

UP521. Advanced Transnational Planning Seminar-Spring 2019

Displacement, Planning and Citizenship: Critical Analysis and Popular Interventions

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Dept. of Urban and Regional Planning
Wednesdays 2:00 to 4:50 PM, Room 19 Temple Buell Hall

Displacement is a major force behind the production and reproduction of metropolis and its peripheral areas. As capitalism and financialization increasingly govern the urban processes, urban policies and planning decisions, low income people living in locations attractive to capital and its rent seeking greed, are prime targets of violent processes of dispossession and displacement. Non-profitable land uses such as those designated for low-income housing, inner city areas previously abandoned by the flight out and suburbanization, or neighborhoods developed through informal processes (irregular/ informal settlements) are prime targets of displacement by public and private sector actors to turn these areas to sites of profit.

In the context of increased proximity between state and corporations, it is necessary to understand the role of state - and planning - in mediating the transformation of urban space. The course will explore the notions of urban citizenship, informality and insurgency to interpret the urbanization process in this era of global capitalism where capital deals with its crisis of accumulation through financialization of cities. A special focus of this course is on Brazilian cities.

The course has two main foci: during the first half of the semester we focus on understanding the underlying forces shaping global and transnational urban processes, policies and planning. During the second half of the semester we focus on the innovative planning strategies emerging from the global South (this is not a geographic but a political category) to address aspects of the urban problems we analyzed during the first half of the semester.

A unique aspect of the seminar is that it is taught simultaneously in Fortaleza, Brazil at Universidad Federal de Ceara (UFC) by Professor Clarissa Freitas and at UIUC by Professor Faranak Miraftab. Students and faculty at the two institutions will meet online and discuss shared reading and lecture material once a month. A select group of students have the option to sign up for a follow up two weeks field trip to Fortaleza in May, to collaborate on-site with Dr. Freitas and her students at UFC. Students participating in the workshop will sign up for UP428, taught by Professor Ken Salo at UIUC, and earn additional 3 credit hours upon successful completion of the workshop class.

EXPECTATION

Students are expected to thoroughly engage with the assigned readings for the course and come to class prepared to discuss readings. They are also required to submit a short reflective question before the class reflecting critically on the assigned readings. In closing of the semester students will submit a final research project.

Students' performance will be evaluated based on following criteria.

- 1) Participation: active participation in class discussions (25%).
- 2) Weekly reflections: critical question on the assigned readings submitted the day before the class meets (approximate length 300 words) (25%)
- 3) Final research project: each student will focus on one of the innovative planning practices emerged from global South context, develop research on that program, select assigned readings for the class and make a class presentation along with a 10 to 15 page (double spaced) paper to be submitted with the class presentation. (50%).

WEEKLY REFLECTIONS:

Weekly paragraph-length (300 words) reflective question(s) need to be posted on the course COMPASS before the class meeting latest by Wednesday morning (8am). Students are highly encouraged to read each other's reflection(s) and question(s) before class as these will be the building blocks for class discussions and explorations. We will put our collective rigor and analytical ability in practice as we engage these questions in relation to our class readings for the day. The questions are not responses to readings but statements of further curiosity aroused by the readings, and partial insights calling for collective reflection. Asking questions can be used to challenge, to theorize, to problematize, to make productive cross-connections, to introduce concrete case studies. These questions are paragraph-length because as one of my students stated "there's nothing more painful than a short question standing awkwardly in the middle of a room and no one understanding the question enough to respectfully accept its invitation."

FINAL PROJECT

Each student will select an innovative project to research and learn about. They will select readings for the rest of the class; they will make a comprehensive presentation in class and lead the class discussion during that session; and they will submit a written essay on that innovative planning strategy by the end of the semester. The final paper (approximately 15 pages) will present the project and will critically engage with the urban, national and global context of the project; it will also engage with the literature that has discussed the project's pros and cons, the praise and critique. The instructor needs to approve the subject and format of the paper in advance.

Few Possible options for the final project include the following:

Brazil

Bolsa Familia, Bolsa Escola,
Programa saude da familia
Participatory budgeting (will be covered in class)
Zeis (will be covered in class)

Colombia, Social urbanism

BRT, Bogata
Metrocable, Medellin
Ciclovía
[Social urbanism](#)
[Urban acupuncture](#)
[Informality and social urbanism in Medellin](#)

Barcelona

[Radical municipalism](#)

WRITING AND REFERENCING STYLE

The following links will guide to websites for different referencing styles. However, I strongly recommend that you use the APA style. For APA style, consult with: <http://www.uwsp.edu/psych/apa4b.htm> and http://owl.english.purdue.edu/handouts/research/r_apa.html For MLA style, consult with: <http://webster.comnet.edu/mla/index.shtml>

For some general help with your writing style see: <http://www.unc.edu/depts/wcweb/handouts/style.html>

Also consult Purdue university online Writing Lab (OWL) website <http://owl.english.purdue.edu>
This is probably the most comprehensive collection of writing information on the web. For English as a Second Language (ESL) Handouts and Resources consult <http://owl.english.purdue.edu/handouts/esl/>
This page is an index of all of the ESL materials available at the Purdue OWL (Online Writing Lab).

ACADEMIC INTEGRITY

Plagiarism of any kind will be investigated and penalized in accord with Rule 33 (Academic Integrity) of the University's Code of Policies and Regulations Pertaining to All Students. (This may be found at the following

URL: www.uiuc.edu/admin_manual/code/rule_33.html). The definitions of plagiarism contained in Rule 33 include papers or portions of papers purchased or otherwise plagiarized from Internet sources. Students should note that penalties include failing the course and having a letter inserted into their permanent file. All students are responsible for familiarizing themselves with the Code's definitions of infractions of academic integrity.

UP 521—Class Schedule

	Jan 16— Overview	
Conceptual framework: Production of Displacement in Cities of Late Capitalism	Jan 23—	No class meeting. Instead of class time attend three of four talks by candidates for DURP International Environmental Planning Assistant Professor job scheduled (schedule TBA. Instead of assigned readings explore possible topic and readings for your final project and paper.
	Jan 30— Financialization of the city Global displacements	Goldman, lecture -Rolnik, R. 2013. “Late neoliberalism: the financialization of homeownership and housing rights” <i>International Journal of Urban and Regional Research</i> . -Fix, M. (2012). “A Bridge to Speculation or the Art of Rent in the Staging of a Global City?” in M. Valença, F. Cravidão, & J. Fernandes. (eds.) <i>Urban Developments in Brazil and Portugal</i> , vol. 1 (pp. 35–75). New York, NY: Nova Publishers.
	Feb 6— Racialized displacement—	Salo and Samara, lectures -dos Santos Oliveira, N. 1996. “Favelas and Ghettos: Race and Class in Rio de Janeiro and New York City” <i>Latin American Perspectives</i> 23(4): 71-89. -Gillespie, K. (2010). Reclaiming Nonracialism: reading The Threat of Race from South Africa . <i>Patterns of Prejudice</i> , 44:1, 61-75. -Lipsitz, G. (2007). The racialization of space and the spatialization of race: Theorizing the hidden architecture of landscape . <i>Landscape Journal</i> , 26(1), 10-23. -Kirkland, E. (2008). What's race got to do with it? Looking for the racial dimensions of gentrification . <i>Western Journal of Black Studies</i> , 32(2), 18. <u>Recommended</u> -Shih, S. M. (2008). Comparative racialization: an introduction. <i>PMLA</i> , 123(5), 1347-1362. -Ramos-Zayas, A. Y. (2004). Delinquent citizenship, national performances: Racialization, surveillance, and the politics of “worthiness” in Puerto Rican Chicago. <i>Latino Studies</i> , 2(1), 26-44. -Anderson, M. B., & Sternberg, C. (2013). “Non-White” Gentrification in Chicago’s Bronzeville and Pilsen: Racial Economy and the Intraurban Contingency of Urban Redevelopment. <i>Urban Affairs Review</i> , 49(3), 435-467.
Feb 13— Gendered invisible care	Desai and Miraftab, lectures -Chant, Silvia. 2010. Gendered poverty across space and time: introduction and overview . In <i>The international handbook on gender and poverty: concepts, research and policy</i> . Edited by Sylvia Chant. Northampton, MA: Edward Elgar Publishers, pp 1–28. -Federici, Silvia 2010. The reproduction of labour-power in the global economy, Marxist theory and the unfinished feminist revolution . -Kobayashi, A. (2005). Anti-racist feminism in geography: An agenda for social action. In Lise Nelson & Joni Seager (eds.) A Companion to Feminist Geography . Blackwell. Pp. 32–40.	

	Feb 20— Voices of the grassroots movements; possibilities and challenges of forging solidarities	Readings TBD https://iopn.library.illinois.edu/scalar/constructing-solidarities-for-a-humane-urbanism/movements-dialogue-on-their-challenges-strategies-and-tactics-for-building-solidarities?path=movements https://iopn.library.illinois.edu/scalar/constructing-solidarities-for-a-humane-urbanism/social-justice-housing-forum-1?path=movements DUE Feb 20: Submit selection of proposed final project and assigned readings
	Feb 27— Class with UFC: Dispossession, displacement and uneven development: the case of Brazil	-Arantes, Pedro. (2012). “Urban Adjustment: World Bank and IDB Policies for Cities” in Valença et al., (eds.), <i>Urban Developments in Brazil and Portugal</i> , vol. 1 (pp. 25–34). New York, NY: Nova Science Publishers. -Klink, J.; Denaldi, R.. On Urban Reform, Rights and Planning Challenges in the Brazilian Metropolis. <i>Planning Theory</i> , V. 1, P. 1-16, 2015. -Maricato, Erminia. The Future of Global Peripheral Cities. <i>Latin American Perspectives</i> , V. XXX, P. 0094582X1668517-20, 2017.
State, citizenship and planning	March 6 — informality, citizenship and planning	-Roberto Rocco and Jan van Ballegooije. 2019. “The Political Meaning of Informal Urbanization” in <i>Routledge Handbook of Informal Urbanization</i> . Edited by Roberto Rocco and Jan van Ballegooijen. NY: Routledge. Pp. 1-11. -Germana Câmara, Clarissa Freitas, and Beatriz Rufino. 2019. “Fortaleza: Informal Urbanization Versus Modernization- Popular Resistance in Fortaleza, Brazil” in <i>Routledge Handbook of Informal Urbanization</i> . Edited by Roberto Rocco and Jan van Ballegooijen. NY: Routledge. Pp pp. 76-
	March 13— Inclusion and its Trojan horses Informality and insurgency	-Abigail Friendly and Kristine Stiphany. 2018. “Paradigm or Paradox? The ‘Cumbersome Impasse’ of the Participatory Turn in Brazilian Urban Planning.” <i>Urban Studies</i> . https://doi.org/10.1177/0042098018768748 - Chapters in Baiocchi G.P., P. Heller, and M.K. Silva (2011) <i>Bootstrapping Democracy: Transforming Local Governance and Civil Society in Brazil</i> . Stanford: Stanford University Press. [will be scanned and uploaded]
March 20—Spring break		
Planning intervention from below and above	March 27— Planning practice border crossing	-Intro and chapters in edited volume. <i>Crossing Borders: International Exchange and Planning Practices</i> . [volume available as ebook at UIUC library] -Anthony King. 2004. “Writing Transnational Planning Histories: The Dialectics of Dual Development” in <i>Spaces of Global Culture: Architecture, Urbanism, Identity</i> . New York: Routledge. Chapter 5 pp. 82-93. -JPER symposium issue on Transnational Planning. MirafTAB, Christof

	<p>April 3— Class with UFC: Brazil: Participatory Budgeting,</p>	<p>-Kapp, S.; Baltazar Dos Santos, A. P. “The Paradox of Participation: A Case Study on Urban Planning in Favelas and a Plea for Autonomy.” <i>Bulletin of Latin American Research</i>, v. 1, p. no-no, 2012.</p> <p>Abers, R. 2003. “Reflections on What Makes Empowered Participatory Governance Happen” in Archon Fung and Erik Olin Wright (eds.) <i>Deepening Democracy: Institutional Innovations in Empowered Participatory Governance</i>. New York: Verso. Pp. 200-207.</p> <p>-Baiocchi, G. 2006. “Participation, Activism, and Politics: The Porto Alegre Experiment” in Archon Fung and Erik Olin Wright (eds.) <i>Deepening Democracy: Institutional Innovations in Empowered Participatory Governance</i>. New York: Verso. Pp. 45-76.</p>
	<p>April 10—</p>	<p>Final Project presentation 1 and 2</p> <p>-Assigned readings TBD by presenting students.</p>
	<p>April 17— Class with UFC: Brazil: Citizenship contestations: conversation with Fortaleza activist and students. With law and/or against law? Zeis</p>	<p>-Fernandes, 2007. Constructing the Right to the City in Brazil. <i>Social & Legal Studies</i> 16:201. DOI: 10.1177/0964663907076529</p> <p>-Freitas, C. F. S. 2017. “Undoing the right to the city: World Cup investments and informal settlements in Fortaleza, Brazil.” <i>Journal of Urban Affairs</i> 39(7):953-969. DOI: 10.1080/07352166.2017.1328974</p> <p>-Lopes De Souza, Marcelo 2006. “<u>Together with the state, despite the state, against the state Social movements as ‘critical urban planning’ agents</u>” <i>City</i> 10 (3):327-342.</p>
	<p>April 24</p>	<p>Final project presentation 3 and 4</p> <p>-Assigned readings TBD by presenting students.</p>
	<p>May 1—last day of instruction Course conclusion—discussion with traveling students.</p>	<p>Final project presentations 5</p> <p>-Assigned readings TBD by presenting students.</p> <p>DUE May 1: Final project papers</p>