

## **UP 185: *Cities in a Global Perspective***

Fall 2024

Tuesdays and Thursdays 3:30-4:50 PM

Wohlers Hall, room 243

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

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### **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, Europe, South America, Asia, and Africa. 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](https://chancellor.illinois.edu/land_acknowledgement.html).

### **Public Health Statement**

We understand the upheavals brought by COVID-19 even as we slowly recover from it. Most sessions are planned to be in-person, and we will continue to follow university guidance on COVID

and other public health concerns. **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 and other public health situations. You are required to be compliant with applicable vaccination and/or testing requirements for in-person classes. For more information on the university's COVID-19 related policies, visit <https://covid19.illinois.edu>.

### **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.

### **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 cities in different parts of the world for this assignment. First, you will choose a thematic area of interest that will guide both your Mapping and Group Project work. For the Mapping assignments, you will study people's experiences within your chosen theme in cities in Asia (M1), Latin America (M2), and Africa (M3). Your deliverable for each city will be an ArcGIS StoryMap that maps out your findings from these cities.

#### Group Project: Global to the Local – 30 points

For the group project you will study how your chosen theme of interest plays out in a city within the United States. This will help bridge course material, external sources, your own research from the Mapping assignments, and your observed, lived, and experienced realities in the United States. In your final group presentation and ArcGIS StoryMap, your group will describe how your chosen theme relates to life in the specific city of the United States.

#### Writing: Short Take Home Reflection – 10 points

For this assignment, you will apply the concepts you learn throughout the semester to your hometown. This assignment will be due towards the end of the semester. Using insights from the Mapping Assignments, group project, course readings, lectures, and external sources, you will describe how you and others in your hometown experiences the city within the theme of interest that you choose. The final deliverable will be a short, 1000-word essay.

#### 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 4 lectures/sessions through the semester and make them available to your peers. Each session for which you take and share notes would get you 3 points (12 possible 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 (20 possible 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 (10 possible points)
- In-class participation and engagement: You can contribute to the learning environment by engaging in class discussions (5 possible points)

These options add up to 47 points – you only need 30 for a full score. You can pick and choose based on your own interests and strengths.

#### 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 or lectures for extra credits. You will get 1 point each for up to 3 memes. (Total: 3 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 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.

**Note that Canvas spaces for assignment submissions will stop accepting work once the deadline passes. Late submissions will not be accepted or graded without an accommodation from the instructor.** Also note that all submissions have to be made over Canvas. Email submissions will not be graded.

## 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

## Submission Deadlines

Most assignments are due by midnight on the deadline, except for reading reflections which are due by 8AM on the day of class. No extensions would be possible for reading reflections. If you are unable to submit a reflection on time, please write one for a future session. See table below for a summary:

	Type	Name	Points	Notes/Deadline
<b>M</b>	<b>Individual</b>	<b>Mapping: Trip Around the World</b>	<b>30</b>	<b>Drop one</b>
M1	Individual	Asia	10	Sept 29, 11:59PM
M2	Individual	Latin America	10	Oct 13, 11:59PM
M3	Individual	Africa	10	Oct 27, 11:59PM
<b>W</b>	<b>Individual</b>	<b>Writing</b>	<b>10</b>	
W1	Individual	Take home reflection	10	Nov 15, 11:59PM
<b>G</b>	<b>Group</b>	<b>Group Project: Global to the Local</b>	<b>30</b>	
G1	Group	Work plan + Case selection	5	In-class, Sept 17
G2	Group	Historical underpinnings	5	Oct 6, 11:59PM
G3	Group	Recent developments	5	Nov 3, 11:59PM
G4	Group	Urban contestations	5	Nov 21, 11:59PM
G5	Group	Final Presentation and StoryMap	10	Dec 3 – Dec 10
<b>P</b>	<b>Individual</b>	<b>Participation (choose from this list)</b>	<b>30</b>	
P1	Individual	Classroom note taking (up to 4 sessions)	12	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
<b>Total (excluding extra credits)</b>			<b>100</b>	
<b>E</b>	<b>Individual</b>	<b>Extra Credit Opportunities</b>		
E1	Individual	Feedback on the syllabus	2	Sept 2, 11:59PM
E2	Individual	Photo essays (up to 3)	6	Dec 15, 11:59PM
E3	Individual	Make-a-meme (up to 3)	3	Dec 15, 11:59PM
EX	TBA	Other opportunities TBA	TBA	TBA

## 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.

**All students are allowed a maximum of 2 unexcused absences without penalty.** 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 health-related absences, see Public Health 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.

*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.

*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 (see Course Canvas)**

Please see in a separate document uploaded on the course canvas schedule table that provides a session-by-session schedule for this course. Please note that this schedule is subject to change based on guest speakers' availability or amount of class time students need to grapple with a topic. However, the deadlines for various assignments would remain the same.

**Note: CGSR refers to the Cities of the Global South Reader available on Canvas.**

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Fall 2024

Tuesdays and Thursdays 3:30-4:50 PM

Wohlers Hall, room 243

Instructor: Professor Faranak Miraftab [faranak@illinois.edu](mailto:faranak@illinois.edu)

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Office Hours: 218M Temple Buell Hall. Office hours TBD

**Schedule of class time--activity and preparation for class**

Date	Theme	Assigned Reading(s)/viewing	Reminders
<b>Getting Started: Introduction to Cities in a Global Perspective</b>			
Tue Aug 27	Course intro		
Thurs Aug 29	Why study cities	Intro to the volume CGSR p. 1-6	P1: Sign up for classroom note taking  Choose your theme for the Group Project and StoryMaps  E1 due Sept 2, 11:59PM
Tue Sept 3	How to read cities	TBD	
Thurs Sept 5	Seeing multiple cities in each city	Urban lived stories from Tehran CGSR p. 9-20	
Tue Sept 10	Intro to ArcGIS StoryMaps	TBD	
Thurs Sept 12	Group Project: Complete G-1 in class	G-1: Create a workplan	Thematic groups announced on Canvas
<b>Cities and their historical underpinnings</b>			
Tue Sept 17	City as a socio-cultural process I Vernacular Sustainable Design	<a href="https://www.cnn.com/2012/02/28/world/asia/ancient-air-conditioning-architecture">https://www.cnn.com/2012/02/28/world/asia/ancient-air-conditioning-architecture</a>	G1

Date	Theme	Assigned Reading(s)/viewing	Reminders
			due Sept 17 11:59PM on Canvas
Thurs Sept 19	City as a socio-cultural process II  Vernacular Sustainable Design	Intro to historical underpinning CGSR p. 21-28  <u>Optional</u> Miraftab, F. (1999). Sustainability in Environmental Design. Australian Planner, 36(4), 210–215. <a href="https://doi.org/10.1080/07293682.1999.9665762">https://doi.org/10.1080/07293682.1999.9665762</a> . (Available on Canvas)	
Tue Sept 24	Colonial past and present inequalities I-different forms of colonialism and urban development	Anthony King CGSR p. 29-39	
Thurs Sept 26	Colonial past and present inequalities II- different forms of colonialism and urban development	Massey CGSR p. 40-47	M1 (Latin America) due Sep 29, 11:59PM
Tue Oct 1	Colonial past and present inequalities III -- different forms of colonialism and urban development	<a href="#">John Oliver show</a> : Last Week Tonight (HBO) 'The West Bank: (30 minutes).  -Roxan Donbar-Ortiz 2024. Settler Colonialism in the U.S. and Israel. <a href="#">In These Times</a>  -Haleema Shah 2024. Is Israel a “settler-colonial” state? The debate, explained. <a href="#">Vox</a>  <u>Optional</u> Porter & Yiftachel (2019). Urbanizing settler-colonial studies: Introduction to the special issue. <i>Settler Colonial Studies</i> , 9(2), 177-189. (Available on Canvas)	
<b>Cities and their policy underpinnings</b>			
Thurs Oct3	Modernization, globalization and urban development II	Intro to dev’t and urbanization and M. Goldman CGSR pp. 48-65 <b>Watch before class</b> Americas: Continent on the Move (Parts 1-6), available <a href="#">here</a>	G2 due Oct 6, 11:59PM on Canvas



Date	Theme	Assigned Reading(s)/viewing	Reminders
Tue Oct 8	Who builds the city? For whom are the cities built? Case study Dubai	Going South with starchitect 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)	
Thurs Oct 10	How does migration shape our cities in the US? Case study global Illinois ( <i>Global Heartland</i> )	Miraftab, F. (2016). <i>Global Heartland: Displaced labor, transnational lives, &amp; local placemaking</i> . Indiana University Press. p. 1-23. (Available on Canvas)	M2 (Asia) due Oct 13, 11:59PM
Tue Oct 15	TBD	TBD	
Thurs Oct 17	Guest Lecture-Tooma Zaghoul	TBD	
Tue Oct 22	Independent research for final project	TBD	
Thurs Oct 24	Guest lecture—Janet Husunukpe Return migration	TBD	M3 (Africa) due Oct 27, 11:59PM
<b>What do marginalized people do when their interest is not served by formal planning? Informality</b>			
Tue Oct 29	What is informal urbanization? What do we mean by informal city?	CGSR p. 169-175 (Assaad Cairo waste) CGSR p. 310-314 (Roy)	
Thurs Oct 31	What is informal housing? Why does informal housing exist and persist?	Housing Assembly, Cape Town South Africa <a href="https://www.youtube.com/watch?v=EKqCmQ2Fy_E">https://www.youtube.com/watch?v=EKqCmQ2Fy_E</a> Intro to Housing CGSR pp 115-121	G3 due Nov 3, 11:59PM on Canvas
Tue Nov 5	What is the informal economy? Where can we trace informal economy in the city?	Intro to urban economy and Bromley CGSR pp. 92-105	

Date	Theme	Assigned Reading(s)/viewing	Reminders
Thurs Nov 7	Women as “urban infrastructure” Role of women and daily practices of care	Deboeck and Pissart on Kinshasa CGSR pp 188-191  Moser in CGSR pp 134-139	
<b>What do marginalized people do when their interest is not served by policy? Urban contestations</b>			
Tue Nov 12	Grassroots organizing and urban movements	Watch (25 minutes) <a href="#">Fortaleza, Brazil</a> housing struggles and occupation and eviction	W1 due Nov 15, 11:59PM
Thurs Nov 14	Contestation through public art/graffiti Graffiti as Vandalism, Social Art, Public Nuisance, or?	Street and Graffiti Art Movement Overview   <a href="#">TheArtStory</a> And <a href="https://www.youtube.com/watch?v=εsSsjC-F9bwk">https://www.youtube.com/watch?v=εsSsjC-F9bwk</a> Everyone chooses two images from Banksy’s work presented in sources below to present and discuss in class. Why did you like it? what does it resonate for you?	
Tue Nov 19	Project Follow-up		G4 due Nov 21 11:59PM on Canvas
Thurs Nov 21	Facing up to a Changing Climate Group Casa Pueblo	“Energy Insurrection: Puerto Rico’s Power Failures Inspired a Rooftop Solar Movement. But Officials Are Undermining It — in Favor of Natural Gas” <a href="#">The Intercept</a> . <a href="#">Klein, Naomi</a> (2018). The battle for paradise: Puerto Rico takes on the disaster capitalists. [17 minutes]	
Nov 26 & 28 No class ---Thanksgiving			
Tue Dec 3	Group Presentations		G5 (in-class)
Thurs Dec 5	Group Presentations		
Tue Dec 10	Group Presentations		E2 due Dec 15. 11:59PM

Date	Theme	Assigned Reading(s)/viewing	Reminders
			E3 due Dec 15, 11:59PM