

UP 185-FM: *Cities in a Global Perspective*

Spring 2021

Tuesdays and Thursdays 11:00 AM – 12:20 PM

All Class Sessions on Zoom (Links Available via Compass)

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Office Hours: By appointment only, Please request via email

This course satisfies General Education Criteria for *Cultural Studies-Non-West and Social & Behavior Sciences- Social Science*

Course Description and Overview

This course will study cities around the world to provide an understanding of the social, political, cultural, and economic forces that shape cities in the context of globalization. Examples of cities from a range of countries including Iran, Mexico, Chile, India, Brazil, Canada, Australia, South Africa and the U.S. will be included in the lectures and course readings. The course aims to:

- provide an understanding of the social, historical, cultural, and economic forces that shape cities and urban life
- generate interest in the field of gender and development, international planning, and related career opportunities
- provide the analytical skills to understand the processes of globalization and how they influence and account for urban transformation
- support better communication of your ideas in urban studies and policy discussions
- use creative techniques (story-mapping, knowledge-quilt, photography etc.) to appreciate and engage with near/far urban fabrics

Land Acknowledgement

“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

Learning Methods and Expectations

Multimodal Learning: You will learn in multiple ways, including attending lectures, engaging in discussions, reading text, field observation, watching movies, and listening to audio materials. To improve your understanding of the course material, you are highly encouraged to actively participate in class discussion. You are required to complete the assigned activity before the class starts--be it reading, watching a documentary, or making a field observation. In addition to attending class sessions, you will be required to complete the individual and group assignments to enhance your learning.

Use of laptops and other electronic devices: As this course is entirely online via Zoom, it is crucial that you minimize other technological distractions in order to fully participate in course discussions and lectures. Do your best to actively take part in our class environment!

Attendance: We need your active mental and logged in presence in the course so that you can learn the class material and contribute to the group's collective learning. We dislike reading student work that we know could have been much better. So, show up! You are granted 2 unexcused absences; each absence beyond that will entail loss of 3 percentage point of your final grade. We will grant excuses for illness, job interview, or family emergency. Remember that you will have to provide some form of documentation in each case to justify the excuse, and you will be responsible for obtaining notes from your classmates and learning the material on your own. We use Compass, and we will post lecture slides there when applicable.

Respect in the classroom and other learning environments: You are responsible for maintaining respectful environment in all class-related activities, including all lecture sessions, discussions, and collaborative projects. You may find the code of conducts for students in your University Student Code. Consult Student Code Article 1—Student Rights and Responsibilities, Part 1. Student Rights: §1-102: http://www.admin.uiuc.edu/policy/code/article_1/a1_1-102.html

Academic Integrity: Learning involves an effort to do assignments by yourself, even if the result is not perfect. Taking some or the whole part of other people's work, even when they are from an anonymous source like from an internet website, should be considered as an act of plagiarism. Plagiarism is like stealing, except that what you steal is an intellectual property instead of a tangible object. If you are unsure whether what you do can be considered plagiarism or not, consult Rule 33 (Academic Integrity) of the University's Code of Policies and Regulations Pertaining to All Students. (www.uiuc.edu/admin_manual/code/rule_33.html). Any cheating and plagiarism of any kind will be investigated and penalized. Such penalty will include failing the course and having a permanent record of plagiarism in your university file. To avoid this risk, make sure you familiarize yourself with Rule 33. Real talk—if caught, you will receive a zero for the assignment and potentially additional punishment (as severe as an F in the course or expulsion from the University). Plan ahead of time to avoid being overwhelmed with assignments.

Accommodations: We wish to make this course as accessible as possible to students with disabilities or medical conditions that may affect any aspect of course assignments or participation. Please let us know if you require any specific classroom accommodations. If you have other needs, please tell us by the end of the second week of class. We are much more likely to be flexible if we know ahead of time, not after the fact. Also, if you prefer to be called by a different name or pronoun than the one with which you are enrolled, we will also be happy to oblige. We ask that students work with us to create a welcoming environment that is respectful of all forms of diversity.

Counseling Center and Mental Health: Throughout the semester, you may need assistance coping with emotional, interpersonal, or academic concerns. The Counseling Center provides both short-term and longer-term counseling to students who may need assistance. Please do not hesitate to reach out or request assistance. You can learn more about their services here: <http://www.counselingcenter.illinois.edu/>

Diversity Statement

“UIUC is committed to equal opportunity for all persons, regardless of race, ethnicity, religion, sex, gender identity or expression, creed, age, ancestry, national origin, handicap, sexual orientation, political affiliation, marital status, developmental disability, or arrest or conviction

record. We value diversity in all of its definitions, including who we are, how we think, and what we do. We cultivate an accessible, inclusive, and equitable culture where everyone can pursue their passions and reach their potential in an intellectually stimulating and respectful environment. We will continue to create an inclusive campus culture where different perspectives are respected and individuals feel valued.”

Course Evaluation

Assignments M1-M3: *Trip Around the World*, Three Google Maps or Knight Story Maps 30 points

Exploration of three cities via audiovisual material, one city in each of the following continents: Asia, Latin America, and Africa.

Participation [individual] 25 points

Two parts:

- R1= Reflection on assigned material = 20 points (minimum 10 reflections 2 points each)
- Participation in class discussions = 5 points

Activities (A1-A4) [group work] 20 points

There are 4 activities during the semester done as a group related to an issue of importance to the course. While the topics are presented in global context, these assignments will observe how these issues can be observed in the United States. They will culminate in a Global to Local presentation given at the end of the course (GL-1). Each activity has 5 points.

A1= Collaborative agreement and working plan for activities

A2= Preliminary Research Proposal

A3= Compiled Research Bibliography

A4= Outline of Research Findings

Short Reflective Take Home Writing (W1) [individual] 15 points

This is short 500 words take-home reflective writing assignment, requiring students to reflect on course readings, lectures, and their final assignment. For specifics of the assignment see Compass a week before due date.

Global to Local Group Presentation (GL-1) [group work] 10 points

Your group will present the A4 material in a legible and easy to follow visual assignment. Based on the W1 submissions in your group, include at least one slide with explicit focus on relationship between what you learned in class through a global perspective and what you learned about that issue through your local US-based research.

Extra credit opportunities to be announced throughout the semester (up to 3 points) [individual]

There will be two ways to receive extra credit points:

- Photo essays- The instructor will present specific opportunities along the semester and the students are free to choose three of such activities followed by a photo journal where you use at least 5 photos and caption them with your reflection about what stood out to you about the event in connection to the class material if possible. The captions should not be limited to a description, but your personal narrative about how that lecture or event impacted you. What was

interesting, intriguing, provocative, or confusing? Did your participation raise any questions for you about the dynamics of the cities? In these photo journaling we are looking for the reflective participant in you.

- Reviews of GL-1 Presentations- You will have the opportunity to review other group’s presentations, using a provided reflection form. You can earn up to 2 points, one for reviewing 3 to 5 group presentations and two for reviewing more than 5 presentations.

Grading Scale

Total Available: 103 Points

<u>Numeric Grade</u>	<u>Letter Grade</u>
≥ 97.5	A+
>92.5	A
>90.0	A-
>87.5	B+
>82.5	B
>80.0	B-
>77.5	C+
>72.5	C
>70.0	C-
>67.5	D+
>62.5	D
>60.0	D-
<60.0	F



Garbage City, Cairo
Photo Credit: SA Rogers

Required Readings

All readings for this course are from the book titled: Cities of the Global South Reader (CGSR) edited by Miraftab & Kudva (2014) and available on Compass under course content. Any additional reading not included in the CGSR as well as links to audio-visual materials for this course can be downloaded from the course Compass site. You are required to read/watch/listen to the assigned materials before each class session begins. At the beginning of the course, you may feel overwhelmed with the amount of reading required to prepare prior to class sessions. However, there are ways to improve your reading skills so that you can get the most from the limited time you have. Consult the handout on Compass titled Ten Steps to Critical Reading.

Writing Support

To improve your academic writing skills consult another handout posted on compass titled: Guide to Writing Effective Essays. You are highly encouraged to take the benefit of consultations with the Writers Workshop (<http://www.cws.illinois.edu/workshop/>). You can make appointment through

their website. You can also consult the Purdue University's Online Writing Lab (<http://owl.english.purdue.edu>) which is one of the most comprehensive collection of writing information available online.

If English is not your first language, the OWL also provides useful resources for English as a second language (ESL) writers at <http://owl.english.purdue.edu/handouts/esl/>.

[See course schedule for detailed class activities, assigned readings and deadlines](#)

UP185
Detailed Course Schedule

Date	Topic	Readings/Activity	Deadlines
Getting Started: Introduction to Cities in a Global Perspective			
Tu Jan26	Course orientation	Read course syllabus	
Th Jan28	Why do we need to study cities? What lenses can be used to study cities?	Read editor's introduction to the CGSR (Cities of the Global South Reader)	Instructor will introduce the group project and highlight the possible themes students need to decide by Feb 5)
Tu Feb 2	<u>In-class training:</u> How to create Google maps (and Knightlab storymap if time permits) In class work: use your laptop, tablet, phone or any other electronic device that allows you participate in this training session.	In class make a trial Google Map of your own town; upload on the Compass; and share with the class. <u>Note: Not Graded</u>	
Th Feb 4	How do we learn about cities from the collective experience of its residents?	Read Urban Lives: Stories from Tehran (Madanipour in CGSR) In class work: map making activity on CU.	Declare your top two choices for group theme, by Feb 5 , 11:59pm.
Tu Feb 9	<u>In-class team formation:</u> instructor will finalize groups and teams will meet in Zoom breakout rooms for introduction and work on A1.		A1 due in class , we will form groups for the Global-Local project. If needed be, groups can have until 11:59pm <u>Thursday Feb 11</u> to submit.
Historical Underpinnings			
TH Feb 11	How can we view cities as a both a socio-cultural product and a process?	Intro to historical underpinnings (Miraftab and Kudva in CGSR)	M1 submission , post your google/knightlab map by Friday, Feb 12 , 11:59 pm
Tu Feb 16	Vernacular sustainable design		
Th Feb 18	Continued ...	Read Faranak Miraftab 1999. "Sustainability in Environmental Design: case studies from vernacular traditional design." Australian Planner 36(4):210-	Feedback from TA on M1 latest by Feb 21

		215.	
Tu Feb 23	Contemporary Tehran	Watch video	
Th Feb 25	Colonialism and urban dev't	Read Colonialism and Urban Development (King in CGSR)	M2 submission; Post your google/knightlab map by Sunday Feb 28, 11:59 pm
Tu March 2	Colonialism and urban dev't	Read Cities Interlinked (Massey in CGSR)	
Urbanization and Development			
Th March 4	Modernization, development policies and urban development	Read Intro to Development (Miraftab and Kudva in CGSR). Read Development and the City (Goldman in CGSR)	M3 submission; Post your google/knightlab map by March 7, 11:59 pm
Tu March 9	Modernization and urbanization: local-global? -CBDs Cape Town	Read World Cities, or a World of Ordinary Cities? (Robinson in CGSR)	
Th March 11	Who builds the city? For whom are the cities built? Case study Dubai	Read "Going South" with the Starchitects" (Kanna in CGSR)	
Tu March 16	Migration, mobility of labor and capital	Watch Continent on The Move	
Th March 18	How does migration shape our cities? Case study global Illinois (Global Heartland)	Read Migration and Privatization of Space and Power in Late Socialist China (Zhang in CGSR)	A2 Submit proposal for potential US cases. Due by Tu March 16, 11:59pm. Instructor's approval needed TA will set up three way meetings between each group and instructor and TA (March 17-19) for feedback, brainstorming, and approval
Tu March 23	Independent research for final project		
Th March 25	Independent research for final project		
Urban Informality			
Tu March 30	What is informal urbanization? What do we mean by informal city?	Read Intro to Housing (Miraftab and Kudva in CGSR)	

Th April 1	What is informal housing? Why does informal housing exist and persist? Case study Guadalajara, Mexico	Read International Policy for Urban Housing (Harris in CGSR)	A3 group submission research on US case examples. Wed. March 31, 11:59pm
Tu April 6	What is the informal economy? Where can we trace informal economy in the city? Case study Lome, Togo; Zapotlanejo, Mexico	Read Working in the Streets of Cali, Colombia (Bromley in CGSR)	
Th April 8	Role of women in informal city	Read Women and Self-Help Housing Projects (Moser in CGSR)	A4 group submission. Summary of findings. Monday April 12, 11:59pm
TU April 13	No class at UIUC		
Th April 15	People as “infrastructure”	Read “Formalizing the Informal? The Transformation of Cairo’s Refuse Collection System.” (Assaad in CGSR)	W1 Reflective take home writing. Available April 11, to be submitted by Sunday April 18, 11:59pm . Individual submission
Governance and Resistance			
Tu April 20	What do marginalized people do when their interest is not served by policy? Cape Town, South	Read Victims, Villains, and Fixers (Beall, Crankshaw & Parnell in CGSR)	
Th April 22	What do marginalized people do when their interest is not served by policy? Urban movements		
Tu April 27	Class presentations		GL-1 Group presentation
Th April 29	Class presentations		GL-1 Group presentation
Tu May 4	Class presentations		GL-1 Group presentation