

UP 423 **Community Development in the Global South**
Instructor **Faranak Miraftab, Department of Urban and Regional Planning**
Online synchronous Mondays and Wednesdays: 3:00-4:30PM

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

Course Description

Introduces students to the main theoretical frameworks and conceptual building blocks of urban and community development in the global South. It helps students to develop a critical grassroots focused understanding of the approaches to development planning, the notion of community participation and empowerment, and the role of various actors including the non-government organizations and the community-based groups.

This course caters to upper level undergraduate and graduate students with an interest in working in the field of international development as volunteers or as development practitioners and professionals through non-profit groups, international development organizations, or other public or private development agencies. The course aims to establish a relational understanding of community development issues establishing the relationship between policy and practice as well as global and local processes. In the analyses of community development strategies, there is an emphasis on the range of actors involved in these processes. These include the poor, non-governmental and community-based organizations, as well as public agencies and international organizations. There is a particular emphasis on grassroots women as agents of change and informal politics of community development. Examples and case studies from Africa, Latin America, and Asia will be brought into the course and class discussions to achieve an understanding of variations and similarities of the problems faced and solutions achieved in addressing issues of community development in these contexts.

Course Content

The themes included in class discussions include:

- Overview of development theories and their critique;
- Critical understanding the role of “experts” in the process of development;
- Approaches to community development (the notion of participatory community development, empowerment, social capital and self-help development);
- Grassroots mobilizations and livelihood strategies of the poor at household and community levels;
- The role of varied actors in community development: community members (the grassroots), non-governmental organizations (NGOs), the state, and international agencies;

- The potentials and limitations of NGOs in development and empowerment of poor communities;
- Politics of community-based development (residential communities as territories and women as agents of social change);
- Grassroots resistance movements -- anti-privatization and anti-neoliberal development.
- Gender, informal politics and grassroots development

Course Format and Evaluation

The course is a combined lecture and discussion format. The class will meet twice a week, and is set up so that there are opportunities for class discussion to complement lectures. Lecture and discussion might be in alternate sessions or combined in one single class time.

The class is open to upper level undergraduates and graduate students, but their performance assessment is based on different requirements.

The students' grade for the course will be based on the following:

Assignment		Assessment basis	Point	Due Date See Compass for assignment guideline and grading rubric for grad & undergrad students
Introduction	1a. Introduce yourself	Individual		Aug 25 midnight
	1b. Personal reflective essay on Danger of Single Story	Individual	5	Aug 30 midnight
Participation	2a. Participation—Reading reflection and question	Individual	20	Latest by noon on the day class meets. <u>At least 10 sessions.</u>
	2b. Participation –Bring the World to the Classroom	Individual	10	During the class time.at least once in the semester
Take Home	3a. Mid-term take home reflection: Video: Life & Debt	Individual	10	Oct 4 midnight
	3b. Late-term take home reflection: Video: Ekumenopolis	Individual	10	Nov 8 midnight
Final project Generating alternative futures Total 45 points	4a. Identify your group	Individual responsibility	0	Sept 13 midnight
	4b. Research Annotated List of Resources	Group and individual	10	Oct 11 midnight
	4c. Learning from Grassroots	Individual	15	Draft Nov 1. Final Nov 15, midnight
	4d. Generating Alternative Future	Group	15	Dec 6 midnight
	4e. Presentation and Feedback	Group	5	Dec 7 and 9

Required Reading:

All required readings for this course including the *Cities of the Global South Reader (CGSR)* by Miraftab and Kudva, eds. (2015) are uploaded on the course Compass site. Readings that are hyperlinked in the course syllabus might not be uploaded on Compass. To access those, if you are off campus you need to have VPN connection. If you have never used VPN ask a librarian or the campus CITES. It is very simple.

Assignments:

1. Introduction: total 5 points

1a) Introduce yourself (required -0 points— Due August 25th midnight)

1b) Reflective Personal Essay on Power of Single Story (5 points—Due Aug 30th midnight)

See guideline and rubric posted on the course Compass site.

2. Class participation: total of 30 points

2a) Reading Reflection and Question (20 points—due by noon on the day class meets):

See guidelines and rubric posted on the course Compass site.

NOTE:

- Reading reflections and question for class discussion are due no later than noon on the day that the class meets.
- Assigned readings are also the base of your midterm (10 points) and late term (10 points) assignments. So closer engagement with the readings will help you out with other class assignments as well.

2b) Bringing the World to the Classroom (up to 10 points—throughout the semester)

See rubric and guidelines posted on the course Compass site.

3. Take Home Assignments: total 20 points

3a) Mid-term movie reflection (10 points)

You will be asked to watch a documentary video: Life & Debt and relate the content with the course readings and lectures.

Guideline and rubric to be posted on the course Compass site at least a week prior to the take home date.

3b) Late-term movie reflections: (10 points)

You will be asked to watch a documentary video: Ekumenopolis and relate the content with the course readings and lectures.

Guideline and rubric to be posted on the course Compass site at least a week prior to the take home date.

4. Final Project: Generating Alternative Futures (group and individual work up to 45 points total)

This final project starts early on in the semester, develops throughout the semester, and concludes through a set of class presentations at the end of the semester—hence called final project. The main goal of the project is to stimulate students' ability to imagine a different world—a world beyond the current dominant order of patriarchal racial capitalism. The hope is to awaken the dormant “imaginary muscles” that have been unused and shut down in today’s hegemonic world order telling us nothing is possible outside the current status quo. Through series of group and individual

exercises we seek to challenge that assumption by reclaiming our ability to imagine alternative futures. This could be the first step in a long road to accomplishing the alternative.

The Final project will have multiple components based on individual and group work. For rubric and guideline, see course Compass site.

Course Grades: Basically, an A grade goes to a student who thoughtfully contributes to class discussions, reads the texts carefully and thoroughly, conducts research, and writes intelligent reflections and term project for the course. 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 may have about the class and your work.

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

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

Attendance. Offered as an online class does not reduce my expectation of students' attendance. **Attendance is mandatory and a pre-requisite for passing the class.** Only students who are in a location with unreasonable time difference to central time zone can ask for exemption to this rule. Granting an exemption requires student to (a) **petition a waiver for this requirement** and obtain instructor's approval and (b) **submit this petition during the first week of classes.** Petitions for past classes will not be approved. In absence of an approved petition, students will need to attend class during the scheduled hours synchronously. Those students with approved waiver, will be provided with the class recordings and with Compass discussion forum to facilitate their participation.

All other students please see below for attendance requirement.

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