



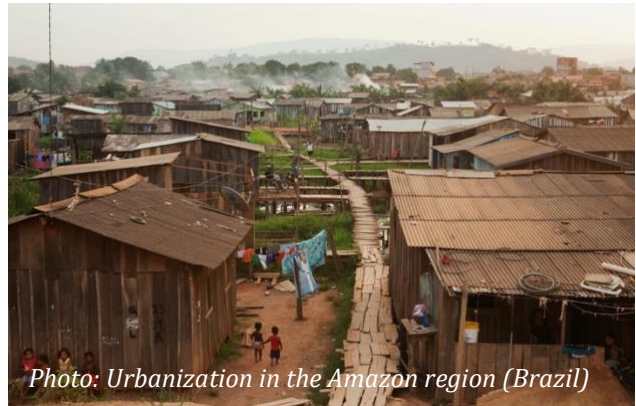
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COURSE OUTLINE

**Urban Development in the Global South**



*Photo: Villa 31 in Buenos*



*Photo: Urbanization in the Amazon region (Brazil)*

**Email:** [gutber@uvic.ca](mailto:gutber@uvic.ca)

**Lectures:** MaLaurin D101 -- Monday and Thurs 11:30AM to 12:50PM

**Office Hours:** By appointment

## **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 these regions. 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. Students will prepare case studies and present in class, followed by discussions and Q&A related to the course material. 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 further engage in a research assignment exploring a specific topic related to the course content, which will be shared with a short in class presentation during week 13.

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

## Overview of Course Content

Week	Dates	LECTURE TOPICS
1	9.09.	Welcome and meet the instructor. Course overview followed by introduction to urban development and the global South
2	13.09. 16.09.	From pre-colonial and colonial to post-colonial urban development and urban growth: Critical urbanization theories and urban political ecology
3	20.09. <sup>1</sup> 23.09. <sup>2</sup>	Urban inequalities and gendered cities
4	27.09. 30.09	The informal city and informal sector contribution to urban development <i>National Day for Truth and Reconciliation</i>
5	04.10. 07.10.	Urban governance and public participation: Grassroots social innovations <i>Research project proposal due Oct. 7<sup>th</sup></i>
6	11.10. 14.10. <sup>3</sup>	<i>Thanksgiving Day - No Class</i> The right to the city and provision of critical infrastructure, services and housing
7	18.10 21.10.	Urban mobility and transportation challenges
8	25.10. 28.10.	Urban agriculture and food security
9	01.11. 04.11.	Health and health care
10	08.11. 11.11.	<i>Reading Break (Wednesday to Friday)</i> <i>Midterm November 8<sup>th</sup></i>

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<sup>1</sup> Last day for 100% reduction of tuition fees (22.09.)

<sup>2</sup> Last day for adding courses (25.09.)

<sup>3</sup> Last day for 50% reduction of tuition fees (13.10.)

11	15.11. 18.11.	Environmental challenges and the city
12	22.11. 25.11.	Climate change and adaptation challenges
13	29.11. 02.12.	Project presentations
14	06.12.	<i>Individual work finalizing course project</i> <i>Research Report due December 8<sup>th</sup></i>

### Course Readings

All assigned course readings have been uploaded onto our platform. Some of the assigned readings are from the following two course texts, which have other interesting articles you might also want to read. These course texts can be checked out from our library. Follow the link.

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

Pieterse, E. & Parnell, S. (2014) [Africa's Urban Revolution: Policy Pressures](#)

Additional course materials will also be uploaded to the weekly content.

Week	REQUIRED READINGS
1	<b>Introduction to urban development and theories</b> - Hodder, R. (2000) <i>Development geography</i> . London: Routledge, Ch. 1: Approaches to development, pp. 5-13.
2	<b>Pre-colonial, colonial and post-colonial urban development and urban growth</b> - Home, R. (2014) Shaping cities of the global south. In: <i>Course Text</i> , pp. 75-85. <b>Critical urbanization theories and urban political ecology</b> - Mabin, A. (2014) Grounding Southern city theory in time and space; pp. 21-36. - Fernandez, J. E. (2014) Urban metabolism of the global south. In: <i>Course Text</i> , pp. 597-612.
3	<b>Urban inequalities and gendered cities</b> - Tacoli, C. & Chant, S. (2014) Migration, urbanization and changing gender relations in the south. In: <i>Course Text</i> , pp. 586-597.
4	<b>The informal city and informal sector contribution to urban development</b> - Chen, M. & Skinner, C. (2014) The urban informal economy: enhanced knowledge, appropriate policies and effective organization. In: <i>Course Text</i> , pp. 219-236. - Adama, O. (2014). Marginalisation and integration within the informal urban economy: the case of child waste pickers in Kaduna, Nigeria. <i>International Development Planning Review</i> , 36(2), 155–180.
5	<b>Urban governance and public participation: Grassroots initiatives and social innovations</b> - Davila, J. D. (2014) Urban fragmentation, ‘good governance’ and the emergence of the competitive city. In: <i>Course Text</i> , 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. <i>Review of Radical Political Economics</i> , 44(1): 62–81.
6	<b>The right to the city and provision of critical infrastructure, services and housing</b> - Earle, L. (2012) From Insurgent to Transgressive Citizenship: Housing, Social Movements and the Politics of Rights in São Paulo. <i>Journal of Latin American Studies</i> , 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. <i>Habitat International</i> , 44, 290–296.
7	<b>Urban mobility and transportation</b> - 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).
8	<b>Urban agriculture and food security</b> - Crush, J. (2014) Approaching food security in cities of the global South. In: <i>Course Text</i> , pp. 543-556. - 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.
9	<b>Health and health care</b> - Macinko, J. et al. (2015) Brazil’s Family Health Strategy — Delivering Community-Based Primary Care in a Universal Health System. <i>The New England Journal of Medicine</i> , 2177-2181. - Gutberlet, J. & Uddin, S. M. N. (2018) Household waste and health risks affecting waste pickers and the environment in low- and middle-income countries. <i>Int J of Occupational and Environmental Health</i> . 23 (6):1-12
10	<i>Midterm</i> <i>Reading Break</i>
11	<b>Environmental challenges and the city</b> - 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 - Saengsupavanich, C., Gallardo, W. G., Sajor, E., & Murray, W. W. (2012) Constraints influencing stakeholder participation in collective environmental management. <i>Environmental Earth Sciences</i> , 66(7), 1817–1829.
12	<b>Climate change and adaptation challenges</b> - Dodman, D., Archer, D., & Satterthwaite, D. (2019) <i>Editorial: Responding to climate change in contexts of urban poverty and informality</i> . 31(1), 3–12. - Satterthwaite, D. & Dodman, D (2013) Editorial: Towards resilience and transformation for cities within a finite planet. <i>Environment &amp; Urbanization</i> , 25(2): 291–29.

## COURSE REQUIREMENTS AND EVALUATION

### ***I. Knowledge mobilization product focused on a specific topic in urban development (20%)***

Students will choose a date for the presentation of their **knowledge mobilization product** tailored to the weekly topic. This entails the preparation of a two-page written document or a 2-minutes video, formulated as a **knowledge product**, addressing the weekly key topic in urban development. The knowledge product is due on the date of the presentation. While scholarly in content, this document should serve as a knowledge mobilization tool to reach a non-academic

readership (the public, practitioners or policy makers). The assignment should include text and visuals (e.g., graphics, tables, maps, photos) or alternatively a short video clip on the topic, engaging with your research question and content. The document should include a list with at least 5 academic peer reviewed articles that support your research (APA referencing style). The document will be presented on Thursdays, complementing the lecture topic and followed by a discussion. A template with the expected content structure and format will be provided. You will have 3 to 5 minutes to present your main ideas in class. ***The assignment should not exceed 1,000 words or a 2-minute video clip.***

## ***II. Discussion Facilitator (10%)***

From week 3 to week 12, we will have weekly discussions on the course material, enriched by the students' knowledge mobilization products. All students need to engage with the course material and prepare at least one question related to the topic (your engagement will reflect in the overall participation mark). You will sign up to be a discussion facilitator on a specific Thursday. The facilitator provides a short introduction to the topic, prepares at least 2 questions to kick-start the debate and then guides the group discussion. Submit your preparation notes on the day of your activity. You will be marked out of 10%.

## ***III. Research Report (40%)***

This assignment will assess your ability to do research outside of class and tie your analysis back to key themes covered during this week. Students will prepare a research report focused on a topic of your interest on urban development in the global South. You will be able to work individually or in small groups of maximum 3 students. The report should include a bibliography with all of your references, including **10 peer-reviewed academic journal references**. A short 1-page research proposal is due in **Week 5 (October 7<sup>th</sup>)**, with a one paragraph description of the relevance of the topic, a structured outline for your research report and first references used in your initial research. Feedback will be provided. The final report (~2,000 words) is due on midnight of **December 8<sup>th</sup>**. Group projects will have larger word limits (3,000 words) and require more peer reviewed references (12 references).

## ***IV. Research Report Presentation (10%)***

In week 13 you will present some of the findings of your research project. You will be able to include video material, photos, graphics and tables in your presentation. The order and date of your presentations will be provided in Week 12.

## ***V. Midterm (15%)***

The midterm could cover any course content to date, including the required readings.

## ***VI. Participation and Engagement (5%)***

Active participation with direct interventions in class and during discussions.

## GRADING SYSTEM

Grade	Grade point value	Grade scale	Description
A+	9	90-100%	<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.
A	8	85-89%	
A-	7	80-84%	
B+	6	77-79%	<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	5	73-76%	
B-	4	70-72%	
C+	3	65-69%	<b>Satisfactory, or minimally satisfactory.</b> These grades indicate a satisfactory performance and knowledge of the subject matter.
C	2	60-64%	
D	1	50-59%	<b>Marginal</b> Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
F	0	0-49%	<b>Unsatisfactory</b> performance. Wrote final examination and completed course requirements; no supplemental.
N	0	0-49%	<b>Did not write examination or complete course requirements by the end of term or session; no supplemental.</b>

### GEOGRAPHY DEPARTMENT INFO

- Geography Department website: [uvic.ca/socialsciences/geography/](http://uvic.ca/socialsciences/geography/)
- Undergraduate Advising: [geogadvising@uvic.ca](mailto:geogadvising@uvic.ca)

### 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.

### 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 PREVENTION AND RESPONSE AT UVIC**

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 [uvic.ca/svp](http://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](mailto:svpcoordinator@uvic.ca)

Web: [uvic.ca/svp](http://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.

## STUDENT WELLNESS

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.* <https://www.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.* <https://www.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. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.* <https://www.uvic.ca/services/cal/>

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.* <https://www.uvic.ca/services/indigenous/students/programming/elders/index.php>



XAXE TTE SÉÁ, ŁTE TENEW. XAXE TTE SÉÁ, ŁTE SKÁL - Our land is sacred. Our language is sacred. Artwork by David Underwood (2018).

*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.*