

**PLAN 576/AAAD 492**  
**Urbanism in the Global South**  
Tues, Thurs, 2-3.15pm  
Dey Hall 0303  
**Fall 2023**

**Instructor:** Dr. Shakirah Hudani  
(she/her)  
Office hours: Fridays, 11am-12.30pm via Zoom, or by appointment.  
Sign up: [hudani.appointlet.com](mailto:hudani.appointlet.com)  
Email: [shudani@unc.edu](mailto:shudani@unc.edu)

**Course Description:**

This upper-level course focuses on concepts and themes on the development of urbanism in the range of geographies of the “Global South.” Through our readings and discussions, we will aim to *pluralize* processes of urban development as they have unfolded at the intersection of scales: *the city, the nation-state, and the transnational*. At the same time, we will examine scholarship which theorizes *from* the Global South as a complex and differentiated geography with multiple histories and spaces where urban change is manifest.

The course is reading and discussion intensive and is structured thus: we first focus on histories and trajectories of urban development in colonial and post-colonial cities, in Sub-Saharan Africa, the Middle East, Latin America, and Asia. In the second part of the course, our main focus is to look at relations of comparative urbanism across regions of the Global South: we focus on perspectives on urban informality, consider the periphery as a productive site for debates on comparative urbanism, and ask questions about urban infrastructure as a mediating force for examining relations of urban inequality. We next look into questions of the reconfiguration of the city under conditions of war and post-war reconstruction, with attendant frameworks of risk and vulnerability, as well as dispossession. We analyze how plans for redevelopment are framed in established cities with large informally-housed populations, as well as look at the context of newly developed urban centers. In this process, we ask about urban planning in contexts of redevelopment, displacement and inequality: might we imagine alternative forms of planning and dwelling for more inclusive futures in these cities?

This course satisfies the “Global Understanding and Engagement” focus capacities of the new “IDEAs in Action” General Education curriculum.

General Education Objectives (This course satisfies the following Gen. Ed. Focus Capacities):

- ***Global Understanding and Engagement***

Students study and engage with global processes shaping the world and its peoples, including those beyond the North Atlantic region (United States, Canada, and Western Europe). They develop deep knowledge of historic or contemporary roles and differential effects of human organizations and actions on global systems.

**Questions for Students**

1. What forces connect and distinguish the experiences of peoples, societies, and human organization around the world?

2. How can I understand and compare differing worldviews?
3. What connections and differences exist between particular worldviews, experiences, societies, or power structures?
4. What ideas, approaches, and international sources allow scholars to compare societies?

### **Learning Outcomes**

1. Classify and analyze diverse historical, social, and political exchanges that shape nations, regions, and cultural traditions of the world.
2. Translate among contrasting civic cultures, social values, and moral commitments that characterize differences among peoples and societies, including those beyond the North Atlantic region.
3. Assess ways that political and economic institutions shape contemporary global relations.
4. Explain human and environmental challenges that transcend national borders.

### **Recurring Capacities**

Focus capacity classes sustain the **recurring capacities** of inquiry that guide the general education mission. As appropriate to the course's topic, each class:

- Poses problems and questions that require systematic thinking about evidence, argument and uncertainty
- Considers its content in the context of human difference between and within societies; the full range of legitimate debate in its field; and/or change over time

### **Course-Specific Objectives**

#### ***General objectives:***

- The course introduces the student to important current scholarship on urbanism in the Global South.
- The course enables the student to understand thematic issues related to urbanism in regions of the Global South from a comparative perspective, especially work on Sub-Saharan Africa, Asia, the Middle East and Latin America.

#### ***Specific objectives:***

- Students will be able to understand, explain and better engage with current debates over urbanism in the Global South, including looking at urban inequalities in contemporary cities as they appear in scholarly literature.
- Through the course, students will be able to compare and critically analyze formations of contemporary urbanism in selected cities in the Global South from a comparative perspective.

## **REQUIREMENTS AND GRADING:**

### ***Format:***

This course is a seminar open to upper-level undergraduates and graduates and involves a focus on reading and discussing the materials. All students are expected to complete the readings and actively engage in discussions each week. Where possible, readings will be made available through the library and/or on the course platform.

***Attendance and Participation (15%).*** Students are expected to come to class prepared to share their thoughts and questions about the readings. Students can miss one class session without penalty; any additional unexcused absences will impact the course participation grade. Please come to each class with 1-2 questions prepared on the week's readings, that you are willing to share with others as part of our discussion.

***Written Reflections (30%).*** Students will write **10 weekly reflection pieces** over the course of the seminar, **due by 5pm on Friday of each week.** The purpose of these reflections is to give students space to explore their insights over time and to draw connections between themes and materials. Each reflection must include at least a 300-word piece of writing on the week's assigned readings, but may also include other texts, artwork, photos, music, video clips, songs, media, and written reflections on contemporary events. Reflections will be posted on the Canvas forums site.

***Two reading quizzes (5% each= 10%).*** Two reading quizzes will be given in class on class readings covered. **Quiz 1 will be held on October 5 covering W1-6, and Quiz 2 November 9, covering W7-11.**

***Project Proposal (5%).*** A 2-3 page proposal is meant to assist students in the process of developing a final paper project. This proposal must include a specific description of the final project, a summary of the research questions that the final project will investigate, the references from class readings and external academic sources that the student will engage, and a weekly timeline for the completion of the project. Each student will meet with the instructor beforehand to discuss the proposal during the course of the semester. The proposal is graded on a Credit/No credit basis based on the fact of submission and the proposal's thoroughness. **The Project Proposal is due on October 27 by 5pm, over Canvas.**

***Presentation (5%).*** In preparation for submission of the final project, we will hold an in-class presentation for each student near the end of the semester. Each student will give a five to seven minute presentation of their project. This presentation will include the research question and the genre of the project, the motivation for the student's interest in this particular topic and the questions that have come up through the course of the project's development. The presentation is to give each other a good idea of your work, and will be graded on a Credit/No Credit basis. PowerPoint slides are encouraged. **Presentations will take place during Weeks 13 and 14 of the semester.**

***Final Assessment/ Project (35%).*** The final project must engage with the materials and questions addressed in the course. The core format will be a research paper of 10-12 pages double spaced (15-18 pages for graduate students) building off the project proposal and feedback. The final paper is due at the end of the semester, during the course's final examination period – and is to be submitted over Canvas **on Dec 12, between 12pm to 2pm (EST) – which is the course's exam period.**

### Course Changes

The instructor reserves the right to revise the topics and readings listed on this syllabus, though graded assignments and their weightings will remain as initially stated. Any proposed changes will be announced as early as possible.

**Final Grades will be assigned according to the following scale:**

<b>Final grades will be assigned as follows:</b>					
<b>Undergraduate Grade</b>					<b>Graduate Grade</b>
A	94%	To	100%		High Pass
A-	90%	To	<94%		
B+	87%	To	<90%		Pass
B	84%	To	<87%		
B-	80%	To	<84%		
C+	77%	To	<80%		
C	74%	To	<77%		
C-	70%	To	<74%		Low Pass
D+	67%	To	<70%		
D	60%	To	<67%		
F	0%	To	<60%		Fail

### **Additional Academic Business:**

*“The Honor System forms a bond of trust among students, faculty, and administrators. The University of North Carolina at Chapel Hill operates under a system of self-governance, as students are responsible for governing themselves. As such, our University is transformed into a powerful community of inquiry and learning. The Honor Code embodies the ideals of academic honesty, integrity, and responsible citizenship, and governs the performance of all academic work a student conducts at the University. Acceptance of an offer of admission to Carolina presupposes a commitment to the principles embodied in our century-old tradition of honor and integrity.”*

<http://catalog.unc.edu/policies-procedures/honor-code/>

I am committed to treating Honor Code violations seriously and urge all students to become familiar with its terms set out at <https://studentconduct.unc.edu/>. If you have questions it is your responsibility to ask the professor about the Code’s application.

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the Director of Title IX Compliance (Adrienne Allison – [Adrienne.allison@unc.edu](mailto:Adrienne.allison@unc.edu)), Report and Response Coordinators in the Equal Opportunity and Compliance Office ([reportandresponse@unc.edu](mailto:reportandresponse@unc.edu)), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators ([gvsc@unc.edu](mailto:gvsc@unc.edu); confidential) to discuss your specific needs. Additional resources are available at [safe.unc.edu](http://safe.unc.edu).

*Disability:* The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office. In the first instance please visit their website <http://accessibility.unc.edu>, call 919-962-8300 or email [accessibility@unc.edu](mailto:accessibility@unc.edu). Please contact ARS as early in the semester as possible.

*Resources:* Our purpose is to help you to excel in this learning environment. Should you need further assistance beyond my help, please consult the following on-campus resources:

- The Writing Center: <http://writingcenter.unc.edu/>
- Learning Center: <http://learningcenter.unc.edu/>
- Counseling and Wellness Services: <http://campushealth.unc.edu>

**\*\*\*\**Counseling and Psychological Services:***

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more. Students can also call CAPS 24/7 at **919-966-3658** for immediate support.

## **READINGS:**

### **Week 1:**

#### **8/22 Course Introduction: Cities and the politics of representation**

“Yellow Filter and Representations of the Global South”

<https://medium.com/@mdheydt1/yellow-filter-and-representations-of-the-global-south-b7d3e725a1f5>

Roy, A., 2009. The 21st-century metropolis: New geographies of theory. *Regional Studies*, 43(6), pp.819-830.

#### **Optional:**

Davis, M., 2004. Planet of slums. *New Left Review*, 26, p1-15

#### **8/24 Why cities of the ‘Global South’?**

Dirlik, A., 2007. Global South: predicament and promise. *The Global South*, 1(1), pp.12-23.

Prashad, V., 2008. *The darker nations: a people’s history of the Third World*. The New Press. Introduction (5 pages).

Guma, P.K., Akallah, J.A. and Odeo, J.O.I., 2023. Plug-in urbanism: City building and the parodic guise of new infrastructure in Africa. *Urban Studies*, p.00420980231158013.

#### **Optional:**

Alsayyad, N. and Roy, A., 2006. Medieval modernity: On citizenship and urbanism in a global era. *Space & Polity*, 10(1), pp.1-20.

### **Week 2:**

#### **8/29 Colonial planning: The segmentation and ordering of space**

Myers, G.A., 2003. *Verandahs of power: colonialism and space in urban Africa*. Syracuse University Press. Chapter 1, Chapter 3 (Nairobi)

Pfingst, A. and Kimari, W., 2021. Carcerality and the legacies of settler colonial punishment in Nairobi. *Punishment & Society*, 23(5), pp.697-722.

#### **8/31 Colonial Delhi and its urban afterlives**

Jyoti Hosagrahar. 2007. “Negotiating modernities: Symbolic terrains of housing in Delhi.” In *Colonial Modernities – Building, Dwelling and Architecture in British India and Ceylon*, Peter Scriver and Vikramaditya Prakash, editors. (Chapter 11: pp. 219-240).

Vandana Singh. “Delhi” found at: <https://www.lightspeedmagazine.com/fiction/delhi/>

“The wounds have never healed’: living through the terror of Partition”

<https://www.theguardian.com/world/2017/aug/02/wounds-have-never-healed-living-through-terror-partition-india-pakistan-1947>

assignment before class:

Browse through the Partition Archive of oral histories held at UC Berkeley:

<https://www.1947partitionarchive.org/>

Find a story of migration from different cities in the region, and tell us about it in class.

**Week 3:**

**9/5            no class – Well-being Day**

**9/7            Post-independence state directed urban development**

Scott, J.C., 2020. *Seeing like a state: How certain schemes to improve the human condition have failed*. Yale University Press. Introduction, Chapter 4 (“The High Modernist City”) (optional: Chapter 7 (“Compulsory Villagization in Tanzania”).

Callaci, E., 2016. ‘Chief village in a nation of villages’: history, race and authority in Tanzania's Dodoma plan. *Urban History*, 43(1), pp.96-116.

Optional:

Holston, J., 1989. *The modernist city: An anthropological critique of Brasília*. University of Chicago Press (Ch 1-4).

Vale, L., 2014. *Architecture, power and national identity*. Routledge. Chapter 4.

**Week 4:**

**9/12            Deindustrialization and economic globalization**

Finkelstein, M., 2018. Ghosts in the gallery: The vitality of anachronism in a Mumbai Chawl. *Anthropological Quarterly*, 91(3), pp.937-968.

Sassen, S., 2004. The global city: Introducing a concept.” *Brown J. World Aff.*, 11, pp 27-43.

Optional:

Ferguson, J., 1999. *Expectations of modernity: myths and meanings of urban life on the Zambian Copperbelt* (Vol. 57). Univ of California Press. Chapters 1, 2.

**9/14            Visit from Joanneke Fleischauer, UNC Specialist Librarian**

(meet in Dey 0303, as usual).

**Week 5:**

**9/19            Film: “Nairobi Half Life”**

**9/21                    Informal settlements and expanding cities**

Huchzermeyer, M., 2014. "Use and utility of the term 'slum'." *The Routledge handbook on cities of the Global South*.

d'Cruz, C. and Mitlin, D., 2007. "Shack/Slum Dwellers International: One experience of the contribution of membership organisations to pro-poor urban development." In *Membership based organizations of the poor* (pp. 241-259), Routledge.

Optional:

Miraftab, F. and Wills, S., 2005. Insurgency and spaces of active citizenship: The story of Western Cape anti-eviction campaign in South Africa. *Journal of planning education and research*, 25(2), pp.200-217.

**Week 6:**

**9/26                    Informal economies and public space**

Kim, A.M., 2012. The mixed-use sidewalk: Vending and property rights in public space. *Journal of the American Planning Association*, 78(3), pp.225-238.

Hansen, K.T., 1994. Dealing with Used Clothing: *Salaula* and the Construction of Identity in Zambia's Third Republic. *Public Culture*, 6 (3): 503–523.

Optional:

Shearer, S., 2020, September. The city is burning! Street economies and the juxtacity of Kigali, Rwanda. In *Urban Forum* (Vol. 31, No. 3, pp. 351-371). Dordrecht: Springer Netherlands.

Hart, K., 1985. The informal economy. *Cambridge Anthropology*, pp.54-58.

**9/28                    Urban renewal and master-planning**

Watson, V., 2014. African urban fantasies: dreams or nightmares? *Environment and Urbanization*, 26(1), pp.215-231.

Cugurullo, F., 2013. How to build a sandcastle: An analysis of the genesis and development of Masdar City. *Journal of Urban Technology*, 20(1), pp.23-37.

Bhan, G., 2014. The real lives of urban fantasies. *Environment and Urbanization*, 26(1), pp.232-235.

**Week 7:**

**10/3                    Exploring urban peripheries**

Bou Akar, H., 2012. Contesting Beirut's frontiers. *City & Society*, 24(2), pp.150-172.



Huchzermeyer, M., 2007. Tenement City: The Emergence of Multi-story Districts Through Largescale Private Landlordism in Nairobi. *International journal of urban and regional research*, 31(4), pp.714-732.

Tulier, M. and Gossmann, C., Slum Upgrading in Rio de Janeiro: Favela Bairro. UC Berkeley Center for Healthy Cities (8 pages, will upload).

Optional:

Hudani, S.E., 2023. Gates to the City: The Meanings and Morphology of Transformation on Nairobi's Periphery. *Representations*, 162(1), pp.93-108.

**10/5 In-Class Quiz (W1-6) and (under)capitalization and informality**

De Soto, H., 2000. *The mystery of capital: Why capitalism triumphs in the West and fails everywhere else*. Basic Books, 2000, Chapters 1 and 2 (pp1-67, if possible).

Roy, A., 2005. Urban informality: toward an epistemology of planning. *Journal of the American Planning Association*, 71(2), pp.147-158.

Go through the case studies here and see if there is one you find compelling:

<https://www.infrahub.africa/database>

**Week 8:**

**10/10 BRT, Public transport and policy mobilities – Guest visit by Dr. Manuel Santana on Zoom (meet virtually today)**

Nick Theodore (2019) Policy Mobilities. *Oxford Bibliography*. DOI: [10.1093/OBO/9780199874002-0205](https://doi.org/10.1093/OBO/9780199874002-0205)

Peter Brand & Julio D. Dávila (2011) Mobility innovation at the urban margins, *City*, 15:6, 647-661, DOI: [10.1080/13604813.2011.609007](https://doi.org/10.1080/13604813.2011.609007)

Manuel Santana Palacios et al. (2020) Bus rapid transit arrives in Barranquilla, Colombia: Understanding a changing landscape through residents' travel experiences, *Travel Behaviour and Society*, DOI: [/10.1016/j.tbs.2020.06.003](https://doi.org/10.1016/j.tbs.2020.06.003)

**10/12 Film: “Waste Land” (University Day – TBC if class will meet)**

\*We will watch the film in class.

**Week 9:**

**10/17 Garbage governance in Dakar**

\*We will finish and discuss the film, “Waste Land,” as well as discuss the reading below:

Fredericks, R., 2018. *Garbage citizenship: Vital infrastructures of labor in Dakar, Senegal*. Duke University Press. Chapters 1, 2, Conclusion.

**10/19**            **No class – Fall Break**

**Week 10:**

**10/24**            **Ambivalent governance and land reclamation in Mumbai and Jakarta**

Kamath, L. and Tiwari, A., 2022. Ambivalent governance and slow violence in Mumbai's Mithi River. *International journal of urban and regional research*, 46(4), pp.674-686.

Ranganathan, M., Pike, D.L. and Doshi, S., 2023. *Corruption plots: stories, ethics, and publics of the late capitalist city*. Cornell University Press. Chapter 4 (“Swampland”).

“\$40bn to save Jakarta: the story of the Great Garuda”:

<https://www.theguardian.com/cities/2016/nov/22/jakarta-great-garuda-seawall-sinking>

Optional:

Wade, M., 2022. Urban Futures: Spectral Time in the Archipelago. In *Coastal Urbanities* (pp. 157-179). Brill.

**10/26**            **Urban infrastructural politics after Apartheid in South Africa**

Von Schnitzler, A., 2018. Infrastructure, apartheid technopolitics, and temporalities of “transition”. In *The promise of infrastructure*. Duke University Press. Chapter 5.

Steingo, G., 2017. Location culture in South Africa. In *The Ghetto in Global History*, Routledge. pp. 314-330.

Optional:

Anand, N., 2018. A Public Matter: Water, Hydraulics, Biopolitics. In *The promise of infrastructure*. Duke University Press. Chapter 6.

Simone, A., 2004. People as infrastructure: intersecting fragments in Johannesburg. *Public culture*, 16(3), pp.407-429.

Larkin, B., 2013. The politics and poetics of infrastructure. *Annual review of anthropology*, 42, pp.327-343.

**10/27**            **Paper proposal due by 5pm over Canvas.**

**Week 11:**

**10/31**            **Borderland conditions**

Rael, R., 2014. “Border wall as architecture.” *Borders, fences and walls: State of insecurity?* Routledge.

Wright, M.W., 2001. A manifesto against femicide. *Antipode*, 33(3), pp.550-566.

Crane, E.S., 2023. Lush aftermath: Race, labor, and landscape in the suburb. *Environment and Planning D: Society and Space*, 41(2), pp.210-230

**11/2 Post-war cities – reform and urban memory**

**Film: “First they killed my father”**

(The film is available on Netflix: if you have access to the service, please watch the first 25 mins before class).

Pullan, W., 2020. “The Conditions of Urbicide.” In *Being Urban*. Routledge. (pp. 153-171).

Hughes, R., 2017. Nationalism and memory at the Tuol Sleng Museum of genocide crimes, Phnom Penh, Cambodia. In *Memory, History, Nation* (pp. 175-192). Routledge.

Optional:

Collins, E., 2017. Reclamation, Displacement and Resiliency in Phnom Penh. *Other Geographies: The Influences of Michael Watts*, pp.199-213.

Nguyen, V.T., 2016. *Nothing ever dies: Vietnam and the memory of war*. Harvard University Press. (“Just Memory”; “On Remembering one’s own,” 1-46).

**Week 12:**

**11/7 Dengue and urban public health**

Nading, A.M., 2014. *Mosquito trails: Ecology, health, and the politics of entanglement*. Univ of California Press. Introduction, Ch 1, 6, Conclusion.

**11/9 In-class Quiz (W7-11) and investment in urban development – China in Africa**

Bräutigam, D. and Xiaoyang, T., 2011. African Shenzhen: China's special economic zones in Africa. *The Journal of Modern African Studies*, 49(1), pp.27-54.

Cardoso, R., 2016. The circuitries of spectral urbanism: Looking underneath fantasies in Luanda’s new centralities. *Urbanisation*, 1(2), pp.95-113.

**Week 13:**

**11/14 student presentations on paper topics (5-7 mins each)**

**11/16 student presentations on paper topics (5-7 mins each)**

**Week 14:**

**11/21 student presentations on paper topics (5-7 mins each)**

**11/23 Thanksgiving break**

**Week 15:**

**11/28**            **Course Wrap-up**

Bhan, G., 2019. Notes on a Southern urban practice. *Environment and Urbanization*, 31(2), pp.639-654.

Watson, V., 2009. Seeing from the South: Refocusing urban planning on the globe's central urban issues. *Urban Studies*, 46(11), pp.2259-2275.

Cardoso, R., 2022. Seeing Luanda from Salvador: Lineaments of a Southern Atlantic Urbanism. *Antipode*, 54(3), pp.729-751.

**11/30**            *Instructor at a conference – assignment: watch film during class time.*

**Film assignment:** “Travels of a T-Shirt” – available via the UNC library streaming service.

**Week 16:**

**12/5**            *Instructor on conference travel – work on final papers during class time.*

**FINAL COURSE ASSESSMENT (FINAL PAPER) – submit your assessment due during the course's final exam period over Canvas. Date: Dec 12, between 12pm-2pm (the course's final assessment period).**