

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

Instructor Faranak Miraftab faranak@illinois.edu
Tuesday and Thursdays: 9:30-10:50 AM—Fall 2024

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:

Manifesto online lecture and workshop Every Monday of October at 11am-to 12 Central time. Call for a MANIFESTO FOR THE JUST CITY 2024 (google.com) Register and follow your registration info.				
Assignment		Assessment basis	Point	Due Dates
Introduction	1a. Introduce yourself	Individual		8/27 th 11:59pm
	1b. Personal reflective essay on Danger of Single Story	Individual	5	8/29 th 11:59pm
Participation	2a. Participation—Reading reflection and question	Individual	20	Latest by midnight the day before class meets. <u>At least 10 sessions.</u>
	2b. Participation –Bring the World to the Classroom. Contemporary relevance	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 10/6 th 11:59pm.
	3b. Late-term take home reflection: Video: Ekumenopolis	Individual	10	Sunday 11/10 th 11:59pm
Final project Generating alternative futures Total 45 points	4a. Identify “community development problem” for Final project	Individual responsibility	0	Sunday 9/8 th 11:59pm
				Sept 11 th Instructor announces groups and topics Students Register for Manifesto for Just City Call for a MANIFESTO FOR THE JUST CITY 2024 (google.com)
	4b. Research Annotated List of Resources	Group and individual	10	Sunday Oct 13 th 11:59pm

	4c.Learning from Grassroots	Individual	10	Sunday Nov 3 rd 11:59 pm. For feedback send me your draft no later that Sat. Oct 25
	4d.Generating Alternative Future (Manifesto)	Group	10	Sunday Dec 1st 11:59pm Submit group manifesto on canvas for UP423 completion
	4e. Presentation and Feedback	Group	5	12/5 &123/10 In class
	4f. Preparing your 4d and 4e for publication in Manifesto for Just City volume 4		10	Sunday Dec 15th submit finalized group manifestos to Manifesto for Just City project for publication

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)

1b) Reflective Personal Essay on Power of Single Story (5 points)

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 before 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) assignments. So closer engagement with the readings will help you out with other class assignments as well.

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

See rubric and guidelines posted on the course Canvas site.

3. Take Home Assignment: total 20 points

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

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

Guideline and rubric are 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 are 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). **See website: <https://just-city.org/portfolio/manifesto-for-the-just-city/>** 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. See examples in previous volumes published by the Delft University of Technology Open Source books available [HERE](#) for the first volume and [HERE](#) for the second volume and third volume [Here](#).

Your UP423 final project manifesto may be submitted to the larger group UT Delft for inclusion in the next publication of the Manifesto for Just City publication (volume 4).

A transcript of all lectures given are available in the books published, on the podcast [HERE](#) and also on Youtube [Here](#). The lectures for this year will be available on Youtube during and right after the event.

To submit your work to the global manifesto initiative please register [HERE](#).

To receive a certificate, we encourage you to attend 4 noon hour lectures/workshops on Mondays in October (1.5 hour sessions)

5. Extra credit:

Individuals receive (up to 5 points) for participation in Manifesto for Just City online Monday lectures/workshops in October.

Manifesto Workshop Program

Mon OCT 7

Speaker TBA

11:00 Chicago/ 18:00
Amsterdam

Each of the Monday lectures are organized according to the following timeline.
11:00 Opening: introduction to the event
11:10: Keynote speaker:
11:40 Q&A
11:50 Break
12:00pm STUDENT MANIFESTO WORKSHOP:
Break-out rooms with students: preparation of statements [100-200-word statements]
12:30pm Students' statements
12:40pm End

Mon Oct 14 Speaker TBA

Mon OCT 21 Speaker TBA

Mon OCT 28: Speaker TBA

Sunday December 1, 2024 **DEADLINE for Final Project: -Generating Alternative Futures**

Sunday December 15 **Deadline for UIUC submission to Manifesto for Just City publication**

Mon Dec 31, 2024 DEADLINE for MANIFESTOS from all world regions/universities:

Spring 2025 Launching of the Book “Manifesto for the Just City Volume 4”

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 is mandatory and a pre-requisite for passing the class. 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.

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 their 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.

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.

Using Artificial Intelligence (AI) models: Large language models like ChatGPT essentially regurgitate what they find on the internet. As such, using material prepared by AI or ChatGPT without relevant citations will count as plagiarism. Using AI is not banned in itself – but if you must use it for in-class submissions, please tell us how it helped with your work. Please also note that all ChatGPT models can and do create false stories and fake citations. Anything that comes from GPT will need to be counterchecked and adequately cited.

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.

Accommodation: 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.

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/>.

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

Schedule of Themes and Readings:
UP 423, Fall 2024
Professor Miraftab
 Tuesdays and Thursdays: 9:30-10:50AM

“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.

Please note: Some weeks might have a heavier load of readings than others. It is your responsibility to carefully review the schedule and plan accordingly to alleviate your load for those sessions/weeks.

Date	Class theme	Preparation before class
T Aug 27	Introductions; what question do you want to answer through this course; course objectives and assignments	Before coming to the first class: *Read for inspiration and how to use UP423 in this global moment: What If We Radically Reimagined the New School Year? *Watch for completing assignment 1b. Ted Talk “ Danger of single story ” by Chimamenda Ngzi
		1a. Introduce yourself 8/27th 11:59pm
Th Aug 29	Conceptual framework/ guiding values	*Parvati Raghuram, Clare Madge, Pat Noxolo 2009. “Rethinking responsibility and care for a postcolonial world” Geoforum 40 :5–13.
		1b. Personal reflective essay on Danger of Single Story 8/29th 11:59pm
Development and the making of the “Third World”		
T Sept 3	How does history matter I? From whose perspective?	*Editors’ Intro to Historical Underpinnings in CGSR (pp.23-28) -Anthony D. King 2014. “Colonialism and Urban Development” in CGSR (pp. 29-39)
		Wednesday 9/4, 11:59pm. Instructor announces the final project themes and their associated list of grassroots
Th. 9/5	How does history matter II? Colonialism, Settler Colonialism, and the colonial present	* John Oliver show : Last Week Tonight (HBO) The West Bank: (30 minutes). -Roxan Donbar-Ortiz 2024. Settler Colonialism in the U.S. and Israel. In These Times

		<p>-Libby Porter & Oren Yiftachel. 2019. “Urbanizing settler-colonial studies: introduction to the special issue,” <i>Settler Colonial Studies</i>, 9(2):177-186, DOI:10.1080/2201473X.2017.1409394 pdf</p> <p><u>Optional:</u></p> <p>John Oliver show: Last Week Tonight (HBO) History of Policing. watch entire 33 minutes-</p>
		<p>Sunday Sept 8, 11:59 pm due on Canvas</p> <p>4a. Identify “community development problem” for Final project</p>
Tu 9/10	How does theory matter I? Modernization, Neoliberalism, and commercialization of everything	<p>*Watch my recorded lecture before class. Attend class for discussion—elaboration.</p> <p>*Chapter 4 in <i>A World of Difference</i>. Pp. 68-94.</p>
		<p>Wednesday 9/11, 11:59 pm instructor announces the groups for final project</p> <p>Students register HERE for Manifesto for Just City project</p>
Th 9/12	How does theory matter II? Discussion—contemporary relevance	<p>* Watch Recorded lecture by KATIA R AVILES VAZQUEZ (2022) on colonial policies in Puerto Rico and its contemporary challenges. Watch before coming to class. Attend class for discussion—elaboration</p> <p>For more resources on Puerto Rico its colonia history and colonial planning please see Plan Making from Below: Puerto Rico https://publish.illinois.edu/up-510-puerto-rico/</p> <p>*Confessions of an Economic Hitman (19mins) – Grad students can also read the book at their leisure https://www.youtube.com/watch?v=btF6nKHo2i0</p> <p>-Rivera, D.Z. (2022), Disaster Colonialism: A Commentary on Disasters beyond Singular Events to Structural Violence. <i>Int. J. Urban Reg. Res.</i>, 46: 126-135. https://doi.org/10.1111/1468-2427.12950</p> <p>-Kothari, U. (2019) A radical history of development studies: individuals, institutions and ideologies (Introduction --pages 1 to 7).</p>
II. Whose development/whose globalization/Whose terms of reference?		
Tu 9/17	How does Gender matter? Women the next colony	<p>*Development Critiques and Alternatives: A Feminist Perspective. Transnational Institute https://www.tni.org/files/download/beyonddevelopment_critiques.pdf by Margarita Aguinaga, Miriam Lang, Dunia Mokrani, Alejandra Santillana. 19 pages</p> <p>-Arora-Jonsson, S. 2011. Virtue and Vulnerability: Discourses on Women, Gender and Climate Change. <i>Global Environmental Change</i>, 21(2), 744–51.</p>

		<p>-Wilson, Kalpana (2015) Towards a radical re-appropriation: gender, development and Neoliberal Feminism. <i>Development and Change</i> 46 (4), pp. 803-832.</p> <p><u>Optional</u> Veronika Bennholdt-Thomsen and Maria Mies 1995. "A Cow for Hillary-- Empowerment, subsistence and globalised economy." Lourdes Beneria. "Development as if All People Mattered." Fatima Mernisi 2007. "Scheherazade Goes West: Different Cultures, Different Harems" in <i>Gender Relations in Global Perspective: Essential Readings</i> edited by Nancy Cook, 2007.</p>
Th 9/19	Discussion How does capitalism, patriarchy, and racism feed off each other?	<p>* Miraftab, F., & Huq, E. (2024). Urbanizing social reproduction: (Re)thinking the politics of care in capitalist urban development. <i>Environment and Planning D: Society and Space</i>, 42(2), 234-253. https://doi.org/10.1177/02637758241230179</p>
Tu 9/24	Is this the development we want? Globalization of (patriarchal racial) capitalism. BRICS part or alternative globalization?	<p>*Walden Bello: "Globalization" (10 min) http://www.youtube.com/watch?v=PWn8XqYZLD4</p> <p>*Video: Chilean Economist Manfred Max-Neef: U.S. Is Becoming an "Underdeveloping Nation"</p> <p>Part 1: https://www.youtube.com/watch?v=hjcbBnM2OUo (10 minutes)</p> <p>Part 2: https://www.youtube.com/watch?v=32TqIBzVFSA (8 minutes)</p> <p>-What is BRICS? Is it part or alternative to globalization? Grad students research and post/bring to class their insights.</p>
Th 9/26	(De)colonizing imagination/latest frontier of colonialism Importance of our Final projects.	<p>-F. Miraftab 2018. "Insurgent Practices and Decolonization of Future(s)" in Michael Gunder, Ali Madanipour, Vanessa Watson (eds.) <i>Routledge Handbook of Planning Theory</i>. Pp. 276-288.</p>
		<p>All groups review previous published Manifestos and make a few candidates for format they liked to use for their final submission.</p> <p>If you have not yet registered for Manifesto for Just City project register HERE</p>
Tu 10/1	(De)colonizing knowledge	<p>*Gautam Bhan. 2019. "Notes on a Southern urban practice." <i>Environment & Urbanization</i> 1–16. DOI: 10.1177/0956247818815792</p> <p>*Gautam Bhan, Teresa Caldeira, Kelly Gillespie, and AbdouMaliq Simone. 2020. "The Pandemic, Southern Urbanisms and Collective Life." <i>Society and Space</i>. https://www.societyandspace.org/articles/the-pandemic-southern-urbanisms-and-collective-life</p> <p>-Sophie Oldfield and Ann Selmeczi (2024) Feminism, praxis and urban knowledge production. In: L. Peake, A. Datta, G. Adeniyi-Ogunyankin, <i>Handbook on Gender and Cities</i>, New York: Edward Elgar Publishing.)</p>

		<p>Recommended</p> <p>Simone, A (2004), “People as infrastructure: intersecting fragments in Johannesburg”, <i>Public Culture</i> Vol 16, No 3, pages 407–429.</p> <p>Roy, A (2005), “Urban informality: towards an epistemology of planning”, <i>Journal of the American Planning Association</i> Vol 71, No 2, pages 147–158.</p> <p>Vasudevan, R. and Novoa, M. 2021. <u>Pluriversal Planning Scholarship</u>: Embracing Multiplicity and Situated Knowledges in Community-Based Approaches. <i>Planning Theory</i>.</p>
Th 10/3	Discussion/ reminder of the final project -- Marginalized communities as source of alternatives Globalization of grassroots	<p>OPTIONAL</p> <p>Berry Gills. 2000. Introduction: Globalization and the Politics of Resistance. In: Gills B.K. (eds) <i>Globalization and the Politics of Resistance</i>. Palgrave Macmillan, London. Gills_Introduction.pdf</p> <p>Falks, Richard, 2000. “Resisting ‘Globalization-from-Above’ Through ‘Globalization-from-Below’”. Falk_Resisting(2).pdf</p>
		<p>Sunday 10/6, 11:59pm. Due on Canvas 3a. Midterm take home reflection- Life & Debt (Individual)</p>
III. Contested Terrain of Community Development:		
Tu 10/8	How did we get here? The turn to communities and the rise of NGOs	<p>*Editors introduction to Governance in CGSR. (pp 229-).</p> <p><u>Optional</u></p> <p>Mkandawire, Thandike 2007. “Good Governance: the Itinerary of an Idea” <i>Development in Practice</i>, Vol. 17, No. 4/5, pp. 679-681</p>
Th 10/10	How does power matter for systemic change? Buzzwords and “pimping” of poverty	<p>*-Editors’ Introduction to Participation in CGSR. (pp. 254-)</p> <p>*Freire, P. 1970. “Preface” Chapters 1 in <i>Pedagogy of the Oppressed</i>. New York: The Seabury Press.</p> <p>-Pablo Alejandro Leal. 2007. Participation: The Ascendancy of a Buzzword in the Neo-Liberal Era. <i>Development in Practice</i>, 17(4/5): 539-548.</p>
		<p>Sunday 10/13, 11:59 pm, due on Canvas 4b. Research, Annotated List of Resources for your topic (group submission)</p>
Tu 10/15	Discussion—how does power matter?	<p>*Watch “Who sees poverty”; “Who profits from poverty”; “the role of experts” http://blumcenter.berkeley.edu/globalpov/ Ananya Roy and colleagues</p> <p>*<u>Occupy Philanthropy</u>: “What would an occupy activist say to 100 millionaires?”.</p>
Th 10/17	In class group project collaboration	
Tu 10/22	NGOs good bad ugly: Facilitate discussion of NGOs strength and weakness	<p>*-AWID 2008. “NGO-ization of women’s movements and its implications for feminist organizing”</p> <p>-Richard Pithouse 2013. “NGOs and urban movements Notes from South Africa” <i>City</i> 17(2): 253–257.</p> <p>-Aziz Choudry, 2010. Chapter 2, <i>Global Justice? Contesting NGOization: Knowledge Politics and Containment in Anti-globalization Networks</i>. In Aziz Choudry and Dip Kapoor</p>

		(eds) Learning From The Ground Up Copyright New York: Palgrave Macmillan (pp 17-37).
Th 10/24	In class group project collaboration	
		If you wish feedback on draft of your individual submission 4c, Learning from the grassroots, your draft needs to be sent to me no later than midnight Saturday Oct 25 .
What do poor people do when decision makers don't care about them? Learning from the grassroots		
Tu 10/29	Gendered household livelihood strategies	<p>*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. Patel and Mitlin-Gender issues and shack dwellers-intl Handbook of Gender and Poverty.pdf</p> <p>*Watch Ati Ashtari recorded lecture before class and post your question for discussion..</p> <p>Optional 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</p> <p>Amy Lind. 1997. Gender, Development and Urban Social Change: Women's Community Action in Global Cities. World Development, 25(8): 1205-1223.</p>
		Sunday Nov 3, 11:59pm. Due on canvas 4c. Learning from the grassroots (individual)
Th 10/31	Self-help housing strategies:—examples from Chile and Mexico	<p>*Editors' Introduction to Housing in CGSR (pp. 115-121)</p> <p>-Michael Goldman 2015 "Development and the City" in CGSR (pp. 54-65)</p>
Tu 11/5	Invited and invented spaces of participation imagining and creating an alternative future	<p>*View activists' panels at UIUC and at Chicago.</p> <p>-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.</p>
Th 11/7	Grassroots insurgent community development practices I –Examples from South Africa (Anti-Privatization & Anti-Eviction Campaigns, Toilet wars)	<p>* Watch-- The Housing Assembly: Decent Housing for All https://youtu.be/BKqCmQ2Fy_E (18 minutes)</p> <p>-Chapter 3 of High Stakes High Hopes by Sophie Oldfield (2024). Pp.26-58 download the book here. https://ugapress.manifoldapp.org/projects/high-stakes-high-hopes</p> <p>Recommended:</p> <p>Steven Robins 2014. "The 2011 toilet wars in South Africa: justice and transition between the exceptional and the everyday after Apartheid."</p> <p>Editors' Introduction to Citizenship in CGSR. (pp 270-276)</p>

		Sunday 11/10 11:59pm 3b. Late-term take home reflection: Video: Ekumenopolis (Individual)
Tu 11/12	Grassroots insurgent community development practices II-- Examples from Brazil (MST, SW Network of Solidarity)	*Watch (25 minutes) Fortaleza, Brazil housing struggles and occupation and eviction (25 minutes) -Friendly, Abigail. 2020. Insurgent Planning in Pandemic Times: The Case of Rio de Janeiro <i>IJURR</i> . DOI:10.1111/1468-2427.13000
Th 11/14	Grassroots insurgent community development practices III--Examples from Puerto Rico (Casa Pueblo, Urbe Apie)	*Watch recorded lecture by Arturo Massol on story of Casa Pueblo. https://publish.illinois.edu/up-510-puerto-rico/2021/10/13/october-13-2021-guest-presentation-arturo-massol/ *“Energy Insurrection: Puerto Rico’s Power Failures Inspired a Rooftop Solar Movement. But Officials Are Undermining It — in Favor of Natural Gas” <i>The Intercept</i> . * Klein, Naomi (2018). The battle for paradise: Puerto Rico takes on the disaster capitalists. [17 minutes]
Tu 11/19	Work of termites--Care and Radical Care— Sumud and Palestinian refugee camps in Beirut (Sabra and Shatila)	-Mahdi Sabbagh (2022). Sumud: Repertoires of Resistance in Silwan” <i>Public Culture</i> (2022) 34 (3 (98)): 495–514. *Miraftab, F. (2023) “Planning for Humane Urbanism Through Solidarity and Radical Care.” <i>Society and Space Magazine</i> . Vol 41(3)
Th 11/21	In class group work for final project	
Nov 26 and 28 Fall break		
		Sunday Dec 1 11:59pm due on canvas 4d. Generating Alternative Future Manifesto (group)
Tu Dec 3	Course wrap up— urban common	Future is public: commoning and feminist politics of radical municipalism *George Caffentzis* and Silvia Federici, 2014. Commons against and beyond capitalism. <i>Community Development Journal</i> 49(S1):92–105
Presentation of Manifestos		
Th Dec 5	Presentations and feedback on your group’s 4d. Generating alternative future.	4e
Tu Dec 10	Presentations and feedback on your group’s 4d. Generating alternative future.	4e
Sunday Dec 15 th	Finalized group Manifestos due	Submit finalized group manifestos to Manifesto for Just City project for publication