

**THE UNIVERSITY OF VICTORIA  
DEPARTMENT OF GEOGRAPHY**

Course Outline - Fall 2016 GEOG 332

**Urban Development in the Global South**



**INSTRUCTOR:** Dr. Jutta Gutberlet  
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**LECTURES:** Monday & Thursday 1:00  
to 2:20 PM

**LOCATION:** Elliott Building 162

**Office Hours:** M & Th 2:30 to 3:30 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. The course follows a 'problem based' and 'solution oriented' approach, with the lectures introducing theoretical and problem-based, practical content. We begin with covering theoretical concepts on development and urbanization and then work on specific urban challenges in the region. Students will prepare a case study and give a short presentation on the research findings, followed by class and 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. **Students will have a unique opportunity to exchange ideas via online with scholars and students from universities in the global South.**

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 and improve debating and presentation skills.

Week	Dates	LECTURE TOPICS
1	08 Sept.	Introduction to the course content and course requirements Theories of development: Myths and realities
2	12 Sept. 15 Sept.	Urban development and urban growth Critical urbanization theories: the 'urban political ecology' framework
3	19 Sept. 22 Sept.	Urban inequality Urban space and gender
4	26 Sept. 29 Sept.	The informal city Informal sector contributions to economic development
5	03 Oct. 06 Oct.	Urban governance and public participation Participatory budgeting
6	<b>10 Oct.</b> 13 Oct.	<b><i>Thanksgiving no classes</i></b> Housing and the right to the City <b><i>Research paper proposal due</i></b>
7	17 Oct. 20 Oct.	Public infrastructure and service provision Co-production in public services
8	24 Oct. 27 Oct.	Health and education in the Southern city Urban food security
9	31 Oct. 03 Nov.	Transportation and mobility in the city Transportation innovations and challenges
10	7.Nov. <b>10 Nov.</b>	Digital divide and opportunities <b><i>Reading Break</i></b>
11	14 Nov. <b>17 Nov.</b>	Environmental challenges: air, water and soil contamination <b><i>Examination</i></b>
12	21 Nov. 24 Nov.	Student presentations Student presentations
13	<b>28 Nov.</b> 01 Dec.	Course debate <b><i>Research Paper due</i></b> Course debate and final evaluation

## COURSE TEXT

Parnell, S. & Oldfield, S. (Eds.) (2014) *The Routledge Handbook on Cities of the Global South*. Abingdon and New York: Routledge. The textbook is downloadable at UVic's library.

## READING LIST

Week	REQUIRED READINGS
1	Theories of development: Myths and realities - Hodder, R. (2000) <i>Development geography</i> . London: Routledge, Ch. 1: Approaches to development, pp. 5-13.
2	Urban development and urban growth: theoretical framework - Mabin, A. (2014) Grounding Southern city theory in time and space. In: <i>Course Text</i> , pp. 21-36. - 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.
3	Urban inequality, urban space and gender - Mitlin, D. (2003) Addressing urban poverty through strengthening assets. <i>Habitat International</i> 27: 393-406. - Tacoli, C. & Chant, S. In: <i>Course Text</i> , pp. 586-597 - Caldeira, T.P.R. In: <i>Course Text</i> , pp. 413-427
4	The informal city - Chen, M. & Skinner, C. In: <i>Course Text</i> , pp. 219-236. - 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.
5	Urban governance and public participation - Davila, J.D. In: <i>Course Text</i> , pp. 474-487 - Marquetti, A., Schonewald 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	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.
7	Public infrastructure and services - Parnell, S. In: <i>Course Text</i> , pp. 431-433. - Jaglin, S. In: <i>Course Text</i> , pp. 434-448. - Gutberlet, J. et al. (2016) Socio-environmental entrepreneurship and the provision of critical services in informal settlements. In: <i>Environment &amp; Urbanization</i> 28: 205-222.
8	Health and education in the Southern city - Herrick, C. In: <i>Course Text</i> , pp. 556-568. - Crush, J. In: <i>Course Text</i> , pp. 543-556. - Koont, S. 2008. A Cuban Success Story: Urban Agriculture. <i>Review of Radical Political Economics</i> 40(3): 285-291.
9	Transportation and infrastructure - Behrens, R. In: <i>Course Text</i> , pp. 459-474 - 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</i>

	<i>Singapore</i> , (pp. 95–112). Springer: Singapore.
10	Digital divide and opportunities - Benner, C. In: <i>Course Text</i> , pp. 236-251
11	Environmental challenges: air, water and soil contamination - Bell et al. (2006). The avoidable health effects of air pollution in three Latin American cities: Santiago, São Paulo, and Mexico City. <i>Environmental Research</i> . 100. 431-440. - Simon, D. & Leck, H. In: <i>Course Text</i> , pp. 613-628 - Bradley C. Parks & J. Timmons Roberts (2006): Globalization, Vulnerability to Climate Change, and Perceived Injustice, <i>Society &amp; Natural Resources</i> , 19:4, 337-355

## COURSE REQUIREMENTS

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

Each student will prepare a poster highlighting a case study linked to the weekly course topic provided in the course outline. While being scholarly in content, the poster should be prepared in a style that will also reach a non-academic readership. Provide a list of three suggested academic readings at the end of your poster. **Please bring your poster to the presentation.** The student will have **10-minutes** to introduce the highlights from the case study research presented as poster.

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

Students will prepare a research paper focused on a specific challenge in urban development related to the global South (2500 words maximum). The topics will be provided in class but can also be changed after discussion with me. The students will have the opportunity to discuss with scholars or practitioners from cities in the global South, to define a meaningful research topic. The paper should include a bibliography with at least six peer-reviewed academic journal references (APA referencing style).

The students hand in a **research paper proposal** of 2 pages, outlining the proposed topic and research question, relevance of the topic, 2 to 3 references by **October 13<sup>th</sup>**, answering the questions: why is the topic relevant and how are you going to address it. I will provide early feedback to help you develop your work.

In week 7, half way through the students' progress and the research process will be accessed. Finally, the students will prepare a class presentation on their key findings of their projects. **DEADLINE** to hand in the research paper is **November 28<sup>th</sup>**.

### 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 is made up of short tests in class.

#### IV. Class debate (10%)

#### V. Examination (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>	20%
(ii)	<i>Poster and presentation (10% + 10%)</i>	20%
(iii)	<i>Research paper</i>	30%
(iv)	<i>Final presentation</i>	10%
(v)	<i>Class debate</i>	10%
(vi)	<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.”*