



COURSE OUTLINE

Urban Development in the Global South



Photo: Car-free weekend in Avenida Paulista, São Paulo, Brazil



Photo: Flooding in historical Parati, Brazil

Email: gutber@uvic.ca

Lectures: CLE C110 -- Monday and Thurs 10:00 to 11:20

Office Hours: Monday and Thursday 11:30 to 12:30

Course Description

This course examines fundamental characteristics of urban organization and development. The geographic region focuses on cities 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 these cities. Some characteristics might be similar to what we experience also 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 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 12 and 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	8.09.	Course overview and introduction to urban development and the global South
2	12.09. 15.09.	Colonial and post-colonial urban development and urban growth Eco-social approaches: Urban metabolism and political ecology
3	19.09. ¹ 22.09. ²	Urban poverty: inequalities in distribution and access Gender issues and youth perspectives
4	26.09. 29.09. ³	Urban planning: infrastructure and service provision Informal sector contributions to urban development
5	03.10. 06.10.	Urban governance and public participation Grassroots social innovations transforming the city <i>Research project proposal due Oct. 6th</i>
6	10.10. 13.10. ⁴	<i>Thanksgiving Day - No Class</i> The right to the city: Housing
7	17.10 20.10.	Urban mobility and transportation challenges and solutions Urban forestry and green spaces
8	24.10. 27.10.	Urban agriculture and community gardens Food supply in the city and food security issues
9	31.10. ⁵ 03.11.	Public health: bottlenecks and strategies The public education system
10	07.11. 10.11.	<i>Exam November 7th</i> <i>Reading Break (Wednesday to Friday)</i>

¹ Last day for 100% reduction of tuition fees (20.09.)

² Last day for adding courses (23.09.)

³ Last day for paying first term fees without penalty (30.09.)

⁴ Last day for 50% reduction of tuition fees (11.10.)

⁵ Last day for withdrawing from first term courses without penalty of failure (31.10.)

11	14.11. 17.11.	Urban environmental quality Waste in the city: challenges and opportunities
12	21.11. 24.11.	Climate change and adaptation: challenges in global South cities Project presentations and discussions
13	28.11. 01.12.	Project presentations and discussions Project presentations and discussions
14	05.12.	<i>National Day of Remembrance and Action on Violence Against Women - No Class</i> <i>Research Report due December 12th</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 consult. 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.

COURSE REQUIREMENTS AND EVALUATION

1. Written Policy Brief (15%) related to a specific topic in urban development

Students will sign up for the preparation of a **policy brief** 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 the current challenge(s) or problem(s) related to the week's topic and introduce alternatives or solutions to address the key issues 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 clearly structured, with an introduction where you problematize the issue, a main discussion where you outline your proposed solution and a conclusion to highlight the key aspects and outlook. Include a brief abstract of 150 words max. While scholarly in content, this two-page document should serve as a communication tool to reach a non-academic readership (policy makers). The presentation and assignment may include visuals (graphics, tables, maps, photos). Include **5 academic sources** used in your research, to be cited in your text (APA referencing style). A template for content, structure and format will be provided. Maximum word count, without references is **1,000 words**.

II. Presentation of Policy Brief (5%)

The policy brief is due on the date of the presentation and should be uploaded to Brightspace before. Each presenter will have **3 to 5 minutes**, followed by discussions.

III. Discussion Facilitator (5%)

Always on Thursdays between week 3 and week 11, 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.

IV. 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 classes. Students will prepare a research report 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 in small groups of 2 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 is due in **Week 5 (October 6th)**, 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 2,500 words**) is due on midnight of **December 12th**. Upload to Brightspace.

V. Research Report Presentation (5%)

In weeks 12 and 13 students will present key findings from their research. All students will participate in discussion sessions connected to the course material.

VI. Midterm Exam (20%)

The exam covers course content until week 9.

VII. Active Engagement during Discussions in Weeks 12 and 13 (5%) and overall participation during the course (5%)

Active participation in the final discussion sessions planned for weeks 12 and 13 will be evaluated out of 10%. Overall participation throughout the course with direct interventions in class will be evaluated out of 5%.

GRADING SYSTEM

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: uvic.ca/socialsciences/geography/
- Undergraduate Advising: 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. If you have any questions or doubts, talk to me, your course instructor. For more information, see 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/). 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. 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: 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 TESEW. XAXE TTE SÉÁ, ŁTE SÁÁL - 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.