

**UP 185: Cities in a Global Perspective
Fall 2022**

Mondays, Wednesdays 11:00AM – 12:20PM
Room 1065, Lincoln Hall

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Please email the instructor if you would like to meet at a time outside of regular visiting hours.

This course satisfies the General Education Criteria for *Cultural Studies – Non-West & Social & Behavioral Sciences – Social Science*

Land Acknowledgement: We are on the lands of the Peoria, Kaskaskia, Piankashaw, Wea, Miami, Mascoutin, Odawa, Sauk, Mesquaki, Kickapoo, Potawatomi, Ojibwe, and Chickasaw Nations. See the full land acknowledgement statement and more details below.

Course Description & Overview

This course will introduce you to the social, political, cultural, and economic forces that shape cities around the world. Course readings and lectures will include examples of cities from a range of countries and regions, including the United States, Australia, Brazil, Canada, Chile, Ghana, India, Iran, Mexico, Pakistan, Puerto Rico, South Africa, and Thailand. Specifically, this course will:

- Provide you an understanding of the social, historical, cultural, and economic forces that influence cities & urban life around the world,
- Teach you critical analytical skills to understand processes of globalization and how they influence and account for urban transformation,
- Help you connect cities and people of the world with your own lived realities,
- Introduce you to a range of creative technical and multimedia tools & techniques (e.g. ArcGIS StoryMaps) that help you communicate your ideas more effectively;
- Highlight academic and professional opportunities in gender & development, international planning, and related fields and subfields.

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. For more details see https://chancellor.illinois.edu/land_acknowledgement.html.

COVID-19 Statement

We understand the uncertainties that COVID-19 has brought with it. All classes are planned to be in-person, and we will continue to follow university guidance in the weeks to come. **Please do not come to in-person class if you feel ill, have received a positive COVID test, are noncompliant with university requirements, or are asked to quarantine or self-isolate.** We will excuse any absences that the Dean of Students can verify. To request an absence letter, see <https://odos.illinois.edu/community-of-care/resources/students/absence-letters/>. If you are impacted by COVID-19 during the semester, we will work with you to devise an alternative schedule for any impending deadlines. Such arrangements will be made on a case-by-case basis.

You are required to follow all university policies and guidelines regarding COVID-19. You are required to be compliant with applicable vaccination and/or testing requirements for in-person classes. You are highly encouraged to wear a face-covering at all times. Noncompliance with these requirements may lead to disciplinary action. For more information on the university's COVID-19 related policies, visit <https://covid19.illinois.edu>.

Course Evaluation and Deliverables

This course requires you to complete both individual and group assignments. The central focus is to help connect global urban dynamics with local experiences – and each deliverable will help you take a step in that direction. We will provide you detailed instructions for each assignment separately.

Mapping: Trip Around the World – 30 points

You will explore and map different cities around the world for this assignment. First, you will choose from cities in Asia, followed by cities in Latin America, and finally cities in Africa. Your deliverable for each city will be an ArcGIS StoryMap that maps out your findings from these cities. You will deliver 3 story maps over the course of the semester.

Writing: Short Take Home Reflection – 10 points

This assignment will be due towards the end of the semester and will directly contribute to your group project. You will reflect on the course readings, lectures, guest lectures, assignments, and progress on your group project and connect these materials with your lived experiences. The final deliverable will be a short, 500-word essay. Your submission for this assignment will then become part of your final group project presentation.

Group Project: Global to the Local – 30 points

This group project will help you bridge course material from around the world with your observed, lived, and experienced realities in the United States. Each group will choose a theme from the course outline. Using course material, assignments, and external sources, your group will describe how that theme relates to life in the United States.

Participation – 30 points

You can choose any combination from several options that constitute the participation grade for this course. The maximum participation points are 30; you can choose how you get there based on your unique skills and strengths. Available options are:

- Classroom note taking: you may sign up to take notes in up to 2 lectures/sessions through the semester and make them available to your peers. Each session for which you take and share notes would get you 5 points (Total: 10 points)
- Reading reflections: You may write short reflections on assigned reading material for that day. These reflections are due **before class**, by 8AM on the day of class. You may write up to 10 reflections for 2 points each (Total: 20 points)
- Feedback on lectures: You can provide meaningful feedback for the day's lecture and collect participation points. You can talk about what you loved, what you hated, what stood out for you, what you would do differently if you were teaching, and so on. You may provide feedback for up to 10 sessions for 1 point each (Total: 10 points)
- In-class participation and engagement: This will be an assessment of your engagement in class discussions and your overall contribution to the learning environment (Total: 5 points)

You may note that these options add up to more than 30 points. You don't have to do all these tasks for a full score – you can pick and choose based on your own interests and strengths. You may be able to get extra credits if your participation adds up to more than 30 at the end of the semester.

Extra Credit

We will provide several extra credit opportunities during this course. These points can help you catch up in case you perform poorly on a main graded component. Your options are:

- Feedback on the syllabus: What do you think about the syllabus? Is it easy to read and understand? Is there anything that you love? Anything that you hate? Let us know so we can improve the course for future classes! You must comment on each section of the syllabus to get full credit (Total: 2 points)
- Photo essays: You can take and submit up to 3 photo essays related to course themes and claim extra credit. These photos must be your own work (taken by yourself, complete with date, place, time taken). Include a brief description of how the photo relates to what you're studying in the course. Each photo essay will get you 2 points (Total: 6 points)
- Make-a-meme: Get creative and score points! Share memes that relate to the course's themes for extra credits. You will get 1 point each for up to 3 memes. (Total: 3 points)
- Extra reading reflections: If you submit more than 10 reading reflections, or if your participation score exceeds 30, each extra reflection that you have submitted will get you 1 extra credit each. We will count up to 3 extra submissions (Total: 3 points)
- Extra feedback on lectures: If you share feedback on more than 10 lectures/sessions, or if your participation score exceeds 30, each extra feedback submitted will get you 0.5 extra credits each. We will count up to 4 extra submissions (Total: 2 points)
- We may announce additional extra credit opportunities throughout the semester. We will provide more details if and when such opportunities arise!

Late Submissions: The motivation for this course is to help you learn about cities around the world and make connections between them and your own urban experiences. As such, assignments are not intended to add to your stress in an already uncertain time. Please reach out to the TA as soon as you know that you will need extra time for a deliverable so we can decide next steps. We aim to be flexible in most cases communicated to us **before** a deadline.

Most assignments are due by midnight on the deadline, except for reading reflections which are due by 8AM on the day of class. Please note that no extensions would be possible in the case of reading

reflections. If you are unable to submit a reflection on time, please write one for a future session. Reading reflections submitted late would not earn points. Please also note that there will be no extensions or accommodations for extra credit submissions. See table below for a summary:

	Type	Name	Points	Deadline
M	Individual	Mapping: Trip Around the World	30	
M1	Individual	Asia	10	Sept 11, 11:59PM
M2	Individual	Latin America	10	Sept 25, 11:59PM
M3	Individual	Africa	10	Oct 9, 11:59PM
W	Individual	Writing	10	
W1	Individual	Short take home reflection	10	Nov 18, 11:59PM
G	Group	Group Project: Global to the Local	30	
G1	Group	Work plan	5	In-class, Sept 7
G2	Group	Case selection & proposal	5	Oct 14, 11:59PM
G3	Group	Compiled list of sources	5	Oct 28, 11:59PM
G4	Group	Outline of findings	5	Nov 18, 11:59PM
G5	Group	Final Presentation	10	Nov 30 – Dec 7
P	Individual	Participation (choose from this list)	30	
P1	Individual	Classroom note taking (up to 2 sessions)	10	11:59PM after class
P2	Individual	Reading reflections (up to 10)	20	8AM before class
P3	Individual	Feedback on lectures (up to 10)	10	11:59PM after class
P4	Individual	In-class participation & engagement	5	In-class
E	Individual	Extra Credit Opportunities		
E1	Individual	Feedback on the syllabus	2	Aug 28, 11:59PM
E2	Individual	Photo essays	6	Dec 7, 11:59PM
E3	Individual	Make-a-meme	3	Dec 7, 11:59PM
E4	Individual	Extra reading reflections (up to 3)	3	8AM before class
E5	Individual	Extra feedback on lectures (up to 4)	2	11:59PM after class
E6	TBA	Other opportunities TBA	TBA	TBA
Total (excluding extra credits)			100	

Grading Scale

Your extra credit points will be added to your course total for grade computation. See table below:

Grade	F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
Points	<60	≥60	≥62.5	≥67.5	≥70	≥72.5	≥77.5	≥80	≥82.5	≥87.5	≥90	≥92.5	≥97.5

Required Readings

Most readings for this course are from the book titled: Cities of the Global South Reader (CGSR), edited by Faranak Miraftab (UIUC) and Neema Kudva (Cornell), published in 2014. A soft (PDF) copy of the reader is available on Canvas. Links to other reading and audio-visual materials if needed will be posted to Canvas.

Please reach out if you feel overwhelmed by the reading material. This course is a good starting point to build and practice your critical reading skills, and we are happy to help you along.

Policies, Learning Methods, & Expectations

We will use multiple techniques & methods to facilitate active learning. We welcome feedback and are committed to working with your individual strengths and interests to maximize what you gain from this course. In return, we expect you to be physically & mentally present and to engage with course material and lectures honestly.

Multimodal Learning: This course will engage a variety of methods to facilitate active learning. In addition to the assigned reading material and routine lectures led by the instructor & teaching assistant, you will learn from invited guest speakers, group work, audiovisual materials like movies or documentaries, field observations, and virtual/augmented reality technologies. We will conduct in-class training sessions for the specific technologies that you will use for assignments.

Use of laptops and other electronic devices: This course incorporates the use of technology in many ways (including virtual/augmented reality technologies available on campus). The assignments would also help you gain a variety of technological skillsets (like story maps). However, the use of laptops, tablets, and other electronic devices is highly discouraged during class. We prefer that you take handwritten notes during lectures. If you must use your laptop or other device for notetaking or to view the day's readings, we rely on you to be focused on the class and be prepared to be cold called by the instructor. We require all students to focus on the class/lecture and be physically and mentally present.

Attendance: We expect you to be present both mentally & physically to maximize the group's collective learning during this course. We really want you to do your best – and it annoys us when students submit work that could have been much better. We believe there is no such thing as a dumb question. So, show up, and ask your questions! Attendance will be marked for each session, and all students are allowed a maximum of 2 unexcused absences. For each unexcused absence beyond that, 3 points will be deducted from the final grade. For excused absences, see the section on Accommodations below. Please do not come to class if you are unwell, noncompliant with university requirements, or subject to a quarantine or isolation order (For COVID-19 related absences, see COVID-19 Statement above). You are responsible for obtaining class notes and keeping yourself up to date in case of absences.

Respect in the classroom and other learning environments: You are responsible for maintaining a respectful environment in all class-related activities, including all lecture sessions, discussions, and collaborative projects. You may find the code of conduct for students in your University Student Code. Consult Student Code Article 1—Student Rights and Responsibilities, Part 1. Student Rights: §1-102: <https://studentcode.illinois.edu/article1/part1/1-102/>.

Academic Integrity: Learning involves an effort to do assignments by yourself, even if the result is not perfect. Taking someone else's work, whether in part or whole, and presenting it as your own is an act of plagiarism even if the material is from anonymous sources. Plagiarism is like stealing, where what you steal is an intellectual property instead of a tangible object. Cheating or plagiarism of any kind will be investigated and penalized. Such penalty may include failing the course and having a permanent record of plagiarism in your university file or even expulsion. To avoid this risk, make sure you familiarize yourself with the Student Code (Part 4 of Article 1 includes definitions, procedures, and sanctions for academic misconduct: <https://studentcode.illinois.edu/article1/>). Plan ahead to avoid being overwhelmed with assignments.

While cheating and plagiarism will be penalized, collaborative group work is at the heart of this course. You are welcome to discuss your findings and/or strategies with your peers, and use these discussions to improve your own submissions. Where you borrow an idea from someone else, please make sure you acknowledge the source of the idea appropriately.

Writing Support: We understand that writing for academic and/or policy audiences is hard, even for seasoned pros. We will share resources on effective writing and students will be asked to fix any errors with referencing before their work is graded. The Illinois Writers' Workshop can also provide useful guidance and support (<https://writersworkshop.illinois.edu>). You may also consult Purdue University's Online Writing Lab (<https://owl.purdue.edu>) that includes helpful resources for English as a Second Language (ESL) writers.

Accommodations: We wish to make this course work for every individual student who joins it. We are committed to accommodating specific medical, physical, or other conditions that may affect any aspect of the course for you including attendance, assignments, and engagement in classroom activities. Please let us know if you prefer to be called by a different name or pronoun than what we have on file. If you require any specific classroom accommodations or have other needs please inform us as soon as possible.

We welcome and will do all we can to facilitate student parents. Breastfed babies are welcome in class as often as may be necessary. Older children and babies may occasionally join the class. We ask student parents to sit close to the door so they may step out if needed with minimal disruption to others. We expect all students to give their best; however, we are happy to problem-solve with you in a way that makes you feel supported as you strive for school-parenting balance.

This course has graded participation components, but we wish to ensure that no student is at a disadvantage due to circumstances beyond their control. We may excuse absences due to personal and family health reasons and job interviews. Where possible, we expect you to inform us before you miss a session or other deliverable. Sometimes, we may require a letter from the Dean of Students (<https://odos.illinois.edu/community-of-care/resources/students/absence-letters/>). Our graded class participation component allows for a variety of activities – you can choose what suits you best. Please work with us to create a welcoming and supporting environment for everyone.

Counseling Center and Mental Health: The campus has resources that can help you cope with emotional, interpersonal, or academic concerns. The Counseling Center provides short-term and longer-term counseling and resources to students who may need assistance (including same-day appointments). They also provide self-help resources that you may find useful. Please do not hesitate to reach out to them. You can learn more about their services at <https://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 Schedule

The table below provides a session-by-session schedule for this course. Please note that this schedule is subject to change based on guest speakers' availability. All guest lectures are tentative. However, the deadlines for various assignments would remain the same.

#	Date	Theme	Assigned Reading(s)	Notes/Reminders
Part 1: Introduction/Course Orientation				
1	Mon 22 Aug	Introduction: Why study cities?	Syllabus CGSR p. 1-6	P1: Sign up for classroom note taking
2	Wed 24 Aug	Intro to ArcGIS StoryMaps	CGSR p. 1-6	Introduction to the Group Project in class + choose your themes E1 due 8/28 11:59PM
3	Mon 29 Aug	ArcGIS StoryMaps	Practice prompt before class https://storymaps.arcgis.com	
4	Wed 31 Aug	A City Lived	CGSR p. 7-20	Finalize thematic groups for Group Project
Mon 5 Sept: Labor Day (No Class)				
5	Wed 7 Sept	Group Project: Complete G-1 in class	G-1: Workplan creation	G1 due 9/7 11:59PM on Canvas M1 (Asia) due 9/11 11:59PM
Part 2: The Making of the City				
6	Mon 12 Sept	The City as Process: Historical Underpinnings	CGSR p. 21-28 https://www.cnn.com/2012/02/28/world/asia/ancient-air-conditioning-architecture	
7	Wed 14 Sept	The Colonial City	CGSR p. 29-39	
8	Mon 19 Sept	The Colonial City contd.	CGSR p. 40-47	

#	Date	Theme	Assigned Reading(s)	Notes/Reminders
9	Wed 21 Sept	Colonized Cities of the 21 st Century	Porter & Yiftachel (2019). Urbanizing settler-colonial studies: Introduction to the special issue. <i>Settler Colonial Studies</i> , 9(2), 177-189. (Available on Canvas)	M2 (Latin America) due 9/25 11:59PM
10	Mon 26 Sept	Vernacular Sustainable Design	Miraftab, F. (1999). Sustainability in Environmental Design. <i>Australian Planner</i> , 36(4), 210–215. https://doi.org/10.1080/07293682.1999.9665762 . (Available on Canvas) Ali, A. (2012). Passive cooling and vernacularism in Mughal buildings in North India: A source of inspiration for sustainable development. <i>International Transaction Journal of Engineering, Management, & Applied Sciences & Technologies</i> 4(1), 15–27. (Available on Canvas)	Lecturer: Sutapa Banerjee
Part 3: Movement & Modernization				
11	Wed 28 Sept	Development & the City	CGSR p. 48-65 CGSR p. 315-318	Guest Lecture Aline Mazeto Roldan
12	Mon 03 Oct	People on the Move	CGSR p. 88-91 Watch Americas: Continent on the Move (Parts 1-6), available at https://www.youtube.com/watch?v=BtJlJuRXJec&list=PLSgbxG6WbzUQ5LvypCg6cUCFTHCadQRO	
13	Wed 05 Oct	Between Starchitects and Migrant Laborers (Case study: Dubai)	CGSR p. 192-196 Sönmez et al. (2011). Human rights and health disparities for migrant workers in the UAE. <i>Journal of Health and Human Rights: An International Journal</i> 13(2), 1-19. (Available on Canvas)	Guest Lecture Mahmood Al Wahaibi M3 (Africa) due 10/9 11:59PM

#	Date	Theme	Assigned Reading(s)	Notes/Reminders
14	Mon 10 Oct	Transformation through Movement	Miraftab, F. (2016). Global Heartland: Displaced labor, transnational lives, & local placemaking. Indiana University Press. p. 1-23. (Available on Canvas)	
15	Wed 12 Oct	Between Global & Local	CGSR p. 66-72	G2 due 10/14 11:59PM
Part 4: The City & Its People				
16	Mon 17 Oct	Urban Informality	CGSR p. 92-105 CGSR p. 169-175	Guest Lecture Kwame Afful Ansah
17	Wed 19 Oct	Housing the City	CGSR p. 115-146	Lecturer: Sutapa Banerjee
18	Mon 24 Oct	Informally Urban	CGSR p. 92-105 CGSR p. 169-175	
19	Wed 26 Oct	Independent Research for Group Project		G3 due 10/28 11:59PM
20	Mon 31 Oct	City on the Move	CGSR p. 176-187	Guest Lecture Sibtay Hassan Haider
21	Wed 02 Nov	Governing the City	CGSR p. 310-314	Guest Lecture Sharaj Sundararaman
Part 5: The City at Risk				
22	Mon 07 Nov	Climate Change & Natural Disasters	CGSR p. 155-159 CGSR p. 197-207 CGSR p. 221-226	Lecturer: Sutapa Banerjee
23	Wed 09 Nov	Space, Power, & Identity	CGSR p. 208-220	G4 due 11/9 11:59PM
Part 6: Hopes & Solidarities				
24	Mon 14 Nov	Participation	CGSR p. 254-269	Guest Lecture Aline Mazeto Roldan W1 due 11/14 11:59PM

#	Date	Theme	Assigned Reading(s)	Notes/Reminders
25	Wed 16 Nov	Grassroots Mobilizations and Activism	CGSR p. 270-303	
FALL BREAK				
26	Mon 28 Nov	Reflections: Different People, Different Cities		Guest Lecture Ayesha Shahid
27	Wed 30 Nov	Group Presentations		G5 (in-class)
28	Mon 05 Dec	Group Presentations		
29	Wed 07 Dec	Group Presentations		E2 due 12/7 11:59PM E3 due 12/7 11:59PM