

UP 423 Community Development in the Global South
Department of Urban and Regional Planning

Instructor Faranak Miraftab faranak@illinois.edu
Online synchronous Tuesday and Thursdays: 3:30-5:00PM

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 Canvas for assignment guideline and grading rubric for grad & undergrad students
Introduction	1a. Introduce yourself	Individual		8/24 th 11:59pm
	1b. Personal reflective essay on Danger of Single Story	Individual	5	8/28 th 11:59pm
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	Sunday 10/2 nd 11:59pm
	3b. Late-term take home reflection: Video: Ekumenopolis	Individual	10	Sunday 11/6 th 11:59pm
Final project Generating alternative futures Total 45 points	4a. Identify your group	Individual responsibility	0	Sunday 9/11 th 11:59pm
	4b. Research Annotated List of Resources	Group and individual	10	Sunday 10/9 th 11:59pm
	4c. Learning from Grassroots	Individual	15	Draft 10/30 th 11:59pm Fin
	4d. Generating Alternative Future (Manifesto)	Group	15	Sunday 11/28 th 11:59pm
	4e. Presentation and Feedback	Group	5	12/1 & 12/6

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 Canvas site. Readings that are hyperlinked in the course syllabus might not be uploaded on Canvas. 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 8/24 11:59pm)

1b) Reflective Personal Essay on Power of Single Story (5 points—Due 8/28 11:59pm)

See guideline and rubric posted on the course Canvas 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 Canvas 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 Canvas 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 Canvas 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 Canvas site at least a week prior to the take home date.

4. Final Project: Manifesto--Generating Alternative Futures (group and individual work total of 45 points)

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 Canvas site.

UP423 students have the opportunity to link their UP423 final project with a Manifesto for Just City project at the Delft University of Technology, Netherlands (UT Delft). This project started by the Urban Thinkers Campus (UTC), an initiative of UN-Habitat's World Urban Campaign, which was established in 2014 as an open platform for critical exchange between stakeholders and partners. UP423 students in collaboration with DU can build on their final projects to publish a collective manifesto through collaboration with four universities and with students from around the world. Last year in 2021 students from more than 100 universities took part in the lecture series; and students from universities all over the world delivered manifestos. Previous Manifestos have been released in two books published by the Delft University of Technology Open Source books available [HERE](#) for the first volume and [HERE](#) for the second volume.

To participate in this initiative UIUC students need to attend 4 noon hour lectures/workshops on Mondays in October (1.5 hour sessions) [if you decide to participate in this opportunity discuss with the instructor to adjust some aspects of your assignments #2 #3 and #4). You may then after submission of your UP423 final, take it to the larger group UT Delft for inclusion in the Manifesto for Just City publication.

Manifesto Workshop Program

Mon OCT 10	12:00 Opening: introduction to the event
Mon Oct 17	12:10: Keynote speaker:
Mon OCT 24	12:40 Q&A
Mon OCT 31:	12:50 Break
12:00 Chicago/ 19:00 Amsterdam	1:00pm STUDENT MANIFESTO WORKSHOP: Break-out rooms with students: preparation of statements [100-200-word statements]
	1:30pm Students' statements
	1:40pm End
Mon Dec 31, 2022	DEADLINE FOR MANIFESTOS:
Jan 2023	Launching of the Book "Manifesto for the Just City Volume 3"

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:

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. 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 Canvas 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 can be found [here](#).

On citation, quotation and copying (how to use a source) please consult [this website](#)

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.

Schedule of Themes and Readings:

UP 423, Fall 2022

Professor Miraftab

Online synchronous Tuesdays and Thursdays: 3:30-5:00PM

“I grow green with hope. I’d like to end there”

—Jericho Brown’s

Please note! This schedule is subject to adjustment and change in response to students’ learning needs. The changes will be announced in class and sent out (and archived) via the course Compass Announcements.

Please note: assigned reading and viewing listed need to be completed prior to attending class for the date it appears in schedule.

Please note: All students complete the reading/viewing marked with (*). Graduate students complete one additional reading to be chosen among those marked by (–) sign.

T. 8/23 Overview and introduction

Submit Assignment 1a (one-page Intro) by 11:59pm 8/24. In one page (single space) introduce yourself, offer aspects of your background that might be relevant to this class or that has motivated you to sign up for this class. This may be your personal, professional, educational experiences as well as volunteer work or lived experiences that you think will help me in knowing you. On Compass there is a space for posting your introductions viewable by your classmates and I.

I) Development and making of the ‘Third World’

Watch before coming to class on Th. Aug 25.

For inspiration and how to use UP423 in this global moment: What If We Radically Reimagined the New School Year? https://chicagounheard.org/blog/what-if-we-radically-reimagined-the-new-school-year/?fbclid=IwAR2bM2m_kB_CW_on6yDIT5Odfpg6dgAS43JfZCUhPI5MkGpYoKiIG3f_SzM

For completing assignment 1b. Ted Talk “danger of single story” by Chimamanda Ngzi https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story (20 minutes).

Th. 8/25 Conceptual architecture of the class

*Editors’ Intro to the volume *CGSR* (Pp. 2-6)

-Parvati Raghuram, Clare Madge, Pat Noxolo 2009. “Rethinking responsibility and care for a postcolonial world” *Geoforum* 40 :5–13.

Submit Assignment 1b (Personal Reflection) by 11:59pm 8/28.

T. 8/30 How does history matter I?

*Editors’ Intro to Historical Underpinnings in *CGSR* (pp.23-28)

*Chapter 3 in *A World of Difference*. Pp. 52-60

*Watch John Oliver show: Last Week Tonight (HBO) History of Policing.
<https://www.youtube.com/watch?v=Wf4cea5oObY> watch entire 33 minutes

Recommended

Anthony D. King 2014. "Colonialism and Urban Development" in *CGSR* (pp. 29-39)

Libby Porter & Oren Yiftachel. 2019. "Urbanizing settler-colonial studies: introduction to the special issue," *Settler Colonial Studies*, 9(2):177-186, DOI:10.1080/2201473X.2017.1409394

Explore [**WHY SLAVERY?**](#) and watch any of the short and long documentaries featured.

An estimated 40.3 million people are currently living as slaves -more than at any other time in history.

Through our six compelling and informative documentaries, alongside 10 short films, WHY SLAVERY? uncovers the stories of men, women and children trapped into modern slavery across all corners of the world. Whether it is the deeply flawed Kafala System, which binds migrant workers to their employers in the Middle East, or the prolific number of children being bought and sold in India, WHY SLAVERY? sheds a light on the stories of people living in the shadows of enslavement.

The aim of the WHY SLAVERY? campaign can be succinctly captured by the words of 18th Century Slave Abolitionist William Wilberforce:

"You may choose to look the other way but you can never say again that you did not know."

WHY SLAVERY? ensures that everywhere, modern slavery is not only known of, but is brought to the fore of global political conversation.

Th. 9/1 Introducing the Final project assignment: Generating Future Alternatives

***Study the Final Project guideline carefully and come to class with clarifying questions.**

T. 9/6 How does history matter II?

*Joe Myers, Aug 18, 2020. "5 things Corona Virus has taught us about inequality" *World Economic Forum* <https://www.weforum.org/agenda/2020/08/5-things-covid-19-has-taught-us-about-inequality/>

-Michael Woolcock, Simon Szreter & Vijayendra Rao (2011) How and Why Does History Matter for Development Policy? *The Journal of Development Studies*, 47:1, 70-96, DOI: 10.1080/00220388.2010.506913

Th. 9/8 How does theory matter I?

*Chapter 4 in *A World of Difference*. Pp. 68-94.

-Kothari, U. (2019) A radical history of development studies: individuals, institutions and ideologies (Introduction --pages 1 to 7).

Submit Assignment 4a (Identify Your Group) by 11:59pm Monday 9/11. See Final Project assignment guideline.

T. 9/13 In class group formation.

Instructor announces Final Project groups. Class time is used for group meeting and consultation

Th. 9/15 How does theory matter II?

*Confessions of an Economic Hitman (19mins) – Grad students can read the book at their leisure <https://www.youtube.com/watch?v=btF6nKHo2i0>

-Hayter, T. (2019) Secret diplomacy uncovered: research on the World Bank in the 1960s and 1980s. in Kothari, U. *A radical history of development studies: individuals, institutions, and ideologies* (Chapter 5)

Recommended

Chapter 23 in *A World of Difference*. Pp. 559-588

II) Whose development? Whose terms of reference?

T. 9/20 How does gender matter?

*Watch two short videos (each 3 minutes) One Year <https://www.thewhy.dk/films/one-extra-year> and What if <https://www.thewhy.dk/films/what-if>

These are part of the series: **WHY WOMEN?** Worldwide one in three women will experience a form of violence by their partner. 200 Million girls and women continue to be affected by FGM. Just one-third of all parliamentarians are women. On average women earn 77% of what men do. While much progress has been made towards gender equality, the statistics reveal there is still much work to be done. WHY WOMEN? aims to raise awareness about the ongoing challenges which women and girls face today. Through six documentaries and 10 short films, narrated by Academy Award-winning actress Helen Mirren, WHY WOMEN? inspires interest, prompts critical thinking and creates a debate about girls' and women's health, rights and wellbeing around the world.

* Lourdes Beneria. "Development as if All People Mattered."

*Veronika Bennholdt-Thomsen and Maria Mies 1995. "A Cow for Hillary-- Empowerment, subsistence and globalised economy."

Recommended

Fatima Mernisi 2007. "Scheherazade Goes West: Different Cultures, Different Harems" in *Gender Relations in Global Perspective: Essential Readings* edited by Nancy Cook, 2007.

Th. 9/22 How does capitalism, patriarchy, and racism feed off each other?

*Blanca Bayas 2020. "Defending Life in Cities through Feminist Action: Taking care services out of corporate hands" PP 142-149 in *Cities versus Multinationals*. Feb 2020. Transnational institute. Download here <https://www.tni.org/en/cities-versus-multinationals>

*Watch **Miseducation** <https://www.thewhy.dk/films/miseducation> (4 minutes) [As you watch this video reflect on how gender race and class intersect in the life of this young student.]

-Kobayashi, A. (2005). Anti-racist feminism in geography: An agenda for social action. In Lise Nelson & Joni Seager (eds.) *A Companion to Feminist Geography*. Blackwell. Pp. 32–40.

-Peake, L., & Pratt, G. (2017). Why Women in Cities Matter. In L. Bain, A. and Peake (Ed.), *Urbanization In A Global Context* (pp. 276–294). Toronto: Oxford University Press. Retrieved from https://www.researchgate.net/publication/317905253_Why_Women_in_Cities_Matter

-Federici, Silvia 2010. The reproduction of labour-power in the global economy, Marxist theory and the unfinished feminist revolution.

T. 9/27 Is this the world/ the development we want?

*Video: Chilean Economist Manfred Max-Neef: U.S. Is Becoming an "Underdeveloping Nation"

Part 1: <https://www.youtube.com/watch?v=hjcbBnM2OUo> (10 minutes)

Part 2: <https://www.youtube.com/watch?v=32TqIBzVFSA> (8 minutes)

*"Stiglitz: Time to dump gauges like GDP that don't measure all that matters." *Daily Kos*. Sunday November 24, 2019. <https://www.dailykos.com/stories/2019/11/24/1901676/-Sunday-night-owls-thread-Stiglitz-Time-to-dump-gauges-like-GDP-that-don-t-measure-all-that-matters>

*Rachel Carson, "Silent Spring," in Diane Ravitch, ed., *The American Reader: Words that Moved a Nation* (New York: HarperCollins, 1990), 323-325.

Submit Assignment 3a (Midterm take home) by 11:59pm Sunday Oct 2. -Life and Debt

Stephanie Black 2001 <http://123hulu.com/watch/zdKXnr1-life-and-debt.html> 1hr and 26 minutes

Th. 9/29 Whose globalization? Globalization of what?

*Vandana Shiva 2005. [*The Polarised World of Globalisation*](#) *Global Policy Forum* (one page)

*Noam Chomsky on globalization, 2017. <https://truthout.org/articles/myths-of-globalization-noam-chomsky-and-ha-joon-chang-in-conversation/>

*Walden Bello: "Globalization" (10 min) <http://www.youtube.com/watch?v=PWn8XqYZLD4>

*Coronavirus Exposes the Cracks in Globalization March 10, 2020.

<https://www.truthdig.com/articles/coronavirus-exposes-the-cracks-in-globalization/>

-Berry Gills. 2000. Introduction: Globalization and the Politics of Resistance. In: Gills B.K. (eds) *Globalization and the Politics of Resistance*. Palgrave Macmillan, London.

-Falks, Richard, 2000. "Resisting 'Globalization-from-Above' Through 'Globalization-from-Below'".

III) Grassroots Panacea

T. 10/4 How did we get here (the turn to grassroots and the rise of NGOs)?

*Editors introduction to Governance in CGSR. (pp 229-).

-Mkandawire, Thandike 2007. "Good Governance: the Itinerary of an Idea" *Development in Practice*, Vol. 17, No. 4/5, pp. 679-681

Submit Assignment 4b. (Annotated Resource Common for the final project) by 11:59pm Sunday Oct 9

Th. 10/6 NGOs: the good the bad and the ugly

*-Mascarenhas, Michael 2014 in *CGSR* (pp.248-253)

*-AWID 2008. "NGO-ization of women's movements and its implications for feminist organizing"

-Richard Pithouse 2013. "NGOs and urban movements Notes from South Africa" *City* 17(2): 253–257.

-Aziz Choudry, 2010. Chapter 2, Global Justice? Contesting NGOization: Knowledge Politics and Containment in Anti-globalization Networks. In Aziz Choudry and Dip Kapoor (eds) *Learning From The Ground Up* Copyright New York: Palgrave Macmillan (pp 17-37).

T. 10/11 **How does power matter for systemic change?** (The meanings, functions, (ab)uses of new development buzzwords (participation, social capital, empowerment)

*-Editors' Introduction to Participation in *CGSR*. (pp. 254-)

*-Freire, P. 1970. "Preface" Chapters 1 in *Pedagogy of the Oppressed*. New York: The Seabury Press.

-Pablo Alejandro Leal. 2007. Participation: The Ascendancy of a Buzzword in the Neo-Liberal Era. *Development in Practice*, 17(4/5): 539-548.

-Miraftab, F. 2005 "Making Neoliberal Governance: The Disempowering Work of Empowerment." *International Planning Studies* 9(4): 239-259.

Recommended

Pithouse, Richard. 2006. Rethinking public participation from below. *Critical Dialogue – Public Participation in Review* 2.1, 24–30.

Cornwall, Andrea; Brock, Karen. 2005. "What do buzzwords do for development policy? a critical look at 'participation', 'empowerment' and 'poverty reduction.'" *Third World Quarterly* 26(7): 1043-1060.

Ismail, Salma 2009. "Popular pedagogy and the changing political landscape: a case study of a women's housing movement in South Africa." *Studies in Continuing Education* Vol. 31, No. 3, November 2009, 281_295.

Th. 10/13 **Why we need to see and expose power?** (Poverty pornography)

*Watch "Who sees poverty"; "Who profits from poverty"; "the role of experts"
<http://blumcenter.berkeley.edu/globalpov/> Ananya Roy and colleagues

*Occupy Philanthropy: "What would an occupy activist say to 100 millionaires?"
<http://www.thoughtleader.co.za/jasonhickel/2012/06/26/occupy-philanthropy-from-charity-to-change/> .

-Sanyal, Romola (2015) [Slum tours as politics: global urbanism and representations of poverty](#) *International Political Sociology*, 9 (1). 93-96. ISSN 17495679

-Jones, Gareth A. and Sanyal, Romola (2015) [Spectacle and suffering: the Mumbai slum as a worlded space](#) *Geoforum*, 65. 431-439. ISSN 0016-7185.

-Chu, Cecilia L. and Sanyal, Romola (2015) [Spectacular cities of our time](#) *Geoforum*, 65. 399-402. ISSN 0016-7185

Recommended:

Watch short and long films in <https://www.thewhy.dk/projects/why-poverty> **WHY POVERTY?** takes an in depth look at global inequality, asking how poverty can still exist in a world with so much wealth? The Peabody Award-winning series was shown by an

unprecedented 69 broadcasters in over 180 countries when it launched in 2012. This was also accompanied by 34 short films, an online engagement platform and community screenings.

These videos also reflect on how people are addressing poverty for example my favorite is 6 minutes the **Thread** <https://www.thewhy.dk/films/the-thread>.

T. 10/18 What does “development” mean for urban dwellers of the global South?

(Urban informality and insurgency--housing and infrastructure)

*Editors' Intro to “Development and Urbanization” in *CGSR*. (pp. 48-53).

*Editors' Introduction to Housing in *CGSR* (pp. 115-121)

-Richard Harris in *CGSR* (pp. 122-133)

-Michael Goldman 2015 “Development and the City” in *CGSR* (pp. 54-65)

Recommended

Read and watch the string of posts by NU on FB <https://www.facebook.com/NdifunaUkwazi>

Th. 10/20 How does vantage point matter? Whose reality is presented as norm?

*Gautam Bhan. 2019. “Notes on a Southern urban practice.” *Environment & Urbanization* 1–16.
DOI: 10.1177/0956247818815792

*Gautam Bhan, Teresa Caldeira, Kelly Gillespie, and AbdouMaliq Simone. 2020. “The Pandemic, Southern Urbanisms and Collective Life.” *Society and Space*.
<https://www.societyandspace.org/articles/the-pandemic-southern-urbanisms-and-collective-life>

-Simone, A (2004), “People as infrastructure: intersecting fragments in Johannesburg”, *Public Culture* Vol 16, No 3, pages 407–429.

-Roy, A (2005), “Urban informality: towards an epistemology of planning”, *Journal of the American Planning Association* Vol 71, No 2, pages 147–158.

**IV) Contested terrain of community development
Invited and invented spaces of participation**

T. 10/25 What do poor people do when powerful decision makers don't care about them? (Analytical overview of this section: Invited/Invented spaces of action)

*F. Miraftab 2018. “Insurgent Practices and Decolonization of Future(s)” in Michael Gunder, Ali Madanipour, Vanessa Watson (eds.) *Routledge Handbook of Planning Theory*. Pp. 276-288.

-Lopes de Souza, Marcelo 2006. “Together with the state, despite the state, against the state Social movements as ‘critical urban planning’ agents” *CITY* 10 (3):327-342.

Recommended

F. Miraftab 2020. Insurgency and Juxtacity in the Age of Urban Divide. *Urban Forum* 31:433–441
<https://doi.org/10.1007/s12132-020-09401-9>

Hamdi, N. (2004). Small change: about the art of practice and limits of planning in cities (Introduction)

Submit Draft for 4c Assignment (Learning from Grassroots) by 11:59pm Oct 30.

Th. 10/27 What do poor people do when powerful decision makers don't care about them? (Gendered household strategies)

*Acey, C. 2010. Gender and Community Mobilization for Urban Water Infrastructure Investment in Southern Nigeria. *Gender & Development* 18 (1) March, pp. 11-26.
<https://doi.org/10.1080/13552071003599970>

-Amy Lind. 1997. Gender, Development and Urban Social Change: Women's Community Action in Global Cities. *World Development*, 25(8): 1205-1223.

T 11/1 What do poor people do when powerful decision makers do not care about them? (Self-help and community-based strategies)

*-Patel, Sheela and Diana Mitlin 2010. "Gender Issues and Shack/Slum Dweller Federations" in Silvia Chant (ed.) *The International Handbook on Gender and Poverty: Concepts, Research and Policy*. Edward Elgar Publishers. Chapter 58, pp.379-384.

-Salma Ismail 2003. "A Poor Women's Pedagogy:" When Ideas Move in People's Hands and Hearts, They Change, Adapt, and Create New Solutions" *Women's Studies Quarterly*.

-Tahire Erman & Burcu Hatiboğlu 2017. Rendering responsible, provoking desire: women and home in squatter/slum renewal projects in the Turkish context, *Gender, Place & Culture*, 24:9, 1283-1302, DOI: 10.1080/0966369X.2017.1382448

Submit 2b Assignment (Late-term "take-home" assessment) by 11:59pm 11/6. Ekümenopolis: Ucu Olmayan Şehir (Ecumenopolis: City Without Limits) with English Subtitle:
<https://www.youtube.com/watch?v=maEcPKBXV0M&t=835s> 1hr and 33 minutes

Th. 11/3 What do poor people do when powerful decision makers don't care about them? Opposition and insurgency

*View activists' panels at UIUC and at Chicago.

<https://iopn.library.illinois.edu/scalar/constructing-solidarities-for-a-humane-urbanism/movements-dialogue-on-their-challenges-strategies-and-tactics-for-building-solidarities?path=movements>

*Editors' Introduction to Citizenship in *CGSR*. (pp 270-276)

-Mustafa Dikecx 2017. "Disruptive Politics" *Urban Studies* 54(1) 49-54.

-Oldfield, Sophie 2015. "Between activism and the academy: The urban as political terrain." *Urban Studies* Vol. 52(11): 2072-2086. DOI: 10.1177/0042098013515942

-F. Miraftab. "Citizenship and Planning," in *Oxford Handbook of Planning*

Recommended:

The Children of Smithfield <https://www.youtube.com/watch?v=ybFTcSzk0zQ#action=share> (3 minutes). [Food & Environment Reporting Network](#)

When Covid-19 hit meatpacking plants in the spring of 2020, the children of workers grew concerned about working conditions in the plants. With thousands of workers testing positive, falling ill, and even dying, the children launched protests on behalf of their parents.

T. 11/8 Insurgency and community development I Case study 1: Housing transnational perspective from above and below

*Zachary Levensen, 2017. "Living on the Fringe in Post-Apartheid Cape Town," *Contexts* 16(1):24-29.

-Richard Pithouse, December 25, 2020 "From Durban to the World." *Blog of APA*.
https://blog.apaonline.org/2020/12/25/from-durban-to-the-world/?fbclid=IwAR1ifweEMDFRHoij1IGZFa2ZUYYYrq_znN_3TOapVRkfjgaJA8PUces-7YE

-Review resources posted on Insurgent Midwest website about HA and PFE
<https://insurgentmidwest.wordpress.com/the-movements/the-housing-assembly/> and
<https://insurgentmidwest.wordpress.com/the-movements/pathways-to-free-education/>

Th. 11/10 Insurgency and community development II

Case study 2: Sanitation-- Poop, protest, politics and planning. Defining and re-framing the problem.

*Editors' Introduction and excerpts to Basic Services in *CGSR* (pp. 149-154)

*Steven Robins 2014. "The 2011 toilet wars in South Africa: justice and transition between the exceptional and the everyday after Apartheid."

-McFarlane, C. and J. Silver 2016. "[The Poolitical City: "Seeing Sanitation" and Making the Urban Political in Cape Town](#)" Antipode Version of Record online: 27 JUL 2016 | DOI: 10.1111/anti.12264

Submit FINALized 4c Assignment (Learning from Grassroots) by 11:59pm 11/13th.

T. 11/15 Future is public: commoning and feminist politics of radical municipalism

George Caffentzis and Silvia Federici, 2014. Commons against and beyond capitalism
Community Development Journal 49(S1):92-105

Recommended especially for your Final Project 4d (Generating Alternative Futures)

Download the report and browse through: Satoko Kishimoto, Lavinia Steinfort, Olivier Petitjean 2019. *Democratic Ownership of Public Services: Towards Democratic Ownership of Public Services*. Transnational Institute <https://www.tni.org/en/publication/the-future-is-public>

Th. 11/17 Group work during class time. Generating Alternative Futures

NO CLASS Fall break—Thanksgiving, Nov 22 to 24

T. Nov 29 Group work during class time. Finalize and produce poster for presentation.

Submit 4d Assignment (Generating Alternative Future) one poster/ one proposal per group Wed. Nov 30th, 11:59pm.

Th. 12/1 and T. 12/6 Students' final project presentations and reviews (Assignment 4e)