

**THE UNIVERSITY OF VICTORIA  
DEPARTMENT OF GEOGRAPHY**

Course Outline - Fall 2014 GEOG 332

**Urban Development in the Global South**



**INSTRUCTOR:** Dr. Jutta Gutberlet

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**LECTURES:**

**When:** TWF 12:30 to 13:20 PM

**Where:** Clearihue Building A308

**Office Hours:** TW 14:30 to 15:30 PM

**COURSE OBJECTIVES**

The course examines fundamental characteristics of urban organization and development in the global South. We will analyse the central phenomena of urbanization and urban development as well as deriving urban challenges in this region. The students will acquire knowledge on key social, economic, cultural and environmental issues in cities in the global South. During the lectures we will discuss development paradigms and the characteristics of countries in the global South. We will analyse the driving forces of urban growth and will further investigate the consequences of this transformation in terms of economic and human development as well as social and environmental sustainability.

The course will be taught following a 'problem based' and 'solution oriented' approach. The lectures have theoretical and problem-based or practical content. Initially we will cover general theoretical concepts related to development and urbanization and then work on specific urban challenges in the region. Each student will prepare a case study and give a short presentation on the findings. The presentations are followed by debates.

Over the duration of the course groups of two students will prepare a research assignment on a specific topic. A list of course related themes to choose from will be announced at the beginning of the course. During weeks 12 and 13 the groups will present the findings of their research projects during a mini conference.

In this course the students will be actively engaged in research, debates, case study presentations and role-playing. The course is problem-based and will explore possibilities for experiential learning. The specific objectives are to:

- Introduce key aspects of urban development/urbanization/policy and persisting major challenges;
- Expand the student's knowledge on social, cultural, economic and environmental urban problems and solutions from the global South;
- Stimulate critical thinking and skills to analysis and solve problems;
- Provide opportunities for examining and interpreting a broad range of current development issues through geographical analysis;
- Enhance report preparation and writing skills;
- Improve the student's debating and presentation skills.

### **COURSE TEXT**

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

Additional required readings will be provided at the beginning of class and during the course.

### **COURSE REQUIREMENTS**

#### **I. Case study presentation and essay**

Each student will prepare a short, provocative essay (1500 words maximum) discussing a case study linked to the weekly course topic, as provided in the course outline. While being scholarly in content, the essays should be written in a style that will reach a non-academic readership as well. Provide a list of suggested, mostly academic, readings at the end of your essay. Please submit your essay on the day of your presentation.

On the day the student will give a 10 minutes presentation summarizing the case study.

In week 1 a sign-up sheet will circulate in class, for the students to choose the topic and day of presentation.

#### **II. Group research paper and presentation**

In groups of two the students will prepare a research paper focused on a specific challenge in urban development related to the global South (2500 words maximum). The paper should be based on a thorough bibliographic research, with at least six peer-reviewed academic journal references. Use APA referencing style. The topics will be provided at the beginning of the course. In week 7, half way through the research process, the students' progress will be assessed. The students will also peer-review their collaboration effort.

Finally, the students will prepare a class presentation on their main findings of the group research project and will present the results during class in Week 13.

DEADLINE for Group Research Paper: **November 21st 2014.**

**III. Class participation:** It is expected that students actively take part in the class discussions and debates. The students should also prepare specific questions to be asked following the presentations.

Extensions will only be granted under exceptional circumstances (e.g. documented medical evidence). Late assignments will result in a grade reduction on the assignment of 10% per day.

### MARK ALLOCATION

(i) Examination	30%
(ii) Case study essay	10%
(iii) Case study presentation	10%
(iv) Group research paper	30%
(v) Final group presentation	10%
(vi) Participation	10%

### GEOGRAPHY GRADING SYSTEM

A+	A	A-	B+	B	B-	C+	C	D	F
90- 100%	85- 89%	80- 84%	77- 79%	73- 76%	70- 72%	65- 69%	60- 64%	50- 59%	0- 49%

The policies of the current *University of Victoria Calendar* will guide our grading of your work. Read *carefully* the sections “Avenues of Appeal” (p. 17), “Plagiarism and Cheating” (p. 19), and “Evaluation of Student Achievement” (pp. 21-22). Please note the following information, in addition to the section on “Plagiarism and Cheating” on page 19 of the Calendar.

### 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.

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

**LECTURE SCHEDULE**

<b>Week</b>	<b>Dates</b>	<b>LECTURE TOPICS</b>
1	03/05 Sept.	Introduction to the course content and course requirements <b>Sign-up sheet for case study presentations available</b> Theories of development: Myths and realities Definition of the global South
2	09/10/12 Sept.	Critical urbanization theories Urban growth and urban bias Critical urbanism and southern city theory <b>Sign-up sheet for group work available</b>
3	16/17/19 Sept.	Global and local urban economic development The informal urban economy Social and solidarity economy
4	23/24/26 Sept.	Politics and transformation in the southern city Urban migration Gender and public space
5	30 Sept. 01/03 Oct.	Urban governance and participation Participatory budgeting
6	07/08/10 Oct.	Substandard housing situation Upgrading Right to the City and Evictions Access to Land and Security of Tenure Gated communities Gentrification in the global South
7	14/15/17 Oct.	Infrastructure and public services Solid waste and water management <b>Mid term group project evaluation</b>
8	21/22/24 Oct.	Access and quality of public health care Formal education system Role of the informal education and capacity building
9	28/29/31 Oct.	Transportation and infrastructure Innovation and challenges
10	04/05/07 Nov.	Urban environmental issues: Air and water pollution Climate change affecting the cities in the global South
	<b>11/12/14 Nov.</b>	<b>Reading Break</b>
11	18/19 Nov. <b>21. Nov.</b>	Food security in cities of the global South Urban agriculture <b>Group Research Paper due November 21st</b> <b>Examination</b>
12	25/26/28 Nov.	Group presentations and debates
13	02 Dec.	Group presentations and debates

## READING LIST

Week	SPECIFIC READINGS
1	<p>Theories of development: Myths and realities            Definition of the global South            Sidaway, J. D (2012) Geographies of development: new maps, new visions?  <i>The Professional Geographer</i>, 2 64(1), pp. 49-62</p>
2	<p>Critical urbanization theories            Urban growth and urban bias            - Marcus, A. and Asmorowati, S. (2006). Urban Poverty and the Rural Development Bias: Some Notes from Indonesia. <i>Journal of Developing Societies</i>, 22(2), 145-168.</p> <p>Critical urbanism and southern city theory            Oldfield S. In: Course Text, p. 7-9            Roy, A. In: Course Text, p. 9-21            Patel, S In: Course Text, p. 37-48</p>
3	<p>Global and local urban economic development            - Sheppard, E. In: Course Text, p. 143-155            - Buckley, R. &amp; Kallergis, A. In: Course Text, p. 173-191            - Portes, A. (2005). The free-market city: Latin American urbanization in the years of the neoliberal experiment. <i>Studies in Comparative International Development</i>. 40(1). pp.43-82.</p> <p>The informal urban economy            - Chen, M. &amp; Skinner, C. In: Course Text, p. 219-236.            - Tokman, V.E. 2007. The informal economy, insecurity and social cohesion in Latin America. <i>International Labour Review</i>, 146(1-2), 81-107.            Social and solidarity economy</p>
4	<p>Politics and transformation in the southern city            Oldfield, S. In: Course Text, p. 255-257            Mitlin, D. &amp; Patel, S. In: Course Text, p. 296-309            Simone, A. M. In: Course Text, p. 322-337.</p> <p>Urban migration            Yeoh, B.S.A. &amp; Ramadas, K. In: Course Text, p. 370-385            Tacoli, C. &amp; Chant, S. In: Course Text, p. 586-597</p> <p>Gender and public space            Caldeira, T.P.R. In: Course Text, p. 413-429</p>
5	<p>Urban governance and participation            - Davila, J.D. In: Course Text, p. 474-487            - Ostrom, E. (1996) Crossing the Great Divide: Coproduction, Synergy, and Development. <i>World Development</i>, 24 (6): 1073-1087.            Participatory budgeting</p>
6	<p>Substandard housing situation            Upgrading            Right to the City and Evictions            Access to Land and Security of Tenure            - Boonyabancha, S. (2009). Land for housing the poor -- by the poor: experiences from the Baan Mankong nationwide slum upgrading programme in Thailand. <i>Environment and Urbanization</i>, 21(2), 309-329.</p>

	<p>- Shatkin, G. (2004). Planning to Forget: Informal Settlements as 'Forgotten Places' in Globalising Metro Manila. <i>Urban Studies</i>, 41(12), 2469-2484.</p> <p>Gated communities</p> <p>- Borsdorf, A., Hidalgo, R. &amp; Sanchez, R. (2007) A new model of urban development in Latin America: The gated communities and fenced cities in the metropolitan areas of Santiago de Chile and Valparaíso. <i>Cities</i>, Vol. 24, No. 5, p. 365-378, 2007</p> <p>Gentrification in the global South</p> <p>Lees, L. In: Course Text, p. 506-522</p>
7	<p>Infrastructure and public services</p> <p>- Jaglin, S. In: Course Text, p. 434-448</p> <p>Fernandez, J.E. In: Course Text, p. 597-613</p> <p>Solid waste and water management</p> <p>- Myers, G. In: Course Text, p. 448-459</p> <p>- Gutberlet, J. (2012). Informal and cooperative recycling as a poverty eradication strategy, <i>Geography Compass</i>, 6 (1): 19-34.</p> <p>- Gutberlet, J. (2013). Briefing: Social facets of solid waste: insights from the global south. <i>Waste and Resource Management</i>. 166 (3): 110-113.</p>
8	<p>Access and quality of public health care</p> <p>-Unger et al. (2008). Chile's neoliberal health reform: An assessment and a critique. <i>PLoS Med</i>. 5(4). 0542-0548.</p> <p>Formal education system</p> <p>- Papoutsaki, E. (2006). Colonial legacies and neo-colonial practices in Papua New Guinean higher education. <i>Higher education research and development</i>. 25(4). 421-433.</p> <p>Role of the informal education and capacity building</p> <p>- Freire, P. (1970). <i>Pedagogy of the oppressed</i>. London, Penguin Books.</p>
9	<p>Transportation and infrastructure</p> <p>Innovation and challenges</p> <p>- Barter, P.A. (2008). Singapore's Urban Transport: Sustainability by Design or Necessity? In Wong, T.-C., Yuen, B. and Goldblum, C. (Eds.), <i>Spatial Planning for a Sustainable Singapore</i>, (pp. 95-112). Springer: Singapore.</p> <p>- Keeling, D.J. (2008). Latin America's Transportation Conundrum. <i>Journal of Latin American Geography</i>, 7(2), 133-154.</p> <p>- Behrens, R. In: Course Text, p. 459-474</p>
10	<p>Urban environmental issues: Air and water pollution</p> <p>- Simon, D. &amp; Leck, H. In: Course Text, p. 613-629</p> <p>- Bell et al. (2006). The avoidable health effects of air pollution in three Latin American cities: Santiago, Sao Paulo, and Mexico City. <i>Environmental Research</i>. 100. 431-440.</p> <p>Climate change affecting the cities in the global South</p> <p>- Bradley C. Parks &amp; J. Timmons Roberts (2006): Globalization, Vulnerability to Climate Change, and Perceived Injustice, <i>Society &amp; Natural Resources</i>, 19:4, 337-355</p>
11	<p>Food security in cities of the global South</p> <p>- Crush, J. In: Course Text, p. 543-556</p> <p>Urban agriculture</p> <p>- Koont, S. 2008. A Cuban Success Story: Urban Agriculture. <i>Review of Radical Political Economics</i> 40(3): 285-291.</p>