

COURSE OUTLINE

Urban Development in the Global South



Office: SS&M B312
Phone: 472 4537
E-mail: gutber@uvic.ca

Lectures: M & Th 10:00 to 11:20AM
Location: Cle A315
Office Hours: M & Th 11:30 to 12:30 PM

COURSE DESCRIPTION

This course examines fundamental characteristics of urban organization and development in the global South. We will analyse the central phenomena of urbanization and urban development and deriving challenges in this region. The students will acquire knowledge on key social, economic, cultural and environmental urban issues. We will discuss several development paradigms and characteristics of everyday experiences of the people living in cities in the global South. The course follows a 'problem based' and 'solution oriented' approach, with lectures introducing theoretical and applied content. We begin with unpacking different concepts on development and urbanization and will then work on specific urban challenges. Students will be able to perform a research assignment in a group or alone on a specific case study, which will be shared with the rest of the class in a short communication during weeks 12 and 13. I will facilitate the exchange of ideas between the class and students and scholars from universities in the global South.

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 in the global South and North.
- Acquired knowledge on contentious social, economic, cultural and environmental issues in cities in the global South and ways these problems are addressed.
- Critical thinking skills applied to the analysis of urban problems in both worlds.
- Better understanding of everyday experiences in cities in the global South.
- Become exposed to the examination and interpretation of current urban development issues through geographical analysis.
- Enhanced report preparation and writing skills.
- Improved debating and presentation skills.

Week	Dates	LECTURE TOPICS
1	07 Sept.	Introduction to the course content and requirements Theories of development: Myths and realities
2	11 Sept. 14 Sept.	Urban growth and development challenges Critical urbanization theories and <i>urban political ecology</i> (UPE)
3	18 Sept. 21 Sept.	Urban inequality: accumulation and dispossession Urban space and gender
4	25 Sept. 28 Sept.	The informal city Informal sector contributions to urban development
5	02 Oct. 05 Oct.	Urban governance and public participation Participatory budgeting and other grassroots social innovations
6	09 Oct. 12 Oct.	<i>Thanksgiving no classes</i> Housing and the right to the City
7	16 Oct. 19 Oct.	Provision of public infrastructure and services Participatory and grassroots initiative in public infrastructure and services
8	23 Oct. 26 Oct.	Health care and education in Southern cities Urban food security
9	30 Oct. 02 Nov.	Transportation and mobility in the city Transportation challenges and innovations
10	06 Nov. 09 Nov.	Environmental challenges: water and air quality, soil contamination and biodiversity Climate change challenges
11	13 Nov. 16. Nov.	<i>Reading Break no classes</i> Digital divide and opportunities for emancipation
12	20 Nov. 23 Nov.	Student presentations Student presentations
13	27 Nov. 30 Nov.	Student presentations Student presentations and final discussion

COURSE TEXT

Downloadable Textbook from UVic's library:

Parnell, S. & Oldfield, S. (Eds.) (2014) *The Routledge Handbook on Cities of the Global South*. Abingdon and New York: Routledge. Additional readings are uploaded to *Course Space*.



READING LIST

Week	REQUIRED READINGS
1	<p>Theories of development: Myths and realities - Hodder, R. (2000) <i>Development geography</i>. London: Routledge, Ch. 1: Approaches to development, pp. 5-13.</p>
2	<p>Urban growth and development challenges - Mabin, A. (2014) Grounding Southern city theory in time and space. In: <i>Course Text</i>, pp. 21-36. Critical urbanization theories and the urban political ecology (UPE) framework - Lawhon, M., Ernstson, H. and Silver, J. (2014) Provincializing urban political ecology: Towards a situated UPE through African urbanism, <i>Antipode</i>, 46(2), 497-516.</p>
3	<p>Urban inequality: accumulation and dispossession - Harvey, D. (2004) The 'new' imperialism: accumulation by dispossession. <i>Socialist Register</i> Mitlin, D. (2003) Addressing urban poverty through strengthening assets. <i>Habitat International</i> 27: 393-406. Urban space and gender - Tacoli, C. & Chant, S. Migration, urbanization and changing gender relations in the south. In: <i>Course Text</i>, pp. 586-597</p>
4	<p>The informal city - Chen, M. & Skinner, C. (2014) The urban informal economy: enhanced knowledge, appropriate policies and effective organization. In: <i>Course Text</i>, pp. 219-236. Informal sector contributions to urban development - Gutberlet, J. (2016) From hazardous 'informal' recycling to decent working conditions. In: <i>Urban Recycling Cooperatives Building resilient communities</i>, London Routledge, pp. 39-56.</p>
5	<p>Urban governance and public participation - Davila, J. D. (2014) Urban fragmentation, 'good governance' and the emergence of the competitive city. In: <i>Course Text</i>, pp. 474-487 Participatory budgeting and other grassroots social innovations - Marquetti, A., Schonerwald da Silva, C. E. & Campbell, A. (2012). Participatory economic democracy in action: Participatory budgeting in Porto Alegre, 1989-2004. <i>Review of Radical Political Economics</i>, 44(1): 62-81.</p>
6	<p>Housing and the right to the City - Boonyabanha, 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>
7	<p>Provision of public infrastructure and services - Parnell, S. (2014) Conceptualizing the built environment: accounting for southern urban complexities. In: <i>Course Text</i>, pp. 431-433. - Jaglin, S. (2014) Regulating service delivery in southern cities. In: <i>Course Text</i>, pp. 434-448. Participatory and grassroots initiative in public infrastructure and services - Gutberlet, J. et al. (2016) Socio-environmental entrepreneurship and the provision of critical services in informal settlements. In: <i>Environment & Urbanization</i> 28: 205-222.</p>

8	<p>Health care and education in Southern cities - Herrick, C. (2014) Healthy cities of/from the South. In: <i>Course Text</i>, pp. 556-568.</p> <p>Urban food security - Crush, J. (2014) Approaching food security in cities of the global South. In: <i>Course Text</i>, pp. 543-556.</p>
9	<p>Transportation and mobility in the city - 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>Transportation challenges and innovations - Behrens, R. (2014) Urban mobilities: innovation and diffusion in public transport. In: <i>Course Text</i>, pp. 459-474</p>
10	<p>Environmental challenges: water and air quality, soil contamination and biodiversity - Simon, D. & Leck, H. (2014) Urban dynamics and the challenge of global environmental change in the south. In: <i>Course Text</i>, pp. 613-628</p> <p>Climate change challenges - Bradley C. Parks & J. Timmons Roberts (2006): Globalization, Vulnerability to Climate Change, and Perceived Injustice, <i>Society & Natural Resources</i>, 19:4, 337-355</p>
11	<p>Digital divide and opportunities for emancipation - Benner, C (2014) Digital dynamics: new technologies and work transformation in African cities. In: <i>Course Text</i>, pp. 236-251.</p>

COURSE REQUIREMENTS AND EVALUATION

I. Preparation of an educational brochure on a key topic in urban development (15%)

Students will prepare a two page brochure on a key issue in urban development based on the lecture topics provided above. While scholarly in content, the brochure should be prepared in a style that will reach a non-academic readership (e.g. the wider community, policy makers, etc.). Provide a list of the references used in the production of the brochure. **You have to hand in your product electronically one day before your presentation/discussion.** Further information will be provided in class.

II. Presentation/discussion of your brochure (10%)

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

III. Research paper (30%)

Students will prepare a research paper (2500 words maximum) focused on a topic provided in class. The paper should include a bibliography with at least 6 peer-reviewed academic journal references (APA referencing style). A short 1 page research proposal is due in **Week 6 (October 12th)**, outlining the proposed topic and research question and describing the relevance of the topic. This research outline should answer the following questions: **why is the topic relevant?** and **How are you going to address it?** I will provide feedback.

IV. Presentation/discussion of research findings (15%)

During weeks 12 and 13 you will present some of the key findings of the project. Those students that do not want to present in class should come and talk to me before week 11 to discuss an alternative delivery format. **DEADLINE** to hand in all research papers is **November 27th**.



V. Four Quizzes throughout the course (20%)

Quizzes will be administered randomly in class, covering course content from previous classes and previous readings.

VI. Class participation (10%)

It is expected that students actively take part in the class discussions and debates.

GRADING SYSTEM as per the Academic Calendar

Grade	Grade point value	Grade scale	Description
A+	9	90-100%	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.
A	8	85-89%	
A-	7	80-84%	
B+	6	77-79%	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.
B	5	73-76%	
B-	4	70-72%	
C+	3	65-69%	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.
C	2	60-64%	
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: <http://geog.uvic.ca>
- Undergraduate Advisor: Dr. Phil Wakefield – geogadvisor@uvic.ca

COURSESPACES

Please submit your assignments electronically on the date specified by the instructor through Course Space. Regularly check for updates and posted additional information.

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:

<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 <http://www.uvic.ca/learningandteaching/students/resources/expectations/>.

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 Resource Centre for Students with a Disability (RCSD <http://rcsd.uvic.ca/>) as soon as possible. The RCSD 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.

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.