

UP 423 Community Development in the Global South
Department of Urban and Regional Planning, University of Illinois, Urbana Champaign

Instructor: Professor Faranak MirafTAB	Fall 2016
Office: 218 Temple Buell Hall	Tuesdays and Thursdays 11:00-12:30 PM
Office: Hours: by appointment	Room 223 Temple Buell Hall

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 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 the links between the conceptual understanding of development at a macro level, and its practice at the community level. 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. 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;
- Challenges faced by NGOs, and NGOs’ potential in development and empowerment of poor communities;
- Political dimension of community-based organizations and their community development efforts (residential communities as territories and women as agents of social change);
- Grassroots resistance movements -- anti-privatization and anti-neoliberal 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 in one meeting a lecture is presented and in the other assigned readings are discussed, alternatively lecture and discussion might be combined in each class time.

The evaluation of students’ performance is based on the following:

Your grade for the course will be based on the following:

- | | |
|------------------------------|-----|
| 1) Personal reflective essay | 10% |
| 2) Class participation | 10% |
| 3) Reading responses | 20% |
| 4) Mid-term assignment | 25% |
| 5) Final assignment | 35% |

Required Reading:

Required readings for this course are the *Cities of the Global South Reader* (Miraftab and Kudva, eds. 2015), to be purchased at Illinois bookstore or online, and the additional text uploaded on the course Compass site.

1) Personal reflective essay (10 points)

See guidelines posted on the course Compass site.

2) Class participation (10 points)

Participation. Students are expected to be active participants in their seminar meetings as well as the weekly lectures. Although attendance is necessary for participation; it is not a sufficient indicator of students' participation. Students are expected to actively take part in opportunities for class discussion by sharing their reflections on the relationship between the lecture material, the assigned readings, the students own experiences or knowledges.

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

2) Reading Reflection and Question (20 points):

The purpose of these reading reflections is not to summarize the entire reading for the day (though some summary or quotation can be included in order to make the reflection more effective). The main goal of a reading reflection is to provide your perspective on the reading(s) for the day in a way that you think creates a constructive setting for class discussion. Please in three to five hundred words convey the main take away point of the reading for you: what were the main arguments and what stood out for you (argument, evidence, approach). Submit your reflection in the space on Compass labeled as READING REFLECTIONS.

If you do not agree with the point and argument presented you may also indicate that and go on to present your point and/or question for further class discussion. In the case of latter you submit your reflection in the Compass space labeled as QUESTIONS FOR CLASS DISCUSSION.

NOTE:

- Reading reflections and question for class discussion are due by 5am on the day that the readings is assigned for.
- If there is more than one reading scheduled for the day you may focus on one in particular but make certain that your reflection demonstrates familiarity with all assigned readings.

3) Midterm assignment (25 points) assesses your critical understanding of “development from above”. Upload examples of global and international development policies and projects. Make at least three uploads (5 points) by week 6. Select one of them in consultation with the instructor and write an essay (approximately 5 single-spaced pages, 2500 words in length) discussing the case based on what you have learned in the first half of the course. Namely the ideas and ideals of “development from above”— as per modernization policies; protectionist capitalism (import substitution industrialization policies); basic needs approach; neoliberal free market capitalism— and their critique offered by post-development and feminist perspectives. Discuss how in light of the class discussions, lectures and readings you will assess the promise and/or pitfall of the development policy or project you are reviewing.

4) Final assignment (35 points) assesses your critical understanding of “development from below”. Upload at least three examples of grassroots movements/community development projects in this country or abroad that seek to address issues of housing/displacement; basic urban infrastructure services; work, and violence (based on race, class and gender) (5 points). Your three proposed cases could have same or distinct concerns. In consultation with the instructor, select the case you wish to understand their practices in-depth. Write an essay (approximately 8 single-spaced pages, 4000 words in length) in which you apply at least two of the conceptual and analytical tools you have learned in this class to assess the selected case in terms of its goals, promises, methods, and outcomes. Namely use the critical tools and concepts offered to assess notion of participation, empowerment, NGO-ization, insurgent practices (non-planning planning) and more. Discuss how in light of the class discussions, lectures and readings you will assess the promise and/or pitfall of the grassroots movement you are reviewing.

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

A+ = 100 - 99;

A = 98 - 92;

A- = 91 - 90;

B+ - 89;

B = 88 - 82;

B- = 81 - 80;

C+ = 79;

C = 78 - 72;

C- = 71 - 70;

D+ = 69;

D = 68 - 62;

D- = 61 - 60;

F = 59 - 0.

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](http://www.provost.illinois.edu/academicintegrity/students.html) may be found at the following URL:

<http://www.provost.illinois.edu/academicintegrity/students.html>

On citation, quotation and copying (how to use a source) please consult
<http://isites.harvard.edu/icb/icb.do?keyword=k70847&pageid=icb.page342054>

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

COURSE CONTENT: TOPICS AND READINGS

For dates please consult the frequently updated class schedule on COMPASS (course content page)

DEVELOPMENT AND MAKING OF the 'THIRD WORLD'

- **Key concepts: development and 'third world'**

In-class to watch: Chimamanda Ngozi Adichie: The danger of a single story

http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.html

-Introduction to the volume *Cities in the Global South Reader* (CGSR), Faranak Miraftab and Neema Kudva (eds.) 2014. New York: Routledge (pp. 2-6).

- ***Colonial encounter: a historicized transnational perspective***

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

-King, Anthony D. 2014. "Colonialism and Urban Development" in Miraftab and Kudva (eds.) *Cities of the Global South Reader*. London, NY: Routledge (pp. 29-39).

-Sheppard ES, Porter PW, Faust DR, Nagar R. (eds). 2009. *A World of Difference: Encountering and Contesting Development*. Second edition. Guilford Press. Chapter 3 "Knowing the Third World: Colonial Encounters" (pp. 52-60).

- **Modernization discourse and the rise of the 'Third World'**

-Sheppard ES, Porter PW, Faust DR, Nagar R. (eds). 2009. *A World of Difference: Encountering and Contesting Development*. Second edition. Guilford Press. Chapter 4 Knowing the Third World: the Development Decade (pp. 68-94).

- ***Debt crisis and structural adjustment policies***

--Sheppard ES, Porter PW, Faust DR, Nagar R. (eds). 2009. *A World of Difference: Encountering and Contesting Development*. Second edition. Guilford Press. Chapter 23 Borrowing Money: Aid, Debt, and Dependence (pp. 559-588).

-Watch: "Life and Debt" (documentary video)

WHOSE DEVELOPMENT, WHOSE TERMS OF REFERENCE

- ***Feminist critique of development's eurocentrism***

-Peet, Richard with Elaine Hartwick. 1999. "Feminist Theories of Development" chapter 6 in *Theories of Development*. New York: the Guilford Press. **Pp. 176-190.**

-Fatima Mernisi "Scheherazade Goes West: Different Cultures, Different Harems" to be accessed at

http://books.google.com/books?id=PF_31vNls3gC&pg=PA147&dq=Fatima+Mernissi+%22Size+6:+The+Western+Women's+Harem%22&hl=en&ei=SqJQ'TcHWM8rYgQfWvP2YCA&sa=X&oi=book_result&ct=result&resnum=2&ved=0CDAQ6AEwAQ#v=onepage&q=Fatima%20Mernissi%20%22Size%20%3A%20The%20Western%20Women's%20Harem%22&f=false

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

-Ananya Roy. 2010. Millennial development: the Gender order of development.” Chapter 84 in Sylvia Chant 2010. *International Handbook of Gender and Poverty*.

Recommended readings

-Saskia Sassen 2010. “Strategic Gendering: One Factor in the Constituting of Novel Political Economy.” Chapter 2 in Sylvia Chant 2010. *International Handbook of Gender and Poverty*.

-Sylvia Chant. 2010. “Towards a (re)conceptualization of the feminization of poverty: reflections on gender-differentiated poverty from Gambia, Philippines and Costa Rica.” Chapter 15 in Sylvia Chant 2010. *International Handbook of Gender and Poverty*.

- **Post-development critique**

-Sheppard ES, Porter PW, Faust DR, Nagar R. (eds). 2009. A World of Difference: Encountering and Contesting Development. Chapter 5 the Third World and Neoliberal Globalization (pp. 107-114).

-Galeano, Eduardo. "Excerpts." *Upside down: a primer for the looking-glass world*. Metropolitan Books, 2000. various.

-Intro to Development and Urbanization in *CGSR*

Recommended:

-Peet, Richard with Elaine Hartwick. 1999. “Poststructuralism, postcolonialism and post developmentalism” chapter 5 in *Theories of Development*. New York: the Guilford Press. Pp. 142-162.

- **Neoliberal Globalization**

-Thomas Friedman on Globalization:

<http://2010.newsweek.com/top-10/most-overblown-fears/globalization.html>

-Jeffrey Sachs, “The End of Poverty: An Interview”

<http://www.motherjones.com/politics/2005/05/end-poverty-interview-jeffrey-sachs>

-Vandana Shiva: “Environmental Activist Questions the Goals of Globalization: Interview with Vandana Shiva” http://www.pbs.org/newshour/bb/environment/jan-june07/globalization_03-23.html

-Noam Chomsky on “Globalization”:" Free and Fair Trade”

https://members.weforum.org/pdf/am_2006/chomsky_4.pdf

-Walden Bello: “Globalization” (10 min)

<http://www.youtube.com/watch?v=PWn8XqYZLD4>

-Joseph Stiglitz, “Sharing the Benefits of Globalisation” (4 min)

<http://www.youtube.com/watch?v=pdGC5Bemjxo&feature=related>

- ***Inequalities: not falling for poverty pornography: taking power into consideration***

- **Wrapping up part I and II of the course**

- Watch “Who sees poverty”; “Who profits from poverty”; “the role of experts”

<http://blumcenter.berkeley.edu/globalpov/> Ananya Roy and colleagues

-David Wilson, Faranak Miraftab and Ken Salo, 2015. “Introduction” in *Cities and Inequalities in a Global and Neoliberal World*; eds. F. Miraftab, D. Wilson and K. Salo. New York: Routledge. **Pp. 1-6.**

-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/>

GRASSROOTS COMMUNITY DEVELOPMENT AND GLOBAL NEOLIBERALISM

- ***Decentralization and neoliberal governance***
 - Editors Introduction and excerpts for Governance in *CGSR*.
- ***Non-Governmental Organizations—NGOs***
 - Mascarenhas, Michael 2014. "Sovereignty: crisis, humanitarianism, and the condition of 21st century sovereignty" in Hilary Kahn (ed.) *Framing the Global*. Bloomington: Indiana University press.
 - AWID's 11th International Forum. 2008. "NGO-ization of women's movements and its implications for feminist organizing."
- ***Participation, social capital and empowerment***
 - Editors Introduction and excerpts for Participation in *CGSR*.
 - 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.

Recommended

 - Freire, P. 1970. "Preface" Chapters 1 in *Pedagogy of the Oppressed*. New York: The Seabury Press.
- ***Household and gendered strategies***
 - Sheela Patel and Diana Miltin. 2010. "Gender issues and Shack/Slum Dweller Federation" chapter 58 in Sylvia Chant 2010. *International Handbook of Gender and Poverty*.
 - Kalima, Rose. "SEWA: women in movement." *Women, Gender and development reader*. Visvanather, N.; et al (eds.). Zed Books, 1997. 382-387.
- ***Globalization of grassroots***
 - Falks, Richard. 2000. "Resisting 'Globalization-from-Above' Through 'Globalization-from-Below'" in Barry Gills (ed.) *Globalization and the Politics of Resistance*. New York: St Martin Press. (Pp. 46-56).
 - Richard Pithouse, 2012. "Move from and not on the Occult Zone: an Argument for the Political Priority of Solidarity with Popular (and Largely Situated) Mobilization by Poor over Transnational Organizations by Civil Society" in Stefan Kratke, Kathrin Wildner and Stephan Lanz (ed.) *The Transnationalism and Urbanism*. London, New York: Routledge. Pp.197-224.

Case studies: Grassroots movements and community development

- Case study 1: Housing
 - Mainstreaming grassroots strategies. Self-help housing; land titling and regularization.
 - Editors' Introduction to Housing in *CGSR*
 - Richard Harris in *CGSR*.
- Case study 2: Poop, protest, politics and planning
 - Re-defining and re-framing the problem.
 - Editors' introduction to Citizenship in *CGSR*.
 - Steven Robins 2014. "The 2011 toilet wars in South Africa: justice and transition between the exceptional and the everyday after Apartheid." *Development and Change* 45(3):479-501.

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

Summary Schedule of Themes and Activities of Classes:

UP 423, Fall 2016

Please note! This schedule is subject to frequent adjustment and change. The changes will be announced in class and reflected in the document posted on the course Compass homepage.

Class dates and themes	Assigned Readings (to be completed before coming to class)	Due dates
Tu 8/23 Overview and introduction		
Development and making of the 'Third World'		
Th. 8/25 Key concepts: "development" "Third World"	Intro to CGSR (Pp. 2-6) In-class video "danger of single story"	
Tu. 8/30 Colonial encounter: a historicized transnational perspective	-Intro to Historical Underpinnings in CGSR -Anthony D. King 2014. "Colonialism and Urban Development" in CGSR -Chapter 3 in <i>A World of Difference</i> . Pp. 52-60 Discussion and introduction of assignments	
Th. 9/1 Modernization discourse and the rise of the 'Third World'	-Chapter 4 in <i>A World of Difference</i> pp. 68-94	
Tu 9/6 Debt crisis and structural adjustment policies	-Chapter 23 in <i>A World of Difference</i> . Pp. 559-588	DUE 9/6: Personal reflection
Th 9/8 Watch in class: "Life and Debt" (DVD)		
Whose development? Whose terms of reference?		
Tu. 9/13 Feminist critique of development's eurocentrism	-Peet, Richard with Elaine Hartwick. 1999. "Feminist Theories of Development" chapter 6 in <i>Theories of Development</i> . New York: the Guilford Press. Pp. 176-190 . -Ananya Roy. 2010. Chapter 84 in Chant's International Handbook of Gender and Poverty. -Fatima Mernisi "Scheherazade Goes West: Different Cultures, Different Harems" to be accessed at http://books.google.com/books?id=PF_31vNls3gC&pg=PA147&dq=Fatima+Mernissi+%22Size+6:+The+Western+Women's+Harem%22&hl=en&ei=SqJQTcHWM8rYgQfWvP2YCA&sa=X&oi=book_result&ct=result&resum=2&ved=0CDAQ6AEwAQ#v=onepage&q=Fatima%20Mernissi%20%22Size%206%3A%20The%20Western%20Women's%20Harem%22&f=false -Veronika Bennholdt-Thomsen and Maria Mies 1995. "A Cow for Hillary-- Empowerment, subsistence and globalised economy." Recommended -Sylvia Chant. 2010. "Towards a (re)conceptualization of the feminization of poverty: reflections on gender-differentiated poverty from Gambia, Philippines and Costa Rica." Chapter 15 in Sylvia Chant 2010. International Handbook of Gender and Poverty.	
Th. 9/15 Post-development critique	-Chapter 5 in <i>A World of Difference</i> Pp. 107-112 -Galeano, Eduardo. "Excerpts." <i>Upside down: a primer for the looking-glass world</i> . Metropolitan Books, 2000. Various selections. -Editors' Intro to "Development and Urbanization" in CGSR.	

<p>Tu. 9/20 Neoliberal globalization and anti-globalization</p>	<p>Thomas Friedman on Globalization: http://2010.newsweek.com/top-10/most-overblown-fears/globalization.html -Jeffrey Sachs, “The End of Poverty: An Interview” http://www.motherjones.com/politics/2005/05/end-poverty-interview-jeffrey-sachs -Vandana Shiva: “Environmental Activist Questions the Goals of Globalization: Interview with Vandana Shiva” http://www.pbs.org/newshour/bb/environment/jan-june07/globalization_03-23.html -Noam Chomsky on “Globalization”: Free and Fair Trade” -Walden Bello: “Globalization” (10 min) http://www.youtube.com/watch?v=PWn8XqYZLD4 -Joseph Stiglitz, “Sharing the Benefits of Globalisation” (4 min) http://www.youtube.com/watch?v=pdGC5Bemjxo&feature=related</p>	
<p>Th. 9/22 Discussion</p>	<p>The rise of anti-globalization movements</p>	<p>DUE: Sept 22 Submit proposed case studies for midterm assignment</p>
<p>Tu. 9/27 Taking power into consideration Inequalities and poverty pornography</p>	<p>- Watch “Who sees poverty”; “Who profits from poverty”; “the role of experts” http://blumcenter.berkeley.edu/globalpov/ Ananya Roy and colleagues -“Introduction” in <i>Cities and Inequalities in a Global and Neoliberal World</i>. Pp. 1-6. -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/ .</p>	
<p>Th 9/29 Wrapping up parts I & II of the course Importance of relational approach— seeing relationally</p>	<p>Global Heartland</p>	
Grassroots community development and global neoliberalism		
<p>Tu 10/4 Decentralization and neoliberal governance</p>	<p>-Editors introduction and excerpts for Governance in CGSR.</p>	
<p>Th 10/6 NGOs</p>	<p>-Mascarenhas, Michael 2014 in CGSR. -AWID 2008. “NGO-ization of women’s movements and its implications for feminist organizing”</p>	
<p>Tu. 10/11 Discussion</p>	<p>See supplemental document posted on compass under the globalization of grassroots tab</p>	
<p>Th. 10/13 FAA art exchange</p>		<p>DUE: Friday October 14, Submit Midterm assignment</p>
<p>Tu. 10/18 Participation, social capital and empowerment</p>	<p>-Editors introduction and excerpts for Participation in CGSR; -Cornwall, Andrea; Brock, Karen. 2005.</p>	
<p>Th. 10/20 Household and gendered strategies</p>	<p>-Sheela Patel and Diana Miltin. 2010. -Kalima, Rose. SEWA.</p>	
<p>Tu. 10/25 Continued</p>		

Th. 10/27 Globalization of grassroots	Falks, Richard, 2000. "Resisting 'Globalization-from-Above' Through 'Globalization-from-Below'". Richard Pithouse, 2012. "Move from and not on the Occult Zone"	
Tu 11/1 Informal community development and insurgent planning	-Editors' Introduction to Citizenship in <i>CGSR</i> . -F. Miraftab. "Citizenship and Planning," in <i>Oxford Handbook of Planning</i>	
Tu. 11/3	TBD	DUE Friday Nov 4 Submit proposed grassroots movements for final assignment
Case studies: grassroots movements and community development		
Th 11/5 Case studies in grassroots movements: <u>Case study 1: Housing transnational perspective from above and below</u> Mainstreaming grassroots strategies. Self-help housing; land titling and regularization.	-Editors' Introduction to Housing in <i>CGSR</i> -Richard Harris in <i>CGSR</i>	
Tu. 11/8 continued		
Th. 11/10 <u>Case study 2: Sanitation Defining and re-framing the problem. South Africa: poop protests..</u>	-Editors' Introduction and excerpts to Basic Services in <i>CGSR</i> -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	
Tu. 11/15 continued		
Th. 11/17	TBD	
Tu. 11/22 and Th 11/24 NO CLASS Fall break—Thanksgiving		
Tu. 11/29	TBD (students presentations)	
Th. 12/1	TBD (students presentations)	
Tu. 12/6 LAST DAY OF CLASS		
		DUE: Friday, December 9 @ 5pm final assignment
Please make all submissions in word document on Compass (no PDF please) and place a hard copy in my mailbox at 111 Temple Buell Hall.		