

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

Instructor: Professor Faranak Miraftab	Fall 2017
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;
- 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.

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 evaluation of students’ performance is based on the following:

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

- 1) Personal reflective essay 5%
- 2) Class participation 10%

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| 3) Reading responses | 20% |
| 4) Assignment one: Research | 40% |
| 5) Assignment two: Program poster | 15% |
| 6) Assignment Three: Critical program review | 15% |

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 Compass site.

1) Personal reflective essay (individual work) (5 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.

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 e, 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) Assignment One: Research (group and individual work) (20 group work; 20 individual work=Total of 40 points)

4) Assignment Two: Program posters (Group work) (15 points)

5)-Assignment Three: Critical program review (individual work) (10 points)

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.

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.

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](#) 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

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.

COURSE 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'**

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.) 2015. New York: Routledge (pp. 2-6).

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

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

-King, Anthony D. 2015. "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).

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

- ***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: for undergrads, required for Grads

-Ananya Roy. 2010. Chapter 84 in Chant’s *International Handbook of Gender and Poverty*.

-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.

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

- **Neoliberal Globalization**

-Thomas Friedman on Globalization:

See Compass

-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”:

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: giving power serious 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

-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/>

Recommended: for undergrads, required for Grads:

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

-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.

- **Importance of relational approach —seeing relationally**

-Miraftab, F. 2014. “Displacement: Framing the Global Relationally” in Framing the Global: Entry Points for the Search. Hilary Kahn (ed.). Bloomington: Indiana University Press. Pp. 37-50.

GRASSROOTS COMMUNITY DEVELOPMENT AND GLOBAL NEOLIBERALISM

- ***Decentralization and neoliberal governance***

-Editors’ Introduction to Governance and excerpts by Kohl and Farthing and by Appadurai in *CGSR*. (pp 229-247).

- ***Participation, social capital and empowerment***

-Editors’ Introduction to Participation and excerpts by Baiocchi and by Cornwall in *CGSR*. (pp. 254-269)

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

Recommended: for undergrads, required for Grads

-Cornwall, Andrea; Brock, Karen. 2005-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.

- ***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.

Recommended: for undergrads, required for Grads

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*, 2003.

- ***Non-Governmental Organizations—NGOs***

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

-AWID 2008. “NGO-ization of women’s movements and its implications for feminist organizing”

Recommended: for undergrads, required for Grads:

T. Tvedt 2006. “International aid System and NGOs.” *Journal of International Development*

- **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

- **Insurgency and community development**

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

-F. Miraftab. "Planning and Citizenship" in Rachel Weber and Randall Crane (eds.) *Oxford Handbook of Urban Planning*. Oxford University Press. Chapter 38, pp. 1180-1204.

-F. Miraftab 2017. "Insurgent Practices and Decolonization of Future(s)" in Michael Gunder, Ali Madanipour, Vanessa Watson (eds.) *Routledge Handbook of Planning Theory*.

- Case study 1: Housing

Mainstreaming grassroots strategies. Self-help housing; land titling and regularization.

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

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

-Caroline Moser in *CGSR* (pp. 134-139)

- 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 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