



# INTERNATIONAL HONORS PROGRAM

comparative study around the world

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## International Honors Program Cities in the 21st Century

### Contemporary Urban Issues: Problems and Solutions (CUI) URST – 3000 (4 credits) Fall Semester 2009

#### Course Overview

Contemporary Urban Issues (CUI) explores place-based examples of challenges currently facing the cities you are studying. In Detroit, Delhi, Cape Town and Buenos Aires you will discuss matters of current public concern, debate or dispute. Some of these challenges are closely connected to a city's unique history while others are more general, recurrent, or even common to cities worldwide. Students are encouraged to think comparatively in this course, identifying and discussing both singularities and patterns.

The guiding question for the course is: *What are the forces that shape cities, and how can they be influenced to create equitable, sustainable urban environments?* We will begin addressing this question in Detroit, followed by investigations in Delhi, Chandigarh, Cape Town, and Buenos Aires, and re-considering this question at the final workshop in La Plata, Argentina. This question also provides the thread for individual, comparative analysis projects to be undertaken during the semester. As the course name suggests, our investigations of contemporary urban issues will emphasize the solutions, small and large, as well as the problems. Observers and actors in the city are sources of information and inspiration in the investigation of the forces and how they can be influenced.

#### Course Objectives

- To provide students with the appropriate methods and concepts to investigate contemporary urban issues.
- To examine current urban issues and their potential responses systematically and critically.
- To draw linkages among places, and comparisons within political-economic, socio-cultural and environmental contexts.

#### Course Methodology

CUI is designed to take advantage of local resources, knowledge and experiences. Because the course is taught jointly, it will draw upon multiple organizational, academic, and individual perspectives. Place-based readings, many from local newspapers and independent media, will support experiential learning. The course integrates a variety of learning methods, including discussion and lectures, individual and group research, case studies, neighborhood days, homestays, and exposure to local mainstream and independent media. Since active independent learning is encouraged, and the exchange of information among peers is essential to achieving the above objectives, student-led presentations and synthesis are key components of CUI. Student participation in all elements of the course is critical for developing a greater awareness and understanding of comparative urban issues.

## **Course Components**

**Pre-departure Assignment:** An exercise on urban issues, introducing the concept of reading a city through the study of a contemporary controversy and visions for urban change. The assignment is not graded but it is factored into your course participation.

**Neighborhood Days:** Neighborhood days involve trips by small groups of students to different parts of the city. Students spend a half to full day investigating a particular neighborhood using a variety of formal and informal methods based on direct observation as well as engagement with the local community. Findings and experiences are shared through group presentations. Neighborhood days are not graded but are factored into course participation.

**Case Studies:** A case study is an in-depth look at a particular topic or area of interest. It includes research into the facts of the subject and an analysis of those facts to understand the dynamics of the situation and underlying reasons for certain conditions. Students will divide into groups to explore issues of significant importance in each city through a series of interrelated learning exposures. Several days in each city are devoted to this project. Case studies typically begin with a briefing, followed by two to three days of fieldwork in small groups, reflection, and student presentations. During the briefing, students are given background information on the case study options. Presentations give students the chance to explore a variety of techniques for conveying information and analysis to an audience of their peers and local experts. Community representatives may attend presentations, responding to students' work, challenging their conclusions and expanding their interpretations. Case studies are graded as a group assignment.

**Lectures:** All lectures and panel discussions by participants in the *Cities* program are critical inputs for the learning process. They will bring a range of perspectives, including civil society, government, and academia, that will contribute to your understanding of place-specific urban issues and your comparative analysis project.

**Faculty Sessions:** CUI faculty sessions will be devoted to work-shopping students' comparative analysis projects as well as to reflection and discussion of urban challenges and issues raised through experiencing the city.

**Readings:** City-specific "Orientation Readings" will be distributed to each student in the CUI course reader. These readings provide background information on the city. Additional readings are organized thematically and refer to current issues and topics of specific relevance in each city. The "Thematic Readings" are intended to serve as a reference library, used on a flexible basis to supplement a guest lecture or to provide background information on a comparative analysis project, a site visit, case study, etc.

**Comparative Analysis Project:** Students will undertake a comparative analysis research project during the semester on a topic of their choice.

**Final Workshop:** There will be a final workshop in La Plata (capital city of the province of Buenos Aires) that addresses the guiding question: *What are the forces that shape cities, and how can they be influenced to create equitable, sustainable urban environments?*

## **Course Requirements**

### **1) Participation (10% of final grade)**

Assessment of participation is based on attendance *and* engagement in program activities. Students are encouraged to listen, ask questions and contribute ideas to the intellectual growth of the class. We expect that students will improve their ability to do so over the course of the semester. Each coordinator and

faculty member will contribute to the assessment of student engagement and contribution to group learning, especially on Neighborhood Days and Case Studies for CUI.

**2) Case Study Group Assignment/Presentations (30% of final grade - 3 presentations, 10% each)**

Case study investigations of specific urban issues in Delhi, Cape Town and Buenos Aires will include field research, critical analysis, and presentations. Presentations provide the opportunity for creative, academic synthesis of what has been learned in the case studies. Students are expected to work together in small groups during the case studies as well as the presentations. The structure of case study investigations and analysis will vary by country.

**3) Comparative Analysis Project (40% of final grade – 20% each in Cape Town and Buenos Aires)**

The IHP Cities program provides the unusual opportunity for students to learn directly from primary sources and resources in multiple cities. Students are expected to take the initiative in this assignment by pursuing an individual research project throughout the semester. The project is intended to be comparative and cumulative so that students build up a body of work to bring to the final workshop in La Plata at the end of the semester. Your topic should relate to the key question of the course: *What are the forces that shape cities, and how can they be influenced to create equitable, sustainable urban environments?* We encourage you to delve into your topic, because it could be the subject of a future thesis or publishable article or career interest!

It will be important for you to identify the problems and issues related to your individual comparative analysis topic and research question(s) in each city. All too often, however, we focus on the problems (which are considerable) in the cities we are visiting. Identifying problems is prerequisite to finding solutions. In this project we are asking you to also consider, “what works?” Responses to problems exist at many scales and in many guises; sometimes they exist only as brilliant ideas poised for implementation. They are the seeds of success and the work of many individuals that you will meet. Report back on practices or processes that seem to be working, at any scale.

Both the process and product of research are critical components of the comparative analysis assignment. CUI class sessions will be devoted to work-shopping the research process. In Detroit, students will begin selecting a topic for Comparative Analysis and formulating research questions conducive to a semester-long investigation. By the end of the first week in Delhi, students will present a proposal for the research project. In Cape Town, there will be a mid-semester review and, in Buenos Aires, there will be an individual project conclusion, as well as a group synthesis through the final workshop in La Plata. The project will be assessed as follows:

Delhi: Comparative Analysis proposal (part of participation grade)

Cape Town: Mid-semester review (20%)

Buenos Aires: Individual project conclusion (20%)

*Questions to guide the research process:*

What is your research question(s)? What urban issue(s) are you addressing through this comparative analysis project? How feasible is it to study this topic in each city? What are the parameters? What kind of everyday sources and resources are you using to understand your topic? How might a response or solution to the issue be applicable to other cities – including the city in your pre-departure assignment? What are the different perspectives that inform your comparative analysis topic? How would a planner or an anthropologist or an economist frame this topic or this issue?

### *Sources and Resources:*

What are they? Who are they? How can you be creative about your sources and resources? We usually rely on the experts, but in IHP and this project it is important to rely on all of your senses. What can you observe, hear, feel, taste and smell in the city? What can you learn from informal conversations with shopkeepers or homestay families, for example? What can you learn through a related discussion by a guest lecture? What can you learn from the everyday patterns of people, vehicles, sounds, and sights? The comparative analysis project is not intended to be entirely independent of Cities programming. Therefore, attention must be paid while developing a topic to the feasibility of the project in the context of existing programming. Draw on the sources and resources that are part of the Cities program or are relatively accessible in your daily experiences.

### *Criteria used for evaluation of mid-semester review and individual project conclusion:*

- Is a research question clearly articulated? How does the student's work contribute to answering that question?
- To what extent does the student make use of existing program resources as well as seek out and make reference to a range of primary sources?
- How successful is the project in drawing comparisons of the topic in different cities?
- How clearly does the evidence support the argument and analysis?

### **4) Learning Notebook (10%)**

Keeping a learning notebook is an important tool for an experiential learning process as well as the comparative analysis project. Notebooks are an instrument for documenting, processing, analyzing and synthesizing the variety of experiences you will encounter over the next sixteen weeks. In a notebook that is separate from your personal travel journal, take note of images, reflect on articles/site visits/lectures, make drawings, and record conversations you have pertaining to your comparative analysis project. In addition, use the notebook to develop an awareness of your learning process, including an awareness of your expectations and progress as well as issues and ways to improve the learning process. Regular use of the notebook will help you to observe, develop, and record your thinking about ideas central to this course. Notebooks will also be actively used as a method of communication between you and the faculty and will be reviewed twice during the semester, once in Cape Town and once in Buenos Aires.

### **5) Final Workshop (10%)**

Throughout the semester, students will have examined their topic for comparative analysis by looking not only at the problems and issues related to that topic but at "what works" and "for whom" – responses or solutions at many scales and in many guises. Students will synthesize and collectively present the work of the semester during the final week of the program in La Plata, Argentina, drawing on their individual research material, case studies, guest lectures, etc. The final workshop serves as a vehicle for reflection and synthesis of key concepts and issues. It provides an opportunity for students to make interdisciplinary and comparative linkages and to experiment with creative forms of representation.

The form of the final presentation at the conclusion of the Workshop is to be determined during the course of the semester by students and faculty. It is anticipated that the final presentation will include an Event, to which others will be invited, and a printed or electronic Document.

## **Grading**

Faculty will give grades in the form of points and will return assignments with written comments. Faculty will describe the range of points received for the assignment so that a student will know how his/her work compares with the rest of the class. At the end of the semester, your cumulative point score will be calculated in order to determine the final letter grade for the course. Point grades on individual assignments are not directly correlated to letter grades. The final letter grades will be determined on the basis of cumulative points on assignments completed across countries.

For final grades in IHP *Cities* courses it is useful for both faculty and students to think of letter grades in the following way. An "A" represents truly outstanding work that exemplifies thorough analysis, superior insight, and crystal clear presentation. A "B" signifies highly competent work that accomplishes the task at hand very well, through considerable thought, reasonable analysis, and an organized presentation. A "C" represents adequate work that meets basic requirements but demonstrates no distinction in terms of analytical insight or organization. A "D" is characterized by poorly or partially completed work that reflects a lack of initiative, inconsistent analysis, and/or erratic presentation. Plus and minus indicates relatively better or less-good work within each category. There is no A+.

## **Course Policies**

*Attendance and Participation:* All students are expected to be present at every class session, with the only exceptions being illness (written note required from a non-IHP adult, e.g. homestay parent, or preferably, health care professional). Unexcused absences and habitual lateness *will* result in penalties reflected in your participation grade. Please inform the instructor if tardiness is anticipated. **All students are expected to come to class on time.**

*Late work:* In keeping with IHP policy, papers handed in late will drop one point per day, unless permission is granted otherwise. Course assignments are due at the beginning of the day.

*Plagiarism:* All students are responsible for having read the IHP statement on plagiarism, which is available in the IHP Student Handbook. Students are advised that the penalty on IHP for plagiarism may be "...expulsion from the program or such other penalty as may be recommended by the Program Director, subject to approval by the Executive Director."

Refer to the Student Handbook for IHP policies regarding academic integrity, academic warning and probation, diversity, disability, harassment protocols, and the academic appeals process.

The International Honors Program is offered in affiliation with the School for International Training, the accredited higher education institution of World Learning.

*Note:*

“Orientation Readings” will be distributed to each student in a CUI course reader.

“Thematic Readings” are intended for flexible use for individual interests/projects and supplementary use for a guest lecture/site visit/case study. These readings will be readily available upon request.

## Course Chronology:

### DETROIT, UNITED STATES

August – 6 September 2009

#### Introduction to Detroit

##### *Orientation Readings*

- Selected articles from the media.
- Detroit Chronology. 2005. In Philipp Oswalt, ed. *Shrinking Cities: International Research, Vol. 1*. Germany: Hatje Cantz. Pp. 226-230.
- University of Detroit Mercy School of Architecture. *Map, Detroit Neighborhoods and DCDC Projects*.
- City of Detroit, Planning and Development Dept., Master Plan of Policies, Demographic Profile. [http://www.detroitmi.gov/Portals/0/docs/planning/planning/MPlan/MPlan\\_2004/Master%20Plan%20Revision%20-%20City%20Map%20and%20Demographics.pdf](http://www.detroitmi.gov/Portals/0/docs/planning/planning/MPlan/MPlan_2004/Master%20Plan%20Revision%20-%20City%20Map%20and%20Demographics.pdf) (2 pages)
- UNDP, Human Development Report, Country Factsheet – United States, 2007/2008. [http://hdrstats.undp.org/en/countries/country\\_fact\\_sheets/cty\\_fs\\_USA.html](http://hdrstats.undp.org/en/countries/country_fact_sheets/cty_fs_USA.html)
- Booza, Jason and Kurt Metzger. 2004. “On Some Socio-Economic Aspects of Detroit.” In *Shrinking Cities*. Working Papers. Pp. 44-49. [www.shrinkingcities.com](http://www.shrinkingcities.com)
- Gallagher, John. 2004. “Detroit.” In *Shrinking Cities*. Working Papers. Pp. 40-43. [www.shrinkingcities.com](http://www.shrinkingcities.com)
- Lee Boggs, Grace. October 23, 2006. “Detroit: Space and Place to Begin Anew.” University of Michigan, speech. <http://www.boggscenter.org/u-of-m-10-06.shtml>
- Pitera, Dan. “Productive Residue: The Casting of Alternative Public Space.” In *Distributed Urbanism*. New York: Routledge. Forthcoming.
- Solnit, Rebecca. July 2007. “Detroit Arcadia: Exploring the Post-American Landscape.” *Harper’s Magazine*. Pp. 65-73.
- Vogel, Stephen. 2005. “DIY City Services.” In Philipp Oswalt, ed. *Shrinking Cities: International Research, Vol. 1*. Germany: Hatje Cantz. Pp. 462-469.

##### *Thematic Readings: Reference and Historical Context*

- Farley, Reynolds, Sheldon Danziger, and Harry J. Holzer. 2000. *Detroit Divided*. New York: Russell Sage Foundation. Pp. 15-52.
- Lee Boggs, Grace. October 20, 2000. “One Thing Leads to Another: Cooperative Developments in Urban Communities.” Michigan Alliance of Cooperatives, Keynote. [www.boggscenter.org](http://www.boggscenter.org)
- UNDP, Human Development Report, Data by Country – United States, 2007/2008, [http://hdrstats.undp.org/en/countries/data\\_sheets/cty\\_ds\\_USA.html](http://hdrstats.undp.org/en/countries/data_sheets/cty_ds_USA.html)

##### *Thematic Readings: Struggling to Rebuild Detroit*

- Altman, Alex. March 26, 2009. “Detroit Tries to Get on a Road to Renewal.” *TIME*. <http://www.time.com/time/magazine/article/0,9171,1887864,00.html>
- Dowie, Mark. August 2009. “Food among the Ruins.” *Guernica*. 7 pages. [http://www.guernicamag.com/spotlight/1182/food\\_among\\_the\\_ruins/](http://www.guernicamag.com/spotlight/1182/food_among_the_ruins/)
- Mahler, Jonathan. June 28, 2009. “G.M., Detroit and the Fall of the Black Middle Class.” *New York Times Magazine*.

- Parris Jr., Terry. July 21, 2009. "Community Groups Fight the Mortgage Crisis on the Home Front." *ModelD*. <http://www.modeldmedia.com/features/cdcs20009.aspx>
- Thematic Readings: Reflection on the Term "City"*
- Bender, Thomas. 2002. "Chapter 14, Cities, Nations, and Globalization." *The Unfinished City: New York and the Metropolitan Idea*. New York: The New Press. Pp. 239-253.
  - Herron, John. 2003. "Throw-away Cities." In *Shrinking Cities*. [www.shrinkingcities.com](http://www.shrinkingcities.com)
  - Jacobs, Jane. 1993 [1961]. "Chapter 6, The Uses of Neighborhoods." *The Death and Life of Great American Cities*. New York: Modern Library. Pp. 146-183.
  - Mumford, Lewis. 2003. "What is a City." In Richard LeGates and Frederic Stout, eds. *The City Reader*. New York: Routledge. Pp. 92-96.
  - Patel, Sujata. 2006. "Urban Studies: An Exploration in Theories and Practices." In Sujata Patel and Kushal Deb, eds. *Urban Studies*. New Delhi: Oxford University Press. Pp. 1-41.
  - Peirce, Neal. June 26, 2008. "A New 'Metropolitica' – Are We Ready?" Washington Post Writers Group.
  - Pieterse, Edgar. 2008. "Introduction: Deciphering City Futures." *City Futures*. London: Zed Books.
  - Sartre, Jean Paul. 1945. "American Cities." *Le Figaro*. Paris. (translated and published in English *Finding the City*)
  - UNSTATS. 2001. "Definition of Urban." Demographic Yearbook 2001, Table 6. [http://unstats.un.org/unsd/demographic/sconcerns/densurb/Defintion\\_of\\_Urban.pdf](http://unstats.un.org/unsd/demographic/sconcerns/densurb/Defintion_of_Urban.pdf)
  - Wirth, Louis. 1938. "Urbanism as a Way of Life." *The American Journal of Sociology* 44(1): 1-24.

## DELHI, INDIA

7 September – 4 October 2009

### Introduction to Delhi and Chandigarh

#### *Orientation Readings*

- Selected articles from the media.
- Government of National Capital Territory of Delhi, Statistics of Delhi at a Glance, [http://www.delhi.gov.in/wps/wcm/connect/doi\\_des/DES/Home/Statistics+of+Delhi+at+a+glance](http://www.delhi.gov.in/wps/wcm/connect/doi_des/DES/Home/Statistics+of+Delhi+at+a+glance)
- UNDP, Human Development Report, Country Factsheet – India, 2007/2008, [http://hdrstats.undp.org/en/countries/country\\_fact\\_sheets/cty\\_fs\\_IND.html](http://hdrstats.undp.org/en/countries/country_fact_sheets/cty_fs_IND.html)
- Srivastava, Rahul. January 2005. "Planning the Past: History of India's Plans." [www.infochangeindia.org](http://www.infochangeindia.org)
- Kundu, Amitabh. 2005. "Infrastructure Financing and Emerging Patterns of Urbanisation: A Perspective." Planning Commission Report. [http://planningcommission.nic.in/reports/genrep/bkrap2020/9\\_bg2020.pdf](http://planningcommission.nic.in/reports/genrep/bkrap2020/9_bg2020.pdf)
- Priya, Ritu. 2006 [1993]. "Town Planning, Public Health and Delhi's Urban Poor." In Sujata Patel and Kushal Deb, eds. *Urban Studies*. New Delhi: Oxford University Press. Pp. 223-245.
- Menon-Sen, Kalyani. May 20, 2006. "Better to Have Died than to Live Like This: Women and Evictions in Delhi." *Economic and Political Weekly*. Pp. 1969-1974.
- Baviskar, Amita. 2003. "Between Violence and Desire: Space, Power and Identity in the Making of Metropolitan Delhi." *International Social Science Journal* 55(175): 89-98.
- JAGORI. *Is This Our City? Mapping Safety for Women in Delhi*. Pp. 1-11. <http://jagori.org/wp-content/uploads/2009/02/is-this-our-city.pdf>
- Fitting, Peter. 2002. "Urban Planning/Utopian Dreaming: Le Corbusier's Chandigarh Today." *Utopian Studies* 13(1):69-93.

*Thematic Readings: References and Historical Context*

- GIS Development.net. "Is Delhi Prepared?"  
[http://www.gisdevelopment.net/application/natural\\_hazards/overview/nho0014.htm](http://www.gisdevelopment.net/application/natural_hazards/overview/nho0014.htm)
- Government of NCT of Delhi, Planning Department, Socio-Economic Profile of Delhi 2003-04,  
<http://delhiplanning.nic.in/Socioecoprofiles/finalsocioecoprofile.pdf>
- Jain, Minti. August 31, 2007. "New Report on Skewed Urbanization in India." *Downtoearth: Science and Environment online*.  
[http://www.downtoearth.org.in/full6.asp?foldername=20070831&filename=news&sec\\_id=50&sid=38](http://www.downtoearth.org.in/full6.asp?foldername=20070831&filename=news&sec_id=50&sid=38)
- UNDP, Human Development Index, Data by Country – India, 2007/2008,  
[http://hdrstats.undp.org/en/countries/data\\_sheets/cty\\_ds\\_IND.html](http://hdrstats.undp.org/en/countries/data_sheets/cty_ds_IND.html)

*Thematic Readings: Social and Material Infrastructure*

- Austen Soofi, Mayank. June 26, 2009. "City Report: Municipal Council of Delhi Vs. Daryaganj's Book Bazaar." <http://thedelhiwalla.blogspot.com/2009/06/city-report-municipal-council-of-delhi.html>
- King, Anthony D. 2006 [1975]. "The Colonial Bungalow-compound Complex in India: A Study in the Cultural use of Space." In Sujata Patel and Kushal Deb, eds. *Urban Studies*. New Delhi: Oxford University Press. Pp. 43-58.
- Roy, Dunu. August 2009. "World Class: Arrogance of the Ignorant." *Hard News Media*[Delhi Metro] <http://www.hardnewsmedia.com/2009/08/3133>
- Sanyal, Sanjeev. June 14, 2008. "Slow Train to Cities." *Outlook Business*.  
<http://business.outlookindia.com/newolb/article.aspx?101224>
- Siemiatycki, Matti, June 2006, "Message in a Metro: Building Urban Rail Infrastructure and Image in Delhi, India." *International Journal of Urban and Regional Research* 30(2): 277-92.
- Srivastava, Sanjay. June 27, 2009. "Urban Spaces, Disney Divinity and Moral Middle Classes in Delhi." *Economic and Political Weekly*. Vol. XLIV. Nos. 26 & 27. Pp. 338-345.

*Thematic Readings: Housing, Resettlement, Informality*

- Chatterjee, Sudeshna. 2007. "Children's Role in Humanizing Forced Evictions and Resettlements in Delhi." *Children, Youth and Environments* 17(1): 199-221.
- Hayami, Y., A.K. Dikshit, S.N.Mishra. 2006. "Waste Pickers and Collectors in Delhi: Poverty and Environment in an Urban Informal Sector." *Journal of Development Studies* 42(1): 41-69.
- Kundu, Amitabh. 2004. "Provision of Tenurial Security for the Urban Poor in Delhi: Recent Trends and Future Perspectives." *Habitat International* 28: 259-274.
- Medina, Martin. 2007. "Case Study India." *The World's Scavengers: Salvaging for Sustainable Consumption and Production*. Lanham, MD: Altamira Press. Pp. 198-211.
- Menon-Sen, Kalyani and Gautam Bhan. 2008. *Swept off the Map: Surviving Eviction and Resettlement in Delhi*. New Delhi: YODA Press.
- Srivastava, Rahul. January 2005. "Cities as Habitats: Survey of Homes in Urban Delhi." [www.infochangeindia.org](http://www.infochangeindia.org) (2 pages)

*Thematic Readings: Rural and Urban, Tensions and Connections*

- "Just a Load of Bull." August 26, 2003. *Financial Express*.  
<http://www.financialexpress.com/news/just-a-load-of-bull/87788/>
- Soni, Anita. 2006. "Urban Conquest of Outer Delhi: Beneficiaries, Intermediaries, and Victims: The Case of Mehrauli Countryside." In Sujata Patel and Kushal Deb, eds. *Urban Studies*. New Delhi: Oxford University Press. Pp. 294-317.
- Srivastava, Rahul. January 2005. "First Cousins: The Ties between Rural and Urban India." [www.infochangeindia.org](http://www.infochangeindia.org) (4 pages)
- Srivastava, Rahul. January 2005. "Middle India: Towns versus Cities." [www.infochangeindia.org](http://www.infochangeindia.org)

*Thematic Readings: Urbanisation and its Discontents*

- Banerjee-Guha, Swapna. 2009. "Neoliberalising the Urban: New Geographies of Power and Injustice in Indian Cities." *Economic and Political Weekly*. Vol. XLIV. No. 22. Pp.95-107.
- Dasgupta, Rana. Summer 2009. "Capital Gains." *Granta* 107.  
<http://www.granta.com/Magazine/107/Capital-Gains/1>
- Mahadevia, Darshini. February 2005. "Inclusive Mega-Cities in Globalising Asia."  
[www.infochangeindia.org](http://www.infochangeindia.org)
- Narain, Sunita. July 3, 2009. "The Question of our Age." *Business Standard*. <http://www.business-standard.com/india/storypage.php?autono=362728>
- Phadke, Shilpa, Shilpa Ranade, and Sameera Khan. 2009. "Why Loiter? Radical Possibilities for Gendered Dissent." In Melissa Butcher and Selvaraj Velayutham, eds. *Dissent and Cultural Resistance in Asia's Cities*. London: Routledge. Pp. 185-203.
- Rajagopal, Arvind. February 2005. "Consumption and Urban India: The Poor are only Peeping Toms." [www.infochangeindia.org](http://www.infochangeindia.org) (6 pages)

**CAPE TOWN, SOUTH AFRICA**

**5 October – 8 November 2009**

**Introduction to Cape Town**

*Orientation Readings:*

- Selected articles from the media.
- City of Cape Town, 2009, City Statistics and Population Census,  
<http://www.capetown.gov.za/en/stats/Documents/City%20Statistics%202009.htm>
- UNDP, Human Development Report, Country Factsheet – South Africa, 2007/2008,  
[http://hdrstats.undp.org/en/countries/country\\_fact\\_sheets/cty\\_fs\\_ZAF.html](http://hdrstats.undp.org/en/countries/country_fact_sheets/cty_fs_ZAF.html)
- Pieterse, E. 2008. "Ch. 2 Mainstream Agenda 1 – Shelter for All." *City Futures: Confronting the Crisis of Urban Development*. Cape Town: UCT Press.
- Cross, Catherine. 2009. "Migration, Identity and Xenophobia: Legitimacy at the Roots of Conflict."  
<http://www.hsrc.ac.za/Document-3207.phtml>
- Schalekamp, H. and Roger Behrens. "A Timeline Narrative of the Integrated Rapid Transit System in Cape Town: Critical Discussion on Paratransit and Stakeholder Engagement." Forthcoming.
- Swilling, Mark. 2005. "Rethinking the Sustainability of the South African City." *Development Southern Africa*. (16 pages)
- Robins, Steven. 2008. "Rights." In Nick Shepherd and Steven Robins, eds. *New South African Keywords*. Cape Town: CTP Book Printers, pp. 182-192.
- Thomas, W. H. 2006. "Western Cape Economic Trends and Issues Pre- and Post-2005." unpublished paper, 18 pp.

*Thematic Readings: Reference and Historical Context*

- City of Cape Town, 2005, *The Status of Cape Town: Development Overview*.  
[http://www.capetown.gov.za/en/stats/CityReports/Documents/Cape%20Town%202025%20and%202030/The\\_Status\\_of\\_Cape\\_Town\\_Development\\_Overview\\_19122005111348\\_359.pdf](http://www.capetown.gov.za/en/stats/CityReports/Documents/Cape%20Town%202025%20and%202030/The_Status_of_Cape_Town_Development_Overview_19122005111348_359.pdf)
- Rospabe, Sandrine and Harris Selod. 2006. "Does City Structure Cause Unemployment? The Case of Cape Town." In Haroon Borat and Ravi Kanbur, eds. *Poverty and Policy in Post-Apartheid South Africa*. Cape Town: HSRC Press. Pp. 262-287. <http://www.hsrcpress.ac.za>
- Spiegel, Andrew, V. Watson, and P. Wilkenson. 2005. "Women, Difference, and Urbanisation Patterns in Cape Town, South Africa." *Anthropology Southern Africa* 28(1&2): 31-37.
- *State of Cape Town 2006: Development Issues in Cape Town*. City of Cape Town.
- *State of the Nation South Africa 2007*. Cape Town: HSRC Press. <http://www.hsrcpress.ac.za>

- UNDP, Human Development Report, Data by Country – South Africa, 2007/2008.  
[http://hdrstats.undp.org/en/countries/data\\_sheets/cty\\_ds\\_ZAF.html](http://hdrstats.undp.org/en/countries/data_sheets/cty_ds_ZAF.html)
- UN-Habitat. 2008. *The State of African Cities: A Framework for Addressing Urban Challenges in Africa*. <http://www.unhabitat.org/pmss/getPage.asp?page=downloads>
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*Thematic Readings: Social and Material Infrastructure*

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## **BUENOS AIRES, ARGENTINA**

**8 November – 12 December 2009**

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