

**THE UNIVERSITY OF VICTORIA  
DEPARTMENT OF GEOGRAPHY**

Course Outline - Fall 2015 GEOG 332

**Urban Development in the Global South**



**INSTRUCTOR:** Dr. Jutta Gutberlet  
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**LECTURES:**

**When:** Wednesday and Thursday  
6:30 PM to 7:50 PM

**Where:** *Clearihue Building A303*

**Office Hours:** WTh 2:00 PM to 3:00 PM

**COURSE OBJECTIVES**

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 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. In the lectures we will discuss development paradigms and characteristics of everyday experiences. We will analyse the driving forces of urban growth and will investigate the consequences of this transformation in terms of economic and human development as well as social and ecological sustainability. The course follows a 'problem based' and 'solution oriented' approach, with the lectures introducing theoretical and problem-based, practical content. We begin with covering some 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 research findings, followed by class/group debates. Over the duration of the course individual or groups of students will prepare a research assignment on a specific topic. In weeks 11 and 12 the groups will present their findings.

The specific objectives are to:

- Introduce key aspects of urban development/urbanization/policy;
- 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.

Week	Dates	LECTURE TOPICS
1	09 Sept. 10 Sept.	Introduction to the course content and course requirements Theories of development: Myths and realities <i>Sign-up sheet for case study presentations available</i>
2	16 Sept. 17 Sept.	Critical urbanization theories Urban growth and urban bias The 'urban political ecology' framework
3	23 Sept. 24 Sept.	Urban development and urban poverty Gender and public space Urban migration
4	30 Sept. <b>01 Oct.</b>	Informal sector contributions to economic development Street vending, backyard industrial and home production <i>Inform instructor if research paper is done as group</i> Informal services (waste collection)
5	07 Oct. 08 Oct.	Urban governance and public participation Social movements Participatory budgeting
6	<b>14 Oct.</b> 15 Oct.	<i>Research paper proposal due</i> Housing and urban development Slum upgrading and the right to the City Gated communities and gentrification
7	21 Oct. 22 Oct.	Public infrastructure and services Solid waste Water management Energy
8	28 Oct. 29 Oct.	Public health care and education Urban food security Community gardens and urban agriculture
9	04 Nov. 05 Nov.	Urban transportation and infrastructure Innovation and challenges
<b>10</b>	<b>11/12 Nov.</b>	<i>Reading Break</i>
11	18 Nov. 19 Nov.	Air and water pollution Climate change affecting the cities in the global South
12	25 Nov. 26 Nov.	Group presentations and debates <i>Examination</i>
13	<b>02 Dec.</b> 03 Dec.	Group presentations and debates <i>Research Paper due</i> Group presentations and debates

## COURSE TEXT

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

This textbook is downloadable at UVic's library or can be bought as e-book. Additional readings will be provided during the course.

## READING LIST

Week	SPECIFIC READINGS
1	<p>Theories of development: Myths and realities</p> <p>Definition of the global South</p> <p>- 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>Urban growth and urban bias</p> <p>- 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>- 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> <p>- Fernandez, J.E. Urban metabolism of the global south. In: Course Text, p. 597-613</p>
3	<p>Urban development and urban poverty</p> <p>- Mitlin, D. (2003) Addressing urban poverty through strengthening assets. <i>Habitat International</i> 27: 393-406.</p> <p>- Mitlin, D. &amp; Patel, S. In: Course Text, p. 296-309</p> <p>Urban migration</p> <p>- Tacoli, C. &amp; Chant, S. In: Course Text, p. 586-597</p>
4	<p>The informal urban economy</p> <p>- Chen, M. &amp; Skinner, C. In: Course Text, p. 219-236.</p> <p>- Wilson, D. C., Velis, C. &amp; Cheeseman, C. (2006). Role of informal sector recycling in waste management in developing countries. <i>Habitat International</i> 30: 797-808</p>
5	<p>Urban governance and participation</p> <p>- Davila, J.D. In: Course Text, p. 474-487</p> <p>- Buckley, R. &amp; Kallergis, A. In: Course Text, p. 173-191</p> <p>Participatory budgeting</p> <p>- Marquetti, A., Schonerwald da Silva, C. E. &amp; 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>Informal housing</p> <p>- 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>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 style="text-align: center;">Urban waste</p> <p>- Gutberlet, J. (2012). Informal and cooperative recycling as a poverty eradication strategy, <i>Geography Compass</i>, 6 (1): 19-34.</p> <p>- Myers, G. The politics and technologies of urban waste. In: Course Text, p. 448-459</p>
8	<p style="text-align: center;">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 style="text-align: center;">Food security</p> <p>- Crush, J. In: Course Text, p. 543-556</p> <p style="text-align: center;">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>
9	<p style="text-align: center;">Transportation and infrastructure</p> <p>- Behrens, R. Urban mobilities: Innovation and diffusion in public transportation. In: Course Text, p. 459-474</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>
10	<p style="text-align: center;">Urban environmental issues: Air and water pollution</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 style="text-align: center;">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>

## COURSE REQUIREMENTS

### I. Case study presentation and essay (20%)

Each student will prepare a short essay (1500 words maximum) discussing a case study linked to the weekly course topic provided in the course outline. While being scholarly in content, the essays should be written in a style that will also reach a non-academic readership. Provide a list of three suggested academic readings at the end of your essay. **Please submit your essay before your presentation.** On the day the student will give a **5 minutes** presentation summarizing the highlights from the case study.

### II. Research paper and presentation (40% + 10%)

Students will prepare individually or in pairs a research paper focused on a specific challenge in urban development related to the global South (2500 words maximum/one student and 4000 words/group). 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. Those working with another student must inform the instructor via email by **Oct. 1<sup>st</sup>**.

The students are required to hand in a **research paper proposal** of 1-2 pages, outlining the proposed topic and research question, by **October 14<sup>th</sup>**. Why is the topic relevant and

how are you going to address it. This document will give you an early feedback before you start doing the work.

In week 7, half way through the research process, the students' progress will be accessed. The students will prepare a class presentation on key findings from the group project. **DEADLINE** to hand in the Research Paper: **December 2<sup>nd</sup> 2015**.

### **III. Class participation (10%)**

It is expected that students actively take part in the class discussions and debates. The students are expected to ask questions after the presentations. This mark can be used for last-minute quick tests in class.

### **IV. Final exam (20%)**

## **COURSE POLICIES AND STUDENT RESPONSIBILITIES**

### **Lectures and classroom policies**

- 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.
- Etiquette regarding the use of computers and other electronic devices: 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.

### **Written assignments**

- **Formatting:** Coursework must be word processed, double spaced, 12 point font size. Assignments should be proofread prior to submission to insure that they are free of grammatical and spelling errors and must include a list of all references cited in the text, using the APA citation style. All coursework should include the student's name and student number, the course's code and name, and that of the instructor, in order to avoid loss or improper identification. There is no need to use a cover page to do so.
- **Submission guidelines:** All assignments must be submitted electronically through on the date specified by the instructor.
- **Late submissions:** 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.

### MARK ALLOCATION

(i)	<i>Examination</i>	30%
(ii)	<i>Case study</i>	10%
(iii)	<i>Group research paper (Proposal 10% + Final paper 30%)</i>	40%
(iv)	<i>Final group presentation</i>	10%
(v)	<i>Participation</i>	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."*