



---

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

---

**Lecture: Monday and Thursday 10:00 to 11:20 HHB 110**

**Office Hours: Monday and Thursday 12:00 to 13:00**

**Office Location: DTB 212**

**Contact: [carvalhocm@gmail.com](mailto:carvalhocm@gmail.com)**

**We acknowledge and respect the lək̓ʷəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.**

**COURSE DESCRIPTION**

This course examines fundamental characteristics of urban development and challenges in the global South cities. 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. 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.

**KEY THEMES:** development theories, eco-social approaches, urban poverty issues (housing, food security, education, health), urban challenges, climate change and social justice

---

**REQUIRED TEXT(S)**

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 - <https://ebookcentral-proquest-com.ezproxy.library.uvic.ca/lib/uvic/detail.action?docID=1659163>

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

Week	Required readings
2	<p><i>Introduction to urban development and theories</i></p> <p>- Hodder, R. (2000) Development geography. London: Routledge, Ch. 1: Approaches to development, pp. 5-13.</p> <p><i>Eco-social approaches: Urban metabolism and political ecology</i></p> <p>- Fernandez, J. E. (2014) Urban metabolism of the global south. In: Course Text, pp. 597- 612.</p>
3	<p><i>The right to the city: Housing</i></p> <p>- 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</p> <p><i>Urban poverty: inequalities in distribution and access</i></p> <p>- Mitlin, D. (2003). Addressing urban poverty through strengthening assets. Habitat international, 27(3), 393-406.</p>
4	<p><i>Gender issues and youth perspectives</i></p> <p>- 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. <a href="https://doi.org/10.1007/978-981-16-3100-9_13">https://doi.org/10.1007/978-981-16-3100-9_13</a></p> <p><i>Urban planning: infrastructure and service provision</i></p> <p>- 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.</p>
5	<p><i>Informal sector contributions to urban development</i></p> <p>- Chen, M. &amp; Skinner, C. (2014) The urban informal economy: enhanced knowledge, appropriate policies, and effective organization. In: Course Text, pp. 219-236.</p>
6	<p><i>Urban governance and public participation</i></p> <p>- Davila, J. D. (2014) Urban fragmentation, ‘good governance’ and the emergence of the competitive city. In: Course Text, pp. 474-487</p> <p><i>Urban mobility and transportation challenges and solutions</i></p> <p>- 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).</p>
7	<p><i>Urban forestry and green spaces</i></p> <p>- Rigolon, A., Browning, M., Lee, K., &amp; Shin, S. (2018). Access to Urban Green Space in Cities of the Global South: A Systematic Literature Review. Urban Science, 2(3), 67. <a href="https://doi.org/10.3390/urbansci2030067">https://doi.org/10.3390/urbansci2030067</a></p>
8	<p><i>Urban agriculture and community gardens</i></p>

	<p>- Nagib, G. &amp; 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, <i>Global Food Security</i>, 26</p> <p><i>Food deserts and food security</i></p> <p>- Crush, J. (2014) Approaching food security in cities of the global South. In: Course Text, pp. 543-556.</p>
9	<p><i>Public health: bottlenecks and strategies</i></p> <p>- Macinko, J. et al. (2015) Brazil's Family Health Strategy — Delivering CommunityBased Primary Care in a Universal Health System. <i>The New England Journal of Medicine</i>, 2177-2181.</p>
10	<p><i>The public education system</i></p> <p>- Windle, J. (2019) Neoliberalism, imperialism, and conservatism: tangled logics of educational inequality in the global South, <i>Discourse: Studies in the Cultural Politics of Education</i>, 40:2, 191-202, DOI: 10.1080/01596306.2019.1569878</p> <p><i>Urban environmental quality</i></p> <p>- Simon, D. &amp; Leck, H. (2014) Urban dynamics and the challenge of global environmental change in the south. In: Course Text, pp. 613-628</p>
11	<p><b>Reading break</b></p> <p><i>Waste in the city: challenges and opportunities</i></p> <p>- Dias, S. (2019). Waste and Development – Perspectives from the Ground. <i>Field Actions Science Reports The journal of field actions</i> (6), 0–5.</p>
12	<p><i>Climate change and adaptation: challenges in global South cities</i></p> <p>- Ganivet, E. (2020). Growth in human population and consumption both need to be addressed to reach an ecologically sustainable future. <i>Environment, Development and Sustainability</i>, 22:4979–4998</p> <p><i>Climate justice</i></p> <p>- Fisher, S. (2015). The emerging geographies of climate justice. <i>The Geographical Journal</i>, 181(1), 73-82.</p>

---

## 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 and how this affects cities development and the challenges (inequalities, climate change, etc).
- 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.
- 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.

## **EVALUATION**

### **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).

### **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.

### **Group discussions (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.

### **Research Report or Policy Brief (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 or policy brief 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 (up to 3 students). 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/policy brief is due in Week 5, with a description (*maximum one page*), outlining your research question(s) and describing your rationale 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) is due on midnight of *December 6th*. Upload to Brightspace.

### **Research Report/Policy Brief 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 5 minutes per student.*

### Exam (30%)

The exam covers course content until including week 9.

### GRADING SYSTEM

As per the Academic Calendar:

Grade	Grade point value	Grade scale	Description
<b>A+</b> <b>A</b> <b>A-</b>	9 8 7	90-100% 85-89% 80-84%	<b>Exceptional, outstanding and excellent</b> 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> <b>B</b> <b>B-</b>	6 5 4	77-79% 73-76% 70-72%	<b>Very good, good and solid</b> 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.
<b>C+</b> <b>C</b>	3 2	65-69% 60-64%	<b>Satisfactory, or minimally satisfactory.</b> These grades indicate a satisfactory performance and knowledge of the subject matter.
<b>D</b>	1	50-59%	<b>Marginal</b> Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
<b>F</b>	0	0-49%	<b>Unsatisfactory</b> performance. Wrote final examination and completed course requirements; no supplemental.
<b>N</b>	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/](http://uvic.ca/socialsciences/geography/)
- Geography Department Chair: [geogchair@uvic.ca](mailto:geogchair@uvic.ca)
- Geography Undergraduate Advising: [geogadvising@uvic.ca](mailto:geogadvising@uvic.ca)

### BRIGHTSPACE

All assigned course readings have been uploaded on to Brightspace. Students should upload the requested activities on Brightspace as well, according to the instructor's requirements.

---

### 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](http://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](http://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/](http://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 RESOURCE OFFICE (SVRO)**

If you have been directly or indirectly impacted by sexualized violence, reach out to the SVRO for information, advice, resolution options (restorative and disciplinary) as well as support options and referrals. The SVRO is both survivor-centred and trauma-informed in their approach.  
[eqhr01@uvic.ca](mailto:eqhr01@uvic.ca)

Sedgewick C Wing  
[www.uvic.ca/svp](http://www.uvic.ca/svp)

## **EQUITY AND HUMAN RIGHTS (EQHR)**

UVic Equity and Human Rights is a resource for students, staff and faculty who have experienced discrimination and harassment and are looking for informal and formal resolution options as well as advice, coaching and/or education. We are available for confidential consultations so that you can ask questions and learn your options.

[eqhr01@uvic.ca](mailto:eqhr01@uvic.ca)  
Sedgewick C Wing  
[www.uvic.ca/equity](http://www.uvic.ca/equity)

## **RESOURCES FOR INTERNATIONAL STUDENTS**

The University of Victoria offers a number of resources to support international students as they pursue their studies. UVic's [International Centre for Students](#) is the primary office supporting international students on campus at the university-wide level and provides various supportive program through the [UVic Global Community Initiative](#), including a Mentorship Program and Conversation Partner Program. For academic advising-related questions, students in the Geography Department are also encouraged to meet with the Geography Undergraduate Advisor ([geogadvising@uvic.ca](mailto:geogadvising@uvic.ca)) as well as an academic advisor in the [Academic Advising Centre](#) early in their studies to help map out a plan to declare a major and complete university program requirements. Other resources include the [Centre for Academic Communication](#) and the [Math and Stats Assistance Centre](#). International students are also encouraged to contact the International Student Liaison in Geography (Prof. CindyAnn Rose-Redwood, [cindyann@uvic.ca](mailto:cindyann@uvic.ca)), who can assist in making connections with other international and domestic students in the Geography Department and share opportunities for getting involved in departmental activities more broadly.

## **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 online 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.

## WEEKLY CALENDAR

Important dates are here: <https://www.uvic.ca/calendar/dates/>

Week	Dates	Lecture topics
1	2.9 5.9	<b><i>Labour day</i></b> <b><i>Class cancelled</i></b>
2	9.9 12.9	Course overview and introduction to urban development in the global South Eco-social approaches: Urban metabolism and political ecology
3	16.9 19.9	The right to the city: Housing Urban poverty: inequalities in spatial distribution and access to resources
4	23.9 26.9	Gender related issues and youth perspectives Urban planning: infrastructure and service provision
5	30.9 3.10	<b><i>National Day for Truth and Reconciliation</i></b> Informal sector contributions to urban development <b><i>Research project proposal due by October 3rd</i></b>
6	7.10 10.10	Urban governance and public participation Urban mobility and transportation challenges and solutions
7	14.10 17.10	<b><i>Thanksgiving Day</i></b> Urban forestry, green areas, and leisure spaces
8	21.10 24.10	Urban agriculture and community gardens Food deserts and food security
9	28.10 31.10	Public health: bottlenecks and strategies <b><i>Exam October 31st</i></b>
10	4.11 7.11	The public education system Urban environmental quality
11	11.11 14.11	<b><i>Reading break</i></b> Waste in the city: challenges and opportunities
12	18.11 21.11	Climate change and adaptation: challenges in global South cities Climate justice
13	25.11 28.11	Summary/reflection about the course and project presentations Project presentations
14	2.12	Project presentations <b><i>Research Report due December 6th</i></b>

.....

**Last day for adding or dropping courses in the Faculty of Law**  
***Thursday, September 12<sup>th</sup>***

**Last day for 100% reduction of tuition fees for standard first term and full year courses**  
***Tuesday, September 17<sup>th</sup>***  
*50% of tuition fees will be assessed for courses dropped after this date. For non-standard courses see undergraduate and graduate course add and drop dates.*

**Last day for 50% reduction of tuition fees for standard courses**  
***Tuesday, October 8<sup>th</sup>***



*100% of tuition fees will be assessed for courses dropped after this date. For non-standard courses see undergraduate and graduate course add and drop dates.*

**Last day for withdrawing from first term courses without penalty of failure**  
**Thursday, October 31st**

**Last day of classes in first term for all faculties**  
**Wednesday, December 4th**

**Important dates:** <https://www.uvic.ca/calendar/dates/>

## **DISCLAIMER**

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

## **NOTE:**

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.* [uvic.ca/services/counselling/](http://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.* [uvic.ca/services/health/](http://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* [uvic.ca/services/cal/](http://uvic.ca/services/cal/). *The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.*

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.*  
[uvic.ca/services/indigenous/students/programming/elders/index.php](http://uvic.ca/services/indigenous/students/programming/elders/index.php)