University of Victoria

COURSE OUTLINE
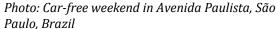**Urban Development in the Global South**

Photo: Car-free weekend in Avenida Paulista, São Paulo, Brazil

Photo: Flooding in historical Parati, Brazil

Email: gutber@uvic.ca
Lectures: HHB 116 -- Monday and Thurs 10:00 to 11:20
Office Hours: Monday and Thursday 11:30 to 12:30

Course Description

This course examines fundamental characteristics of urban organization and challenges that come with urban development. The regional focuses will be on cities in the global South. We will analyze the central phenomena of urbanization from a historical, social, cultural, economic, and environmental perspective and will reflect on consequences of rapid urban development in these regions. This involves looking at urban planning, public policy, and community development issues with respect to major challenges cities are facing. We will discuss several development paradigms and characteristics of everyday experiences in these cities. Some characteristics might be similar to what we experience also in the global North, others are fundamentally different. We will follow a problem-based and solution-oriented approach. Students will prepare case studies and present in class, followed by discussions and Q&A related to course content. We begin with unpacking different concepts about development and urbanization and will then work on specific development challenges in megacities, towns of different sizes and in peri-urban regions and communities. You will engage in a research assignment exploring a specific topic related to course content, which will be presented during weeks 13 and 14.

Learning Outcomes

- Have a fair understanding of characteristics and processes of urban organization and development in the global South, in different geographic and historic contexts.
- Acknowledge differences and similarities in urbanization processes and outcomes.
- Acquire knowledge on current social, economic, cultural, political, and environmental issues in cities in the global South and some of the ways these challenges can be addressed.
- Apply critical thinking skills to the analysis of urban problems in both worlds.
- Get a better understanding of everyday experiences in some cities in the global South.
- Examine and interpret current urban development through geographical analysis.
- Enhance reporting and writing skills, improve debating and presentation skills.

Overview of Course Content

Week	Dates	LECTURE TOPICS
1	8.01. 11.01.	Course overview and introduction to urban development and the global South Colonial and post-colonial urban development and urban growth
2	15.01. 18.01.	Eco-social approaches: Urban metabolism and political ecology The right to the city: Housing
3	22.01.[1] 25.01.[2]	Urban poverty: inequalities in spatial distribution and access to resources Gender related issues and youth perspectives
4	29.01.[3] 01.02.	Urban planning: infrastructure and service provision Informal sector contributions to urban development
5	05.02. 08.02.	Urban governance and public participation *Research project proposal due February 5th* Grassroots social innovations transforming the city
6	12.02.[4] 15.02.	Urban mobility and transportation challenges and solutions Urban forestry, green areas, and leisure spaces
7	19.02. 22.02.	*No classes Reading Break* *No classes Reading Break*
8	26.02. 29.02.[5]	Urban agriculture and community gardens Food deserts and food security
9	04.03. 07.03.	Public health: bottlenecks and strategies The public education system
10	11.03. 14.03.	Conversation circle *Exam March 14th*

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[1] Last day for 100% reduction of tuition fees (21.01.)
[2] Last day for adding courses (24.01.)
[3] Last day for paying second term fees without penalty (31.01.)
[4] Last day for 50% reduction of tuition fees (11.02.)
[5] Last day for withdrawing from second term courses without penalty of failure (29.02.)

11	18.03. 21.03.	Urban environmental quality Waste in the city: challenges and opportunities
12	25.03. 28.03.	Climate change and adaptation: challenges in global South cities Climate justice
13	01.04. 04.04.	*Easter Monday* Project presentations and discussions
14	08.04.	Project presentations and discussions ***Research Report due April 11th***

Course Readings

All assigned course readings have been uploaded on to Brightspace.

Parnell, S. & Oldfield, S. (Eds.) (2014) *The Routledge Handbook on Cities of the Global South*. Abingdon and New York: Routledge

Additional course materials has been uploaded to the weekly content, to further your knowledge.

Week	REQUIRED READINGS
1	**Introduction to urban development and theories** - Hodder, R. (2000) *Development geography.* London: Routledge, Ch. 1: Approaches to development, pp. 5-13. **Colonial and post-colonial urban development and urban growth** - Home, R. (2014) Shaping cities of the global south. In: *Course Text*, pp. 75-85.
2	**Eco-social approaches: Urban metabolism and political ecology** - Fernandez, J. E. (2014) Urban metabolism of the global south. In: *Course Text,* pp. 597-612. **The right to the city: Housing** - Massey, R. T. (2014) Exploring counter-conduct in upgraded informal settlements: The case of women residents in Makhaza and New Rest (Cape Town), South Africa. *Habitat International*, *44*, 290–296.
3	**Urban poverty: inequalities in distribution and access** **-** Mitlin, D. (2003). Addressing urban poverty through strengthening assets. *Habitat international*, *27*(3), 393-406. **Gender issues and youth perspectives** **-** Datta, A. (2021). Gender, Urban Spaces and Gendered Resistances: Towards Inclusive and Fear Free Cities in India. In: Jaglan, M.S., Rajeshwari (eds) *Reflections on 21st Century Human Habitats in India. Advances in 21st Century Human Settlements.* Springer, Singapore. https://doi.org/10.1007/978-981-16-3100-9_13
4	**Urban planning: infrastructure and service provision** **-** Bolay, J. C. (2020). *Urban Planning Against Poverty: how to think and do better cities in the global south* (p. 214). Springer Nature. Chapter 3, pp. 57-80. **Informal sector contributions to urban development** - Chen, M. & Skinner, C. (2014) The urban informal economy: enhanced knowledge, appropriate policies, and effective organization. In: *Course Text*, pp. 219-236.
5	**Urban governance and public participation** - Davila, J. D. (2014) Urban fragmentation, 'good governance' and the emergence of the competitive city. In: *Course Text*, pp. 474-487

	Grassroots social innovations transforming the city -Smith, A., & Seyfang, G. (2013). Constructing grassroots innovations for sustainability. *Global Environmental Change*, *23*(5), 827-829.
6	**Urban mobility and transportation challenges and solutions** - Nikolaeva, A. et al. (2018) A new politics of mobility: Commoning movement, meaning and practice in Amsterdam and Santiago (CUS Working Paper Series; No. 26). **Urban forestry and green spaces** - Rigolon, A., Browning, M., Lee, K., & Shin, S. (2018). Access to Urban Green Space in Cities of the Global South: A Systematic Literature Review. *Urban Science*, 2(3), 67. https://doi.org/10.3390/urbansci2030067
7	 **No Classes - Reading Break**
8	**Urban agriculture and community gardens** - Nagib, G. & Campos Nakamura, A. (2020) Urban agriculture in the city of São Paulo: New spatial transformations and ongoing challenges to guarantee the production and consumption of healthy food, *Global Food Security*, 26 **Food deserts and food security** - Crush, J. (2014) Approaching food security in cities of the global South. In: <u>Course Text</u>, pp. 543-556.
9	**Public health: bottlenecks and strategies** - Macinko, J. et al. (2015) Brazil's Family Health Strategy — Delivering Community-Based Primary Care in a Universal Health System. *The New England Journal of Medicine,* 2177-2181. **The public education system** - Windle, J. (2019) Neoliberalism, imperialism, and conservatism: tangled logics of educational inequality in the global South, *Discourse: Studies in the Cultural Politics of Education*, 40:2, 191-202, DOI: 10.1080/01596306.2019.1569878
10	Conversation circle and class activity *Midterm*
11	**Urban environmental quality** - Simon, D. & Leck, H. (2014) Urban dynamics and the challenge of global environmental change in the south. In: <u>Course Text</u>, pp. 613-628 **Waste in the city: challenges and opportunities** - Dias, S. (2019). Waste and Development – Perspectives from the Ground. *Field Actions Science Reports The journal of field actions* (6), 0–5.
12	**Climate change and adaptation: challenges in global South cities** **-** Ganivet, E. (2020). Growth in human population and consumption both need to be addressed to reach an ecologically sustainable future. *Environment, Development and Sustainability*, 22:4979–4998 **Climate justice** - Fisher, S. (2015). The emerging geographies of climate justice. *The Geographical Journal*, *181*(1), 73-82.

COURSE REQUIREMENTS AND EVALUATION

I. Written Call for Action Poster (15%) related to a specific topic in urban development

Students will sign up for the preparation of a **Call for Action Poster** tailored to the weekly topic. You will choose a city which will be your case study and you will research the information you can find related to the week's topic. Familiarize yourself with the city context and critically discuss one of the current

challenges related to the week's topic and introduce alternatives to address the key issue highlighted. You may draw on successful experiences from other locations to exemplify a strategy, action or approach that tackles the key issue. The document should be prepared as a poster slide (use 1 A4 page), where you introduce and problematize the issue, using a figure, table or visual. Be creative in the format of your poster.

Include a brief abstract of 150 words max to describe your case. Include a short reference list, using at least 3 academic sources that have supported your research (APA referencing style).

II. Presentation of Call for Action Poster (5%)

The *Call for Action Poster* is due on the date of the presentation and should be uploaded to Brightspace before class. Each presenter will have **5 minutes**, followed by discussions.

III. Discussion Facilitator (5%)

Always on Thursdays between week 3 and week 12, we will have sessions to discuss the course material. You will sign up to be a discussion facilitator. The facilitator provides a brief introduction to the topic and prepares 3 questions to kick-start the debate. Hand in your questions on the day of the activity. All students will need to engage with the course material and prepare at least one question related to the topic. Your engagement will also reflect in the overall participation mark.

IV. Research Report (40%)

This assignment will assess your ability to do research outside of class and tie your analysis back to key themes covered during classes. Students will prepare a research report focused on one of the given topics or on a topic of your choice related to **urban** development in the global South, to be cleared with the instructor. You will work individually or in small groups. The report should include **8 peer-reviewed academic journal references**. Additional information on the research project will be provided. A short 1-page research proposal is due in **Week 5 (February 5th)**, with a description (maximum one page), outlining your research question(s) and describing your rational or the relevance of the topic. Include at least one reference used in your initial research. Feedback will be given. The final report (maximum of **3,000 words** for individual papers, **4,000 words** for groups of 2 is due on midnight of **April 11th. Upload to Brightspace.**

V. Research Report Presentation (5%)

In week 13 and 14 students will present key findings from their research. All students will participate in discussion sessions connected to the course material. Please prepare your presentation in the Japanese developed 'Pecha Kucha' style, to enable lively, concise, and dynamic presentations (see reference provided in Brightspace). Pecha Kucha provides information rather through images than text and should be very brief. The presenter must apply the 20x20 rule. Only 20 seconds may be spent on each slide (no more than 20 slides). In total the presentation may not be longer than 8 minutes per student.

VI. Midterm Exam (20%) March 14th

The exam covers course content until including week 9.

VII. Active Engagement (10%). During Discussions in Weeks 13 and 14 (5%) and overall participation during the course (5%)

Active participation is also expected during the student presentations and final discussion sessions planned for weeks 13 and 14. Overall participation throughout the course with direct interventions in class will be evaluated out of 5%.

GRADING SYSTEM

Grade	Grade point value	Grade scale	Description
A+ A A-	9 8 7	90-100% 85-89% 80-84%	**Exceptional**, **outstanding** and **excellent** performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.
B+ B B-	6 5 4	77-79% 73-76% 70-72%	**Very good**, **good** and **solid** performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.
C+ C	3 2	65-69% 60-64%	**Satisfactory**, or **minimally satisfactory**. These grades indicate a satisfactory performance and knowledge of the subject matter.
D	1	50-59%	**Marginal** Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
F	0	0-49%	**Unsatisfactory** performance. Wrote final examination and completed course requirements; no supplemental.
N	0	0-49%	**Did not write examination or complete course requirements by the end of term or session; no supplemental.**

GEOGRAPHY DEPARTMENT INFO
- Geography Department website: uvic.ca/socialsciences/geography/
- Undergraduate Advising: geogadvising@uvic.ca

POLICY ON LATE ASSIGNMENTS

We encourage you to stay on schedule as you work through your course material and assignments. To help you satisfy the course requirements, deadlines for each of the course assignments have been established to provide ample work time in which to complete the readings and undertake the activities and discussions. You should review all course requirements and due dates at the beginning of the course, compare these to your own schedule, and plan ahead accordingly. If you anticipate conflicts with your work schedule, please let the course instructor know immediately.

You are expected to work through the course materials and submit all assignments on time. All course participants are expected to complete all assignments and are graded on the same criteria. Evaluation rubric will be provided for each individual assignment type. To be fair to students who meet the deadlines, if you submit an assignment late you will lose marks.

If medical or other circumstances arise which make it impossible for you to meet assignment deadlines, please contact the course instructor immediately, to discuss your situation. If you submit assignments after the due date without specific prior permission from the instructor, **you will lose 10% per day for each day late to a maximum of five days (50%)**, **after which the assignment will no longer be accepted, and you will forfeit the mark for that assignment**. No assignments can be submitted after the end date of the course, without submitting an academic concession request to the University. Your attention to and cooperation with these policies is appreciated.

POLICY ON ATTENDANCE

Our classes start on time. **As a sign of respect to the instructor and the rest of the class, late arrivals are discouraged, as are early departures**. Students are expected to do the assigned readings to be prepared to participate in the Thursday class discussions. No cell phone use allowed during class.

ACADEMIC INTEGRITY

It is every student's responsibility to be aware of the university's policies on academic integrity, including policies on **cheating, plagiarism**, **unauthorized use of an editor**, **multiple submission**, and **aiding others to cheat**. **Policy on Academic Integrity**: web.uvic.ca/calendar/undergrad/info/regulations/academic-integrity.html. If you have any questions or doubts, talk to me, your course instructor. For more information, see uvic.ca/learningandteaching/cac/index.php.

Using Artificial Intelligence (AI) to produce assignments is not tolerated and will be treated as plagiarism.

ACCESSIBILITY

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a documented disability or health consideration that may require accommodations, please feel free to approach me and/or the Centre for Accessible Learning (CAL) as soon as possible (uvic.ca/services/cal/). The CAL staff is available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

POSITIVITY AND SAFETY

The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and working environment for all its members.

SEXUALIZED VIOLENCE PREVENTION AND RESPONSE AT UVIC

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:
Where: Sexualized violence resource office in EQHR; Sedgewick C119. Phone: 250.721.8021; Email: svpcoordinator@uvic.ca; Web: uvic.ca/svp**.**

COURSE EXPERIENCE SURVEY (CES)

I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

DISCLAIMER:

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances.

STUDENT WELLNESS

A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Counselling Services - *Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students.* https://www.uvic.ca/services/counselling/

Health Services - *University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.* https://www.uvic.ca/services/health/

Centre for Accessible Learning - *The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.* https://www.uvic.ca/services/cal/

Elders' Voices - *The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.* https://www.uvic.ca/services/indigenous/students/programming/elders/index.php

XAXE TTE SĆÁ, ȽTE TEṈEW̱. XAXE TTE SĆÁ, ȽTE SḰÁL. – Our land is sacred. Our language is sacred. Artwork by David Underwood (2018).

We acknowledge with respect the Lkwungen peoples on whose traditional territory the University of Victoria stands, and the Songhees, Esquimalt and WSANEC peoples whose historical relationships with the land continue to this day.