Course Outline – Spring Term 2020

GEOG 332: Urban Development in the Global South

Professor Dr. Jutta Gutberlet

Photo: Buenos Aires

Photo: Urbanization in the Amazon region (Tocantins)

Office:	SS&M B312	Lectures:	Mon / Thurs 13:00 to 14:20AM
Phone:	472 4537	Location:	MacLaurin MAC – Room D103
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Course Description

This course examines fundamental characteristics of urban organization and development in the global South. We will analyze the central phenomena of urbanization and the outcomes as well as deriving challenges of urban development in this region. The students will acquire knowledge on key social, economic, cultural and environmental urban planning, policy and community development issues. We will discuss several development paradigms and characteristics of everyday experiences in cities in the global South. Some characteristics might be similar to what we experience in the global North, others are fundamentally different. We will follow a problem based and solution oriented approach, with our Monday lectures introducing theoretical and applied content and the Thursday lectures (from Week 3 on) with student presentations with case studies on the weekly topics followed by discussions of the course readings. 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 peri-urban regions. You will further engage in a research assignment involving a case study, which will be shared in class during weeks 12 and 13. Throughout the course I will also provide questions on the readings to be answered in class as short tests.

*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.*

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.
- Acquired knowledge on current social, economic, cultural, political and environmental issues in cities in the global South and some of the ways these challenges are 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.

Course Content

Week	Dates	LECTURE TOPICS
1	06.01. 09.01.	Introduction to development theories. Pre-colonial, colonial and post-colonial urban development and urban growth
2	13.01. 16.01.	Critical urbanization theories and *urban political ecology* (UPE) framework **Guest lecture (TBA)**
3	20.01. 23.01.	Urban inequalities and gendered cities
4	27.01. 30.01.	The informal city and informal sector contribution to urban development
5	03.02. 06.02.	Urban governance and public participation: Grassroots social innovations
6	10.02. 13.02.	The right to the City: public infrastructure, services and housing
7	17./21.02.	READING BREAK
8	24.02. 27.02.	Urban mobility and transportation challenges
9	02.03. 05.03.	Urban agriculture and food security, health care and education
10	19.03. 12.03.	Environmental challenges: water, soil, air quality and green spaces

11	16.03. 19.03.	Climate change and adaptation
12	23.03. 26.03.	Student presentations Student presentations
13	30.03. 02.04.	Student presentations Student presentations

Course Readings

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

http://ezproxy.library.uvic.ca/login?url=http://www.UVIC.eblib.com/EBLWeb/patron/?target=patron&extendedid=P_1659163_0

Week	REQUIRED READINGS
1	**Introduction to development theories** - Hodder, R. (2000) *Development geography.* London: Routledge, Ch. 1: Approaches to development, pp. 5-13. - Home, R. (2014) Shaping cities of the global south. In: <u>*Course Text*</u>, pp. 75-85.
2	**Critical urbanization theories and *urban political ecology* (UPE) framework** - Mabin, A. (2014) Grounding Southern city theory in time and space. In: <u>*Course Text*</u>, pp. 21-36. - Bhan, G. (2019). *Notes on a Southern urban practice. 1*(2), 639–654. - Lawhon, M.; Ernstson, H. & Silver, J. (2014) Provincializing urban political ecology: Towards a situated UPE through African urbanism, *Antipode*, 46 (2):497-516.
3	**Urban inequalities and gendered cities** - Harvey, D. (2004) The 'new' imperialism: accumulation by dispossession. *Socialist Register*, pp. 63-87. - Tacoli, C. & Chant, S. (2014) Migration, urbanization and changing gender relations in the south. In: <u>*Course Text*</u>, pp. 586-597.
4	**The informal city and informal sector contribution to urban development** - Chen, M. & Skinner, C. (2014) The urban informal economy: enhanced knowledge, appropriate policies and effective organization. In: <u>*Course Text*</u>, pp. 219-236. Adama, O. (2014). Marginalisation and integration within the informal urban economy: the case of child waste pickers in Kaduna, Nigeria. *International Development Planning Review*, *36*(2), 155–180. - Samson, M. (2015) Accumulation by dispossession and the informal economy: Struggles over knowledge, being and waste at a Soweto garbage dump. *Environment and Planning D: Society and Space*, 33(5) 813–830.

5	**Urban governance and public participation: Grassroots initiatives and social innovations** - Davila, J. D. (2014) Urban fragmentation, 'good governance' and the emergence of the competitive city. In: <u>Course Text</u>, pp. 474-487 - Marquetti, A., Schonerwald da Silva, C. E. & Campbell, A. (2012). Participatory economic democracy in action: Participatory budgeting in Porto Alegre, 1989–2004. *Review of Radical Political Economics,* 44(1): 62–81. - Stokke, K. (2014) Substantiating urban democracy. In: <u>Course Text</u>, pp. 257-268
6	**The right to the City: public infrastructure, services and housing** - Earle, L. (2012) From Insurgent to Transgressive Citizenship: Housing, Social Movements and the Politics of Rights in São Paulo. *Journal of Latin American Studies*, *44*(01), 97–126. - 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.
7	**READING BREAK**
8	**Urban mobility and transportation** - Nikolaeva, A. et alli. (2018) A new politics of mobility: Commoning movement, meaning and practice in Amsterdam and Santiago. (CUS Working Paper Series; No. 26). Amsterdam: Centre for Urban Studies, University of Amsterdam. - Cervero, R. (2014). Transport Infrastructure and the Environment in the Global South. *Sustainable Mobility and Urbanism*. *25*(3), 174–191.
9	**Healthy cities: urban agriculture and food security** - Herrick, C. (2014) Healthy cities of/from the South. In: <u>Course Text</u>, pp. 556-568. - Crush, J. (2014) Approaching food security in cities of the global South. In: <u>Course Text</u>, pp. 543-556. - Piacentini, R. D. et alli. (2014) Monitoring the Climate Change Impacts of Urban Agriculture in Rosario, Argentina. *Urban Agriculture magazine,* 27, pp. 50-53.
10	**Environmental challenges: water, soil, air quality and green spaces** - 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 - Saengsupavanich, C., Gallardo, W. G., Sajor, E., & Murray, W. W. (2012) Constraints influencing stakeholder participation in collective environmental management. *Environmental Earth Sciences*, *66*(7), 1817–1829.
11	**Climate change and adaptation** - Dodman, D., Archer, D., & Satterthwaite, D. (2019) *Editorial: Responding to climate change in contexts of urban poverty and informality*. *31*(1), 3–12. - Satterthwaite, D. & Dodman, D (2013) Editorial: Towards resilience and transformation for cities within a finite planet. *Environment & Urbanization*, 25(2): 291–29.

COURSE REQUIREMENTS AND EVALUATION

I. Short digital <u>POLICY BRIEF</u> on one key topic in urban development (15%)

Students will prepare a two-page brochure as a policy brief on a key issue in urban development based on the weekly lecture topics. While scholarly in content, the brochure should reach a non-academic readership (e.g. practitioners or policy makers) as well. The brochure should include text and visuals (e.g. graphics, tables, maps, photos). A list of references (at least 5 academic peer reviewed articles) used to build your case needs to be handed in (APA referencing style). The policy brief will be presented during the Thursday classes, complementing the lecture topic. More information on content and format will be provided in class.

II. Presentation/discussion of your <u>POLICY BRIEF</u> (10%)

You will have **5 to 10-minutes** (depending on class size) to present the information highlighted in your brochure during the Thursday class.

III. Research paper (30%)

This paper assignment will assess your ability to do research outside of class and tie your analysis back to key themes covered during this section. Students will prepare a research paper (maximum 2500 words without bibliography) focused on a topic provided in class. The paper should include a bibliography with at least **10 peer-reviewed academic journal references**. A short 1-page research proposal is due in **Week 6 (February 13th)**, outlining the proposed topic and research question you want to tackle and describing the relevance of the topic. This research outline should mention the key focus of the paper and **why this topic is relevant in the context of cities in the global South?** It should further describe **How you are going to address the issue in your discussion?** I will provide feedback after the Reading Break. Further information will be provided in class. The paper is due on **April 2nd.**

IV. Presentation/discussion of RESEARCH PAPER findings (10%)

During weeks 12 and 13 you will present some of the key findings of your project. If you are unable to present in class you need to get in touch with me before **week 10** to discuss an alternative delivery format.

V. Tests (20%)

We will write 4 short Tests (5% each) covering course material (readings and class notes) of the previous 2 to 4 weeks (tests will be in Wk 4, Wk 6, Wk 9 and Wk 11).

VI. Class participation (15%)

It is expected that students come to class and actively participate in class discussions.

GRADING SYSTEM as per the Academic Calendar

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
Work submitted late will be accepted with a 5% daily penalty (including weekend days), up to seven days after the due date. If needed, you may submit your assignment during the weekend as a way to minimize late penalties. In case of an outstanding valid situation you must contact me, preferably in advance. I cannot consider a particular situation unless I know about it, so do not wait until the end of the term to communicate with me if something did come up. For health reasons, a doctor's certificate must be submitted. No extensions will be granted unless you have communicated with the instructor and your reasons have been deemed valid.

POLICY ON ATTENDANCE
Class will start on time. If you have to come into class late, please do so in the least disruptive manner possible. **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 in advance and be prepared to participate in class discussions and in-class activities. Please note that participation does count towards your grade. The use of

computers and other electronic devices in class should be limited to activities related to the course. Please turn cell phones off during class—**ringers, earphones and texting are** disruptive and **unacceptable**.

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.

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. 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 www.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: www.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.

7