new ways of creating policies. In short, the final project aims for producing recommendations and strategies for an anti-colonial plan-making process and practice.

- **Final presentation (10 points):** Students will also prepare a public presentation of their final project. We encourage a de-colonial approach both in content and in means of delivery. Hence, non-textual submissions of the final project are accepted, even encouraged.

### Course Grades:

Basically, an A grade goes to a student who attends class, studies the assigned material carefully, thoughtfully contributes to class discussions, conducts research, and collaborates effectively for their group work. The less the student works, the lower the grade. To get a decent grade, students must always attend class, but attendance alone is not adequate for a good grade. By the end of the semester, your final grade will reflect the quality of the work you have produced. I encourage you to make appointments with me throughout the semester to discuss any questions you have about the class and your work.

Total Points to Letter grades will be according to the schedule below:

A	93-100 percent	C+	77-79.9 percent
A-	90-92.9 percent	C	73-76.9 percent
B+	87-89.9 percent	C-	70-72.9 percent
B	83-86.9 percent	D+	67-69.9 percent
B-	80-82.9 percent	D	60-66.9 percent

**Attendance.** Offering the class online does not lower my expectation of students' attendance. Attendance is mandatory and a prerequisite for passing the class. Only students who are in a location with unreasonable time difference to the Central time zone can ask for exemption to this rule. An exemption requires the student to ask for and receive an instructor's waiver of this requirement *during the first week of classes*. Petitions for past classes will not be approved. In the absence of an approved petition, students will need to attend class during the scheduled hours synchronously. Students with approved waivers will be provided with class recordings and access to Compass discussion forum to facilitate their participation.

All other students please see below for attendance requirement:

Students can miss one session without need for a justifying reason. If you miss more than one session without a valid (and documented) excuse you cannot get an A; if you miss three or more sessions you cannot receive a B; if you miss more than five sessions you cannot receive a C.

For those attending class synchronously, I strongly encourage you to have your cameras on. To protect your privacy, you may use background screens available through Zoom. If for any reason you are unable to participate with your video on, you need to inform me and I will work with you on a case-by-case basis.

**Please note** it is the instructor's decision as to when a student's absences become excessive and should be reported. If, in the opinion of an instructor, the attendance of a student becomes so irregular that his or her scholarship is likely to be impaired, the instructor may submit an irregular attendance form to the Associate Dean of the student's college. A copy is forwarded to the student,

who should contact the instructor immediately to work out a solution. If irregular attendance continues without excuse, the instructor may request the student be withdrawn from the course. This request for withdrawal would result in a grade of E for the course. Extenuating circumstances will always be considered when supporting evidence is presented. See Rule 1-501 and Rule 1-502 in the Student Code for more information.

**Academic Integrity:** Plagiarism of any kind will be investigated and penalized in accord with the University's Code of Policies and Regulations Pertaining to All Students. Penalties include failing the course and having a letter inserted into your permanent file. All students are responsible for familiarizing themselves with the Code's definitions of infractions of academic integrity. According to the Code, "ignorance is no excuse." The Illinois Student Code states: "It is the responsibility of the student to refrain from infractions of academic integrity, from conduct that may lead to suspicion of such infractions, and from conduct that aids others in such infractions." Note that you are subject to the Honor Code, as well as procedures for addressing violations to the Code, regardless of whether you have read it and understand it. The student guide to academic integrity may be found at the following URL:

<http://www.provost.illinois.edu/academicintegrity/students.html>

On citation, quotation and copying (how to use a source) please consult

<http://isites.harvard.edu/icb/icb.do?keyword=k70847&pageid=icb.page342054>

Respect in the classroom and other learning environments: By enrolling in a course at the Department of Urban and Regional Planning, students agree to be responsible for maintaining a respectful environment in all DURP activities, including lectures, discussions, labs, projects, and extracurricular programs. We will be governed by the University Student Code. See Student Code Article 1—Student Rights and Responsibilities, Part 1. Student Rights: §1-102

Counseling and support Please beware and if needed consider the availability of the Counseling Center at our campus, <https://counselingcenter.illinois.edu/>. Their services are free and are paid for through the students' health services fee. The Counseling Center at a UIUC campus is committed to providing a range of services intended to help students develop improved coping skills in order to address emotional, interpersonal, and academic concerns. The Counseling Center provides individual, couples, and group counseling. The Counseling Center offers primarily short-term counseling, but they do also provide referrals to the community when students could benefit from longer term services.

**UP510--Schedule of class meetings, speakers and readings, Fall 2021**

<p>August 25:</p>	<p>Miraftab- Introduction to the course. Informality and insurgency in plan making</p> <ul style="list-style-type: none"> <li>○ Rivera, Danielle Zoe. (2020). Disaster Colonialism: A commentary on disasters beyond singular events to structural violence. <i>International Journal of Urban and Regional Research</i>. Pp1-10. <a href="https://doi.org/10.1111/1468-2427.12950">https://doi.org/10.1111/1468-2427.12950</a></li> <li>○ Miraftab, Faranak. 2018. Insurgent practices and decolonization of future(s). In M. Gunder, A. Madanipour and V. Watson (eds.), <i>Routledge handbook of planning theory</i>, Routledge, New York, NY.</li> <li>○ Vasudevan, R. and Novoa, M. 2021. <a href="#"><u>Pluriversal Planning Scholarship: Embracing Multiplicity and Situated Knowledges in Community-Based Approaches</u></a>. <i>Planning Theory</i>.</li> </ul> <p><u>Recommended:</u></p> <ul style="list-style-type: none"> <li>○ Huq, E. (2020). Seeing the Insurgent in Transformative Planning Practices. <i>Planning Theory</i>. <a href="https://doi.org/10.1177/1473095219901290">https://doi.org/10.1177/1473095219901290</a></li> <li>○ Friendly, Abigail. 2020. Insurgent Planning In Pandemic Times: The Case of Rio de Janeiro <i>IJURR</i>. DOI:10.1111/1468-2427.13000 <a href="https://onlinelibrary.wiley.com/doi/epdf/10.1111/1468-2427.13000">https://onlinelibrary.wiley.com/doi/epdf/10.1111/1468-2427.13000</a></li> <li>○ Gautam Bhan, Teresa Caldeira, Kelly Gillespie, and AbdouMaliq Simone. 2020. “The Pandemic, Southern Urbanisms and Collective Life.” <i>Society and Space</i>. <a href="https://www.societyandspace.org/articles/the-pandemic-southern-urbanisms-and-collective-life">https://www.societyandspace.org/articles/the-pandemic-southern-urbanisms-and-collective-life</a></li> </ul>
<p>See Puerto Rico syllabus <a href="https://puertoricosyllabus.com/syllabus/historical-context/#section1-unit1">https://puertoricosyllabus.com/syllabus/historical-context/#section1-unit1</a></p>	
<p>Sept 1</p>	<p><b>Santiago-Valles, PhD – Michigan State U, Kalamazoo.</b> History of US imperial relations with PR, Caribbean islands, Central America and how this history has racialized Puerto Ricans.</p> <p>VIDEOS:</p> <ul style="list-style-type: none"> <li>○ Klein, N. (2018). <i>The battle for paradise: Puerto Rico takes on the disaster capitalists</i>. [17 minutes] <a href="https://theintercept.com/2018/03/20/puerto-rico-hurricane-maria-recovery/">https://theintercept.com/2018/03/20/puerto-rico-hurricane-maria-recovery/</a></li> <li>○ African history of PR, Black art and culture and construction of race and racialism in PR [12 minutes] <a href="https://www.youtube.com/watch?v=HHwEm4yUMr4">https://www.youtube.com/watch?v=HHwEm4yUMr4</a></li> </ul> <p>READINGS:</p> <ul style="list-style-type: none"> <li>○ Bengelsdorf, C. &amp; Cerullo, M. &amp; Chandrani, Y. (Eds.). (2006). How to tell when the rebels have won. <i>Selected Writings of Eqbal Ahmad</i>, 13-23.</li> <li>○ Cabral, A. (1979). Destroy the economy of the enemy and build our own economy. <i>Unity &amp; struggle: Speeches and writings of Amilcar Cabral</i>. 239-241.</li> </ul> <p><u>Additional</u></p> <ul style="list-style-type: none"> <li>○ Invisible Committee. (2017). <i>End of work, magical life. Now</i>. <a href="https://theanarchistlibrary.org/library/the-invisible-committe-now">https://theanarchistlibrary.org/library/the-invisible-committe-now</a></li> <li>○ Naomi Klein, The islands of sovereignty converge. In <i>The battle for Paradise: Puerto Rico takes on the disaster capitalists</i> (2018), pages 64-78 [15 pages total]</li> <li>○ Manuel Castells, <i>The city and the grassroots: cross-cultural theory of social movements</i>. London: Arnold, ?; Berkeley, CA: University of California Press, 1983, 1984, 1985, 1992.</li> <li>○ Mike Davis, <i>Planet of slums</i>. London: Verso, 2017</li> <li>○ David Harvey, <i>Social Justice and the city</i>. London: Arnold, 1971</li> </ul>

	<ul style="list-style-type: none"> <li>○ David Harvey, <i>Rebel cities</i>. London: Verso, 2019</li> <li>○ Leslie Kern, <i>Feminist city</i>. London: Verso, 2020</li> <li>○ Raquel Rolnik, <i>Urban Warfare</i>. London: Verso, 2019</li> </ul>
Sept 8	<p><b><u>Deepak Lamba-Nieves</u>, PhD – Center for a New Economy, U of Puerto Rico</b>  Colonial present—how the colonial imperial relations shape contemporary institutions and practices of governance in PR. Colonial present—how the colonial imperial relations shape contemporary institutions and practices of governance in PR.</p> <ul style="list-style-type: none"> <li>○ Lapp, Michael. "The rise and fall of Puerto Rico as a social laboratory, 1945–1965." <i>Social Science History</i> 19, no. 2 (1995): 169-199.</li> <li>○ Bonilla, Yarimar. (2020). The coloniality of disaster: Race, empire, and the temporal logics of emergency in Puerto Rico, USA. <i>Political geography</i>, 78, 102181.</li> <li>○ Melendez, Edwin &amp; Venator-Santiago, Charles. (2018). Puerto Rico Post-Hurricane Maria: Origins and Consequences of a Crisis. <i>Journal of the Center for Puerto Rican Studies</i>. Vo. 30, No.3.</li> </ul> <p><u>Additional</u></p> <ul style="list-style-type: none"> <li>○ Torruella, Juan R. "Why Puerto Rico does not need further experimentation with its future: A reply to the notion of territorial federalism." <i>Harv. L. Rev. F.</i> 131 (2017): 65. <a href="https://harvardlawreview.org/wp-content/uploads/2018/01/vol131_Torruella.pdf">https://harvardlawreview.org/wp-content/uploads/2018/01/vol131_Torruella.pdf</a></li> </ul>
Sept 15	<p><b><u>Angeliz Encarnación Burgos</u>, PhD – University of Puerto Rico:</b>  “The “M” districts and the production of space: understanding San Juan’s Unevenness” — Historical political forces and development/planning processes that have shaped the current uneven urban landscape of San Juan and one of its oldest barrios, Santurce.</p> <p>VIDEO:  Santurce no se vende! <a href="http://www.santurcenosevende.org/">http://www.santurcenosevende.org/</a></p> <p>READINGS:</p> <ul style="list-style-type: none"> <li>○ Duany, J. (1997). From the Bohio to the Caserio: Urban Housing Conditions in Puerto Rico. In R. B. Potter &amp; D. Conway (Eds.), <i>Self-help Housing, the Poor, and the State in the Caribbean</i> (pp. 188–216). The University of Tennessee Press; Knoxville &amp; The Press University of West Indies: Jamaica, Barbados, Trinidad and Tobago.</li> <li>○ Martocci, F. T. (1946). Urban rehabilitation in Puerto Rico: The rehabilitation, conversion district of the zoning regulation. <i>Journal of the American Institute of Planners</i>. 12 (4): 32-34. <a href="http://dx.doi.org/10.1080/01944364608979256">http://dx.doi.org/10.1080/01944364608979256</a></li> <li>○ Dinzey-Flores, Z. Z. (2017). Spatially Polarized Landscapes and a New Approach to Urban Inequality. <i>Latin American Research Review</i>, 52(2), 241–252. DOI: <a href="https://doi.org/10.25222/larr.89">https://doi.org/10.25222/larr.89</a></li> </ul> <p><u>Additional</u> --Other resources that may be interesting for the students to understand the historical conditions and the current situation of some barrios in the area:</p> <ul style="list-style-type: none"> <li>○ Pico, R. (1952). Puerto Rico’s Planning Board. <i>The American City</i>. Jan-Jun (67): 126-128.</li> <li>○ Martocci, F. (1948). Puerto Rico Planning Board Exhibits Works at Inter-American Congress of Municipal History. <i>The American City</i>. Jul-Dec (63): 78-79.</li> </ul>

	<ul style="list-style-type: none"> <li>Howell, Brandon (1952). The Planning System of Puerto Rico. <i>The Town Planning Review</i>, Oct, 1952, Vol. 23, No. 3, pp. 211-222.</li> </ul>
Sept 20-24	<p>Optional planning event for students: De La Resiliencia Al Cambio Sistémico: Puerto Rico Se Fortalece A Cuatro Años Del Huracán María. This event with la <a href="#">SPP</a> (sociedad PR de planeacion) and <a href="#">la liga</a>.</p>
Sept 22	<p><b>Ivis García</b>, AICP, PhD – University of Utah  “Official stories of planning” —4 plans for Puerto Rico</p> <ul style="list-style-type: none"> <li>García, I. 2019. “Four Plans for Shaping the Future of Puerto Rico.” American Planning Association (APA) (blog). January 2019. <a href="https://www.planning.org/blog/blogpost/9170787/">https://www.planning.org/blog/blogpost/9170787/</a></li> <li>García, I., R. Olshansky, and D. Carrasquillo. 2019. “Puerto Rico Lurches Toward Recovery.” <i>Planning Magazine</i>, 2019. <a href="https://www.planning.org/planning/2019/aug/">https://www.planning.org/planning/2019/aug/</a></li> <li>Loh, C.G. (2012). Four Potential Disconnects in the Community Planning Process. <i>Journal of Planning Education and Research</i>. 32 (1) 33-47 Recommended:</li> </ul> <p>Additional:</p> <ul style="list-style-type: none"> <li><a href="https://www.planning.org/podcast/resilience-roundtable-ivis-garcia-zambrana/">https://www.planning.org/podcast/resilience-roundtable-ivis-garcia-zambrana/</a></li> <li>Loh, C. G., &amp; Kim, R. (2020). Are We Planning for Equity? Equity Goals and Recommendations in Local Comprehensive Plans. <i>Journal of the American Planning Association</i>, 1-16.</li> <li>Garcia, I. 2021. Deemed Ineligible: Reasons Homeowners in Puerto Rico Were Denied Aid After Hurricane María. <i>Housing Policy Debate</i> <a href="https://nlihc.org/sites/default/files/Deemed_Ineligible_Garcia_2021.pdf">https://nlihc.org/sites/default/files/Deemed_Ineligible_Garcia_2021.pdf</a></li> </ul>
Sept 29	<p><b>Lucilla Fuller Marvel</b>, FAICP. Planner-Community Development Consultant. Habitat for Humanity of Puerto Rico.  “Institutional planning and its critique: How has the formal planning processes and institutions adjusted/ adapted to the informal reality of the island” —Negotiated planning</p> <p>VIDEO</p> <p><b>Desalabrando</b> Lilliana Cotto Morales [1 minute trailer.]  <a href="http://store.cinemaguild.com/nontheatrical/product/2603.html">http://store.cinemaguild.com/nontheatrical/product/2603.html</a> DVD 60minutes. WorldCat OCLC Number/Unique Identifier:1126314829</p> <p>READINGS:</p> <ul style="list-style-type: none"> <li>Lucilla Marvel 2008. "The Planning Framework in Puerto Rico" Chapter One in <i>Listen to What They Say: Planning and Community Development in Puerto Rico</i>, pages 31 -53. La Editorial, Universidad de Puerto Rico.</li> <li>Lucilla Marvel 2008. "<a href="#">Building a Just, Integrated and Sustainable Housing system: The Puerto Rican Experience</a>" by Lucilla Fuller Marvel. keynote presentation at the opening of the 52nd International Federation of Housing and Planning World Congress (IFHP) in 2008 in San Juan.</li> <li>Bayne, Martha (2019). <a href="#">Puerto Rico’s new land-use zoning map strikes a nerve with fed-up citizens</a>. The World. September 6, 2019</li> </ul>
	<p>See Section 6 of Puerto Rico syllabus. resistance and new imaginaries  <a href="https://puertoricosyllabus.com/syllabus/resistance-and-new-imaginaries/">https://puertoricosyllabus.com/syllabus/resistance-and-new-imaginaries/</a></p>



<p>Oct 6</p>	<p><b>Lyvia Rodriguez –ENLACE Project</b>          Informality and bottom up planning. How people themselves have taken up the role of plan making and taken over urban land to assert their right to the city—the case of <a href="#">El Cano</a> Community Land Trusts.</p> <p>VIDEOS:</p> <ul style="list-style-type: none"> <li>○ Agua Mala (Caño Martín Peña): [15 minutes]  <a href="https://www.youtube.com/watch?v=rPPbFM-Rvok">https://www.youtube.com/watch?v=rPPbFM-Rvok</a></li> <li>○ Caño Martín Peña Community Land Trust - Puerto Rico, World Habitat Awards 2015-16 winners: [7 minutes] <a href="https://www.youtube.com/watch?v=mNbjXzgnR88">https://www.youtube.com/watch?v=mNbjXzgnR88</a></li> </ul> <p>READINGS</p>
<p>Oct 13</p>	<p><b>Arturo Massol-Deyá, PhD – Casa Pueblo in Adjuntas, PR.</b>          “Community action in climate adaptation and to confront colonialism in Puerto Rico” — Anticolonial plan making from below, energy insurgency and autonomy.</p> <p>VIDEOS:</p> <ul style="list-style-type: none"> <li>○ After the Dark [12min] Project Sunroof de Google Earth  <a href="https://www.youtube.com/watch?v=kF6fficXegk">https://www.youtube.com/watch?v=kF6fficXegk</a></li> </ul> <p>READINGS:</p> <ul style="list-style-type: none"> <li>○ Arturo A. Massol-Deyá, “Our Energy for Our Country,” <i>Scenario Journal 07: Power</i>, January 2020, <a href="https://scenariojournal.com/article/energy-for-our-country/">https://scenariojournal.com/article/energy-for-our-country/</a></li> <li>○ Puerto Rico’s Energy Insurrection, <i>The Intercept</i>.</li> <li>○ Massol-González, A., A. Andromache-Johnnidis, A. Massol-Deyá. 2008. <i>The Evolution of Casa Pueblo, Puerto Rico: From Mining Opposition to Community Revolution</i>. <i>Gatekeeper</i>, 137b:1-20. <a href="https://pubs.iied.org/14568iied">https://pubs.iied.org/14568iied</a></li> <li>○ When the Government Failed Puerto Rico, Local Communities Stepped Up <a href="#">YES Magazine</a></li> </ul> <p><u>Additional:</u></p> <ul style="list-style-type: none"> <li>○ Adjuntas Pueblo Solar con Alex Honnold y Rivian [5min]  <a href="https://www.youtube.com/watch?v=0dMVnUhU8i4">https://www.youtube.com/watch?v=0dMVnUhU8i4</a></li> <li>○ Trailer Paris to Pittsburg [1min] National Geographic  <a href="https://www.youtube.com/watch?v=wr33_1ZKTmw">https://www.youtube.com/watch?v=wr33_1ZKTmw</a></li> <li>○ <a href="#">Honnold y Adjuntas Pueblo Solar</a>.</li> <li>○ Massol-Deyá, A., J. C. Stephens and J. L. Colón. 2018. Renewable energy for Puerto Rico. <i>Science</i> 362 (6410): 7.</li> </ul>

Oct 20	<p><b>Maritza Hernandez—Urbe Apie</b>  “From abandoned buildings to community activism in Caguas, Puerto Rico” --Insurgent plan making</p> <ul style="list-style-type: none"> <li>○ Milián Bernal, D. (2020). Temporary uses of vacant and abandoned urban spaces in Latin America: Anexploration. In <i>Built Environment and Architecture as a Resource: Proceeding Series</i> (1 ed., Vol. 2020, pp. 181-209).  <a href="https://www.urbeapie.com/">https://www.urbeapie.com/</a>  <a href="https://www.facebook.com/urbeapie">https://www.facebook.com/urbeapie</a>  <a href="https://www.facebook.com/galeriaurbapie">https://www.facebook.com/galeriaurbapie</a>  <a href="https://www.facebook.com/huertofelizcaguas">https://www.facebook.com/huertofelizcaguas</a>  <a href="https://www.facebook.com/ElReflejoDelPueblo">https://www.facebook.com/ElReflejoDelPueblo</a>  <a href="https://www.facebook.com/vallegarita">https://www.facebook.com/vallegarita</a></li> </ul>
Oct 27	<p><b>Jenifer De Jesús-- Taller Salud</b>  Feminist care and recovery planning in Loiza</p> <ul style="list-style-type: none"> <li>○ Hernandez Hiraldo, Samiri &amp; Ortega-Brena, Mariana. (2006). If God Were Black and from Loiza”: Managing Identities in a Puerto Rican Seaside Town. <i>Latin American Perspectives</i>, Vol. 33, No. 1, Struggle and Change in Puerto Rico. Sage Publications.</li> <li>○ Dieppa, Isabel et al. (2019). Turning the Tide: In Loiza, Puerto Rico, A Community Fights for its Future. <i>Latino USA</i>. <a href="https://www.latinousa.org/2019/09/16/loizaerosion">https://www.latinousa.org/2019/09/16/loizaerosion</a></li> <li>○ Petra R. Rivera-Rideau (2013) From Carolina to Loíza: race, place and Puerto Rican racial democracy, <i>Identities</i>, 20:5, 616-632, DOI: 10.1080/1070289X.2013.842476 To link to this article: <a href="https://doi.org/10.1080/1070289X.2013.842476">https://doi.org/10.1080/1070289X.2013.842476</a></li> </ul>
Nov 3	<p><b>Jose E. Lopez – Puerto Rican Cultural Center in Chicago</b>  “Forging community: resistance and renaissance in the barrio and beyond” —Transnational plan making</p> <p>VIDEO</p> <p><b>Decade of Fire</b> [documentary about PR in New York] I-share-PUBNUM: PRDVD4745 DVD (75 min.)</p> <p>READINGS</p> <ul style="list-style-type: none"> <li>○ Rinaldo, Rachel (2002). Space of Resistance: The Puerto Rican Cultural Center and Humboldt Park. <i>Cultural Critique</i>, Winter, 2002, No. 50, pp. 135-174.</li> <li>○ Mina Bloom, 2019. “Humboldt Park Stretch Renamed ‘Puerto Rico Town’ In Effort To Preserve Area’s Culture” <a href="https://blockclubchicago.org/2019/01/03/humboldt-park-stretch-renamed-puerto-rico-town-in-effort-to-preserve-areas-culture/">https://blockclubchicago.org/2019/01/03/humboldt-park-stretch-renamed-puerto-rico-town-in-effort-to-preserve-areas-culture/</a></li> <li>○ García, I. 2017. “Paseo Boricua. Identity, Symbols, and Ownership.” <i>América Crítica</i> 1 (2): 117-138. <a href="https://doi.org/10.13125/americacritica/3014">https://doi.org/10.13125/americacritica/3014</a>.</li> </ul> <p><u>Additional</u></p> <ul style="list-style-type: none"> <li>○ Miraftab, F. 2011. “Faraway Intimate Development: Global Restructuring of Social Reproduction.” <i>Journal of Planning Education and Research</i> 31(4):392-405.</li> <li>○ See the refs in Section 5 of the PR syllabus on migration to mainland <a href="https://puertoricosyllabus.com/syllabus/new-great-migration/">https://puertoricosyllabus.com/syllabus/new-great-migration/</a></li> <li>○ Garcia, I. 2018. “Symbolism, Collective Identity, and Community Development.” <i>Societies</i> 8 (3): 81-94. <a href="https://doi.org/10.3390/soc8030081">https://doi.org/10.3390/soc8030081</a>.</li> </ul>

Nov 10	<p><b>"Bubu" Negrón--Puerta de Tierra (San Juan)</b>  Art-based place making for urban and community development</p> <p>VIDEO</p> <p><a href="https://www.youtube.com/watch?v=rhhxCBAHkLc">https://www.youtube.com/watch?v=rhhxCBAHkLc</a></p> <p>READING</p> <ul style="list-style-type: none"> <li>○ Abadía-Rexach, Bárbara I. (2016) The New Puerto Rican Bomba Movement, African and Black Diaspora: An International Journal, 9:1, 32-43, DOI: 10.1080/17528631.2015.1055653 To link to this article: <a href="https://doi.org/10.1080/17528631.2015.1055653">https://doi.org/10.1080/17528631.2015.1055653</a></li> <li>○ Makhubu, Nomusa and Ruiters, Greg (2020). "This land is not for sale": Post-1994 resistance art and interventionism in Cape Town's precarious publics." <i>City, Culture and Society</i>, volume 23, pp1-9. <a href="https://doi.org/10.1016/j.ccs.2020.100368">https://doi.org/10.1016/j.ccs.2020.100368</a> .</li> </ul>
Nov 17	<p><b>Ariam Torres-UIUC:</b> "Insurgency, bomba planning, and a republic of NGOs"</p> <p><b>Marina Moscoso-UIUC:</b> "Lessons from Casa Taft: the role of NGOs in recovery efforts"</p> <ul style="list-style-type: none"> <li>○ Isabel Sophia Dieppa "Residents say that quality of life is under threat from increasing tourism and rising rents that are pushing out young people and poorer families."</li> <li>○ Frances Negrón-Muntaner The Emptying Island: Puerto Rican Expulsion in Post-Maria Time,</li> <li>○ Efrat Eizenberg 2018. Patterns of self-organization in the context of urban planning: Reconsidering venues of participation <i>Planning Theory</i> Vol. 18(1) 40–57</li> </ul>
Nov 24	<u>thanksgiving</u>
	Reflection and discussion
Dec 1	
	Final presentations [last day of class].
Dec 8	Final presentations [last day of class].