

**UP 423 Fall 2018 Community Development in the Global South**  
Department of Urban and Regional Planning, University of Illinois, Urbana Champaign

<b>Instructor: Professor Ken Salo</b> email <a href="mailto:kensalo@illinois.edu">kensalo@illinois.edu</a> Office: 314 Temple Buell Hall Office: Hours: 10:20 –noon or by appointment	<b>Fall 2018</b> MW 9-10:20 PM Room 225 Temple Buell Hall
--	---

**Course Description**

This course introduces students to foundational concepts for understanding how localized communities as urban social movements of subordinated people resist and reproduce unequal forms global development. The aim is for students to develop a critical perspective of dominant forms of global development by exploring the possibilities and pathways by which subordinated movements build forms of solidarity, knowledge and power alternate to dominant institutions, ideologies and practices of power.

It caters to interdisciplinary undergraduate and graduate students interested in working in the field of international and global development as volunteers or professionals in non-profit groups, international development organizations, or other public or private development agencies. It focuses on how local and global ideas and practices of development overlap and interact in different locations. Specifically, how interactions between many differently situated actors including poor people’s movements, non-governmental organizations, public agencies and international organizations shape global development projects. We will compare and contrast case studies from Africa, America and Asia to develop a transnational understanding of the complex politics, economics, social and cultural politics driving current development projects, worldwide.

**Course Themes**

Course themes include:

- Critique of dominant theories of global development processes and practices
- Critical understanding of how differently situated actors interact to shape development projects
- Grassroots mobilizations and livelihood strategies of the poor at household levels
- Framing community development: processes as context specific interactions between insurgent grassroots movements, non-governmental organizations (NGOs), the state, and international agencies;
- The potential and limitations of NGOs in development processes
- Cultural politics of residential communities led by women change agents
- Cultural politics of grassroots movements resisting neoliberal projects of social and spatial development.

**Required Reading:**

- All required readings for this course including the *Cities of the Global South Reader (CGSR)* by Miraftab and Kudva, eds. (2015) are available via our compass course site.

**Course Format, Activities and Grade Components**

The course will proceed via a combination of lectures and discussions.

Student grades comprise the following activities:

- |   |     |
|---|-----|
| 1) Four 300/500-word reading assignments                | 40% |
| 2) Four 300/500 word project journals and final product | 50% |
| 3) Presentation of project                              | 10% |
| 4) Peer reviews of project                              | 10% |

### 1) Reading Assignments

Throughout the semester, students will write four reading assignments in which they review the arguments of an assigned reading and evaluate the relevance of concepts for their final group research project

### 2) Project journals and final product of group research project (50 points)

Throughout the semester, students will individually write four journals reflecting on progress of a group research project and multimedia final product after meeting with the instructor to approve their proposal

### 3) Presentation of group research project

Student groups will present a poster of mid-semester progress towards their group research project

### 4) Peer reviews of final group project

Student groups will in-class review the final products of their peers

Final letter grades will reflect the quality of both your group and individual work so I please make frequent appointments 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 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 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

Please consult the frequently updated class schedule on COMPASS (course content page)

### **DEVELOPMENT AND MAKING OF THE “GLOBAL SOUTH/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](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=SqJQTcHWM8rYgQfWvP2YCA&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](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&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](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](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 MOVEMENTS, COMMUNITY DEVELOPMENT AND 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)