

Course Outline – Spring Term 2019

GEOG 332: Urban Development in the Global South

Professor Dr. Jutta Gutberlet



Photo: Buenos Aires center



Photo: Urbanization in the Amazon region (Tocantins)

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

Lectures: Mon. & Thurs. 2:30 3:50AM
Location: MAC MacLaurin - Room D283
Office Hours: Mon. & Thurs. 1:30 to 2:30 PM

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 issues. We will discuss several development paradigms and characteristics of everyday experiences of the people living in cities in the global South. Some characteristics might be similar to what we experience in the global North, others are fundamentally different. 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 challenges megacities, towns of different sizes and peri-urban regions are experiencing. Students will be able to perform a research assignment on a specific case study, which will be shared in class during weeks 12 and 13. Students will have the opportunity to exchange ideas with 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.
- Acquired knowledge on contentious social, economic, cultural and environmental issues in cities in the global South and ways these problems 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 issues through geographical analysis.
- Enhance reporting and writing skills, improve debating and presentation skills.

Course Content

Week	Dates	LECTURE TOPICS
1	10.01.	Introduction to course content and requirements /Theories of development
2	14.01. 17.01.	Urban growth and development challenges Critical urbanization theories and <i>urban political ecology</i> (UPE)
3	21.01. 24.01.	Urban inequality: accumulation and dispossession Urban space and gender
4	28.01. 31.01.	The informal city Informal sector contributions to urban development and challenges
5	04.02. 07.02.	Urban governance and public participation Participatory and grassroots social innovations TEST 1
6	11.02. 14.02.	Provision of public infrastructure and services Housing and the right to the City
7	18./21.02.	READING BREAK
8	25.02. 28.02.	Urban mobility in the global South Transportation challenges and innovations
9	04.03. 07.03.	Public policy: Health care and education Urban food security and urban agriculture
10	11.03. 14.03.	Environmental challenges: water, soil and air quality Urban green spaces and biodiversity TEST 2
11	18.03. 21.03.	Climate change challenges and adaptation Mega-challenges in megacities
12	25.03. 28.03.	Student presentations Student presentations
13	01.04. 04.04.	Student presentations Final discussion



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)

Week	REQUIRED READINGS
1	<p>Theories of development: Myths and realities</p> <p>- 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</p> <p>- Mabin, A. (2014) Grounding Southern city theory in time and space. In: <i>Course Text</i>, pp. 21-36.</p> <p>Critical urbanization theories and urban political ecology (UPE)</p> <p>- Lawhon, M.; Ernstson, H. & 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</p> <p>- Harvey, D. (2004) The 'new' imperialism: accumulation by dispossession. <i>Socialist Register</i>, pp. 63-87.</p> <p>Urban space and gender</p> <p>- 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</p> <p>- Chen, M. & Skinner, C. (2014) The urban informal economy: enhanced knowledge, appropriate policies and effective organization. In: <i>Course Text</i>, pp. 219-236.</p> <p>Informal sector contributions to urban development and challenges</p> <p>- Samson, M. (2015) Accumulation by dispossession and the informal economy: Struggles over knowledge, being and waste at a Soweto garbage dump. <i>Environment and Planning D: Society and Space</i>, 33(5) 813-830.</p> <p>- Gutberlet, J. (2015). More inclusive and cleaner cities with waste management co-production: Insights from participatory epistemologies and methods. <i>Habitat International</i>. 46: 234-243. http://dx.doi.org/10.1016/j.habitatint.2014.10.004</p>
5	<p>Urban governance and public participation</p> <p>- Davila, J. D. (2014) Urban fragmentation, 'good governance' and the emergence of the competitive city. In: <i>Course Text</i>, pp. 474-487</p> <p>Participatory budgeting and other grassroots social innovations</p> <p>- 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>
	TEST 1



6	<p>Provision of public infrastructure and services - Jones, H.; Clench, B. & Harris, D. (2014) The governance of urban service delivery in developing countries Literature review. ODI Report.</p> <p>Housing and the right to the City - 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>
7	<p>READING BREAK</p>
8	<p>Urban mobility in the global South - 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.</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>
9	<p>Public policy: Health care and education - Herrick, C. (2014) Healthy cities of/from the South. In: <i>Course Text</i>, pp. 556-568.</p> <p>Urban food security and urban agriculture - Crush, J. (2014) Approaching food security in cities of the global South. In: <i>Course Text</i>, pp. 543-556.</p> <p>- Piacentini, R. D. et alli. (2014) Monitoring the Climate Change Impacts of Urban Agriculture in Rosario, Argentina. <i>Urban Agriculture magazine</i>, 27, pp. 50-53.</p>
10	<p>Environmental challenges: water, soil and air quality - 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>Urban green spaces and biodiversity - Gopal, D. et alli. (2018) Sacred sites, biodiversity and urbanization in an Indian megacity. <i>Urban Ecosystems</i>, https://doi.org/10.1007/s11252-018-0804-4.</p> <p style="text-align: center;">TEST 2</p>
11	<p>Climate change challenges and adaptation - 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> <p>- Satterthwaite, D. & Dodman, D (2013) Editorial: Towards resilience and transformation for cities within a finite planet. <i>Environment & Urbanization</i>, 25(2): 291-29.</p> <p>Mega-challenges in megacities - Campolina Diniz, C. & Vieira, D. J. (2016) Brazil: accelerated metropolization and urban crisis. <i>Area Development and Policy</i>, 1 (2). http://dx.doi.org/10.1080/23792949.2016.1202085</p>

COURSE REQUIREMENTS AND EVALUATION

I. Short digital POLICY BRIEF on one key topic in urban development (20%)

Students will prepare a two-page policy brief 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.). The format to follow will be provided in class. In addition, you need to hand in the list of references used to produce the Policy Brief. **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 POLICY BRIEF (10%)

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

III. Research paper (40%)

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) focused on a topic provided in class. The paper should include a bibliography with at least 8 peer-reviewed academic journal references (APA referencing style). A short 1 page research proposal is due in **Week 6 (February 14th)**, outlining the proposed topic and research question and describing the relevance of the topic. This research outline should address the key focus of the paper and **why this topic is relevant to cities in the global South?** Further describe **How you are going to address it?** I will provide feedback after the Reading Break. Further information will be provided in class. The paper is due **April 4th**

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. Test (10%)

2 Tests (5% each) covering course material.

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

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.

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.

"We acknowledge with respect the Lkwungen-speaking 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."