

University of Florida
Department of Political Science
Spring 2016

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Gated Communities (POS 4931/INR 3931)

Course Description

This course will provide an overview of the main issues related to the study of Gated Communities. The literature is interdisciplinary in nature, considering the political, economic, geographic, anthropologic, and linguistic ramifications and concerns. For this reason, class lectures, the readings and research, and our discussions will also mirror the complex and varied composition of this social experience. Gated communities were born out of the American experience in the late 19th century, evolving and acquiring a stronger presence at the end of the 20th century and to this day. This course will consider the origins, definitions and world expansion of gated communities. We will also discuss the broader implications of gated communities in the United States and the rest of the world by considering several case studies and the contexts of gated communities.

About the Syllabus

Based on the composition of the class, our progress discussing these issues, elements beyond our control, and student needs, this syllabus is flexible and may change. Throughout the semester, you will be notified of any changes that might emerge. During the first day of class the professor will read and explain this syllabus at length. It is the student's responsibility to understand the requirements for this class and asking all the appropriate questions about this document to the professor. Requirements for class attendance and make-up exams, assignments and other work in this course are consistent with university policies that can be found at <https://catalogue.ufl.edu/ugrad/current/regulations/info/attendance>.

Readings

The assigned texts are required and available at the UF Bookstore. It will be our source of discussion and used extensively. In addition, during the course the professor will offer required readings that will be available on our Canvas page identified by a C. This syllabus is a living document, and in case of changes in the readings students will be properly notified.

Assigned Texts

Edward J. Blakely and Mary Gail Snyder (1997) *Fortress America: Gated Communities in the United States*. Brookings Institution Press.

Setha Low (2004) *Behind the Gates: Life, Security, and the Pursuit of Happiness in Fortress America*. Routledge.

Writing Requirements and Grade

The grade will be based on a four-page paper (10 points), a mid-term examination (20 points), research paper proposal presentation (5 points), research paper proposal document (5 points), a 12-15-research paper (30 points), research paper presentation (5 points), a second examination (20 points), class attendance (5 points), and participation (5 points).

Four Page Paper (10 points)

The four-page paper will be written responding to questions that will be offered to the students. The rubric that will be used to evaluate the paper will be posted on our Canvas page.

Midterm Exam (20 points)

The mid-term will be short in nature. Blue books will be required and the student is expected to complete the exam during the exam period.

Research Paper Proposal Presentation (5 points)

The proposal and annotated bibliography presentation should last five minutes and will be an opportunity for students to present their hypothesis for their research paper, and to offer a preliminary bibliography. The topic of the paper should be discussed with the professor for approval prior to the class presentation. In this presentation the student will offer a proposal of their final research paper, outlining the research question, and relevant literature of five academic sources that will be used. The sources cannot include any class readings. The rubric that will be used to evaluate the presentation will be posted on our Canvas page.

Research Paper Proposal Document (5 points)

In this document the student will offer a proposal of their final research paper, outlining the research question, and relevant literature that will be used. The topic of the paper should be discussed with the professor for approval prior to the class presentation. This document should be three pages long, featuring a cover page, research question with an abstract, and an annotated bibliography page with five academic sources. The sources cannot include any class readings. The rubric that will be used to evaluate the document will be posted on our Canvas page.

Research Paper (30 points)

Students will prepare a 12 to 15-page paper product of their original research. The paper will be evaluated making use of the rubric that will be made available on Canvas. The sources cannot include any class readings.

Research Paper Presentation (5 points)

In this 5-7 minute presentation students will present their research findings and receive feedback from the class as well as the professor. The rubric that will be used to evaluate the presentation will be posted on our Canvas page.

Second Exam (20 points)

The second exam will be due at the end of the semester. The format of the exam will be announced in a timely fashion during the semester.

Participation (5 points)

Students are expected to attend and be active components of the class and discussion. It is expected that by the end of the semester all students have participated by offering

quality contributions. If you do not feel comfortable by participating in class feel free to send me an email with your thoughts to casuarez@ufl.edu.

Attendance (5 points)

Attendance will be taken by either roll book, or index card during the first 15 minutes of the class. Any student that shows up after attendance has been taken will be considered absent. Students are therefore allowed two absences from days of class without penalty. Any unjustified absence after the second one will be penalized by taking three points off per missed class. Written evidence will be required in order to justify absences.

On Timeliness

Students are expected to turn in their assigned work on time. If students are not able to turn in their work on time they will have offer written evidence in order to justify the tardiness. If said evidence is not produced one letter grade will be deducted per day after due date.

Grade scale

A	94 and above
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63
E	59 and below

Academic Honesty

An important component in academic work is recognizing one's work as well as others. Plagiarism and other forms of academic dishonesty are not allowed. **Any violations of the academic honesty policy will be vigorously pursued. All students are expected to adhere scrupulously to the University policy concerning academic honesty.** In order to respect this principle students are expected to abide by the Academic Honesty Policy. A copy of the Academic Honesty Policy can be found in the following link, <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>. It is the student's responsibility to read and understand the policy. Following these guidelines will assure that original academic work will be recognized and celebrated.

Concerns with a Grade

In the case that a student disagrees with a grade that concern should be presented in writing. This statement should be handed in writing the next class day after receiving your grade. The merits of the concern will be evaluated taking into consideration how deeply the student is thinking about the subject at hand, and whether or not this student can provide textual evidence to justify their claim. After careful evaluation, I will notify the student about my decision and adjust the grade accordingly if applicable.

Incompletes

Students who have not completed the required class work will only be evaluated by the work that was turned in by the day it was due. Incompletes will only be awarded under

exceptional circumstances. Incompletes will be given when students comply with the following conditions, (1) notifying the professor two weeks prior to the last day of class, (2) providing written evidence for the medical condition, or situation that has prompted the student to request an incomplete. The student and professor should agree upon a proper arrangement on how the missing work will be submitted. The student will have the following semester as the time period to complete the missing work; failure to do so will result in an E.

Special Needs

Testing accommodations and other needs will be addressed for students with proper documentation. Please make sure to inform me of these needs in writing during the first week of class. Retroactive accommodations will not be considered. In case of questions about Disability Resource Center feel free to contact them at <https://www.dso.ufl.edu/drc/>

Classroom interaction

Respect is required at all times. Textual evidence is crucial when engaging in intelligent academic debates. Please make use of this tool when elaborating your arguments in the classroom. Refrain from comments that are not related to class discussion. Video or audio recording of the class is not allowed. Finally, the use of cell phones, and laptops are prohibited.

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

I. Introduction

Review course syllabus and introduction.

II. The Origins of Gated Communities

A. Historic origins of gated communities (1/7)

Readings: Blakely and Snyder, Chapter 1.

Low, Chapter 1.

B. Defining space, place, and gated communities (1/12-1/19)

Readings: Harvey, David. *Between Space and Time*. Annals of the Association of American Geographers. C

Tuan Yi-Fu. *Language and the Making of Place*. Annals of the Association of American Geographers. C

Blakely and Snyder, Chapter 2.

Grant, Jill and Lindsey Mittelsteadt. *Types of Gated Communities*. C

First Paper Topic Distributed (1/19)

III. Justification for gated communities

A. Crime/homogeneity (1/21-1/26)

Readings: Blakely and Snyder, Chapter 5.

Low, Chapters 5, 6, 7.

García-Ellín, Juan. *Gated Communities and Housing Projects: The Control of Public Space in San Juan.* C

B. Prestige (1/28-2/2)

Readings: Blakely and Snyder, Chapter 4.

Pow, Choon-Piew and Lily Kong. *Marketing The Chinese Dream Home: Gated Communities and Representations of the good life in (Post-)Socialist Shanghai.* C

Geniş, Şerife. *Producing Elite Localities: The Rise of Gated Communities in Istanbul.* C

C. Property Value (2/4)

Readings: Blakely and Snyder, Chapter 3.

Low, Chapter 8.

D. Private services/governance (2/9-2/11)

Readings: Low, Chapter 9.

Brown, *Political Rationality and Governance.* C

Chen and Webster, *Homeowners Associations, Collective Action and the Costs of Private Governance.* C

First Paper Due (2/11)

IV. Gated Communities worldwide

A. Latin America and the Caribbean (2/11-2/16)

Dinzey-Flores, *Islands of Prestige, Gated Ghettos, and Nonurban Styles in Puerto Rico.* C

Mycoo, *The retreat of the upper and middle classes to gated communities in the poststructural adjustment era: the case of Trinidad.* C

Irazábal, *Localizing Urban Design Traditions.* C

B. Africa (2/18-2/23)

Readings: Uduku, Ola.. *Lagos: "Urban Gating" as the Default Condition.* C

Karina Landman. *Gated Minds, Gated Places: The Impact and Meaning of Hard Boundaries in South Africa.* C

Mid Term Exam in Class (2/25)

Second Paper Proposal Presentations (3/8)

C. Asia/Oceania (3/10)

Readings: Pow, Choon-Piew. *Securing the 'Civilised' Enclaves: Gated Communities and the Moral Geographies of Exclusion in (Post-) socialist Shanghai*. C

Dupuis, Ann and Jennifer Dixon. *Barriers and Boundaries: An Exploration of Gatedness in New Zealand*. C

D. Middle East/Europe (3/15-3/17)

Readings: Bagaen, Samer. *Gated Urban Life versus Kinship and Social Solidarity in the Middle East*. C

Le Goix, Renaud and Delphine Callen. *Production and Sustainability of Private Enclaves in Suburban Landscapes: French and US Long-Term Emergence of Gated Communities and Private Streets*. C

V. Other considerations on gated communities

A. Politics and gated communities (3/17-3/24)

Readings: McKenzie, Evan. *Constructing The Pomerium in Las Vegas: A Case Study of Emerging Trends in American Gated Communities...* C

Walks, Alan. *Electoral behaviour behind the gates*. C

Tanulku, *Gated communities: From "Self-Sufficient" to "Active Urban Agents"*. C

B. Globalization (3/29-3/31)

Readings: Jill L. Grant and Gillad Rosen. *Armed Compounds and Broken Arms: The Cultural Production of Gated Communities*. C

Gillad Rosen and Eran Razin. *The Rise of Gated Communities in Israel: Reflections on Changing Urban Governance in a Neo-liberal Era*. C

C. Marketing and Other Types of Markers (4/5-4/7)

Suárez Carrasquillo, Carlos A. *Gated communities and city marketing: Recent trends in Guaynabo, Puerto Rico*. C

Polanska, *Gated Communities and the Construction of Social Class Markers in Postsocialist Societies*. C

D. Gated Communities as societal breakdown? (4/12)

Mohd et. al. *The Impact of Gated and Guarded Development Concept from the Social Aspect: Non Resident Perspective*. C

Second Paper and Presentation Due 4/14
Second Exam TBA