Course Outline
INDEV 387: “Global Cities in Global Development”
School of Environment, Enterprise and Development
University of Waterloo
Fall 2019

Instructor

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University of Waterloo
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Office hours: Wednesdays 10:00am – 11:30am; 12:00pm – 1:30pm (or by appointment)
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Course Information

• Calendar description: “More than half of the world's population resides in urban areas, with the bulk of this growth taking place in the mega-cities of the global South. Many cities in the world are now truly 'global' in their reach and orientation: New York, Shanghai, Mexico City, Johannesburg. Thus, urbanization presents key developmental challenges that face the world's urban population, and highlights the search for sustainable solutions in select cities.”
• Pre-requisites: Level at least 3A
• Course location: STP 201
• Course timing: Thursdays, 2:30-5:20pm

Course Overview and Approach

In this course, we will explore the root causes of common urban development challenges and collaboratively build potential solutions to those challenges. Along the way, we will hone your skill sets in research, project management and critical thinking. The course lectures will maintain a balance of theory and case studies to stimulate critical discussion on these themes.

The course is structured in a lecture/seminar style with an emphasis on student participation, input, and the co-construction of knowledge. It is vital that you come to class not only having read the assigned readings but also having reflected on the significance of the readings and developed questions for discussion related to the readings.

You are expected to contribute to class discussions with constructive insights and questions. These inputs are also expected to be professional, respectful, and courteous to peers and the instructor. Racist, sexist, homophobic, and other intolerant language is unacceptable, but openness about these complicated issues is encouraged using thoughtful and respectful language. You can expect me to respond to you emails within 24 hours except on weekends and holidays. You can expect me to provide feedback on your assignments and to maintain a collaborative and constructive atmosphere in the classroom.
Course Learning Outcomes

• To explain a selection of urban development theories, concepts, frameworks and models
• To assess the root causes of a selection of urban development challenges
• To propose effective and realistic solutions to urban development challenges

Course Tools and Learning Materials

Readings will be made available through the course website.

Student Evaluation (further details available on LEARN, all work will be submitted via LEARN)

• Participation 10%
  o (Assessed in-class from September 12 to November 21)
• Case Study Outline 15%
  o (Due by 11:59 pm on Friday, September 27)
• Case Study 25%
  o (Due by 11:59 pm on Friday, October 11)
• Logical Framework 15%
  o (Due by 11:59 pm on Friday, November 8)
• Project Proposal with Logical Framework 35%
  o (Due by 11:59 pm on Friday, November 29)

Any deadline extensions for any assignments must be requested via an email to the course instructor at least 24 hours before the assignment deadline. Valid reasons for assignment extensions include religious observances, medical illness or injury (supported by a doctor’s note), catastrophic events, family funeral arrangements (supported by a copy of the death certificate or obituary), or conflicts with examinations/major assignments in other courses/co-ops scheduled for the same day as the assignment deadline (supported by a copy of the course syllabus from the conflicting course or letter from the co-op supervisor). Evaluation rubrics for all assignments are provided on the course website. The rubric for assessing in-class participation is also available on the course website. Participation is defined in this course as frequent and relevant contributions to in-class discussions, in the form of either questions or comments, that provide new critical insight or knowledge and foster an environment of inclusivity and respect in the classroom. Class attendance is required in this course. Except in the cases of religious observances, medical illness or injury (supported by a doctor’s note), catastrophic events, or family funeral arrangements (supported by a copy of the death certificate or obituary), those of you who miss a class without the permission of the instructor will be given a score of 0 as the participation mark for that class. In the case where permission from the instructor to miss a class is required, you should contact me by 5:00pm on the Wednesday before the specified class.

It is your responsibility to submit assignments by their established deadline. If you hand an assignment in late, without an approved extension, the total amount of marks that you can receive for the assignment will decrease by 10% per day (to a maximum of 5 days after the deadline). In other words:
Assignments Handed in Within | Maximum Possible Score
---|---
24 hours after the deadline | 90%
24-48 hours after the deadline | 80%
48-72 hours after the deadline | 70%
72-96 hours after the deadline | 60%
96-120 hours after the deadline | 50%
> 120 hours after the deadline | 0%

Course Schedule*

**Week 1 (September 5): Introduction to the Course and Approaches to Urban Development Studies**
- **Questions for Discussion in Class:** What is a city? How do we define “urban” environments and what are the tensions in this definition based on cultural, geographical, political, historical, and other differences? What are the current global development challenges related to urbanization?
- **Resources to review prior to the start of class:**
  - The Anthropocene and the Great Acceleration: [https://www.youtube.com/watch?v=VWsHLNJo6dI](https://www.youtube.com/watch?v=VWsHLNJo6dI)
  - Stewart Brand on Squatter Cities: [https://www.youtube.com/watch?v=OvHjQdc3oNo](https://www.youtube.com/watch?v=OvHjQdc3oNo)
  - Doug Saunders on the Arrival City: [https://www.youtube.com/watch?v=xqcHJLF6F8](https://www.youtube.com/watch?v=xqcHJLF6F8)
  - Robert Neuwirth on Shadow Cities: [https://www.ted.com/talks/robert_neuwirth_on_our_shadow_cities](https://www.ted.com/talks/robert_neuwirth_on_our_shadow_cities)
  - Edward Glaeser on the Triumph of the City: [https://www.youtube.com/watch?v=9cESaKSs6uw](https://www.youtube.com/watch?v=9cESaKSs6uw)
  - Saskia Sassen on Global Cities as Today’s Frontiers: [https://www.youtube.com/watch?v=1u-p31RkCXI](https://www.youtube.com/watch?v=1u-p31RkCXI)
- **Skills Workshop:** Systems Thinking and Causal Mapping

**Week 2 (September 12): Urbanization and Global Development**
- **Questions for Discussion in Class:** What are the social and economic drivers behind global urban development? What new opportunities and vulnerabilities might accompany the global urban transition? Why is the rate of urban growth quicker in the Global South when compared to the Global North?
- **Readings to be completed prior to the start of class:**
Skills Workshop: Critical Thinking and Research Methods

Week 3 (September 19): Understanding Urban Poverty and Inequality
- Questions for Discussion in Class: What are the drivers of urban poverty in the Global South? How is urban poverty measured and what are the pros/cons of these approaches? How does our measurement of poverty shape our view of the urban poor?
- Readings to be completed prior to the start of class:
- Skills Workshop: Writing a Case Study

Week 4 (September 26): Urban Planning and Governance
- Questions for Discussion in Class: Who are the stakeholders in urban governance? How do different state and non-state bodies, acting at various scales, shape urban poverty and development? Who defines the urban agenda? What are the political challenges in addressing urban poverty?
- Readings to be completed prior to the start of class:
- Skills Workshop: Force-Field Analysis

Week 5 (October 3): Theories and Models of Urban Sustainability
- Questions for Discussion in Class: How can sustainability principles be applied to urban development? Is sustainability an ethical principle, cultural norm, or empirical reality? What sustainability challenges are faced by cities of the Global South?
- Guest lecture: Jeff Wilson
- Readings to be completed prior to the start of class:
Week 6 (October 10): Housing and Settlements

- Questions: What are some specific challenges of providing adequate housing to urban residents? What are some of the specific causal factors of the formation of informal or squatter settlements? How do people living in these settlements find shelter and how do they advocate for change? What are some examples of progress in providing secure and adequate housing for poor urban residents (and what development actors were involved)?
- Readings to be completed prior to the start of class:

Week 7 (October 17): Reading Week (No Classes)

Week 8 (October 24): Water and Sanitation

- Questions: What are some specific challenges of providing adequate water and sanitation to urban residents? How do urban residents in under-serviced areas find water and how do they advocate for improved access? What are the gendered effects of the deprivation of water and sanitation? What are the public health implications of inadequate water and sanitation in cities? What are some examples of progress in providing a safe and reliable supply of water and/or sanitation facilities for poor urban residents (and what development actors were involved)?
- Readings to be completed prior to the start of class:
- Skills Workshop: Results-Based Management and Backcasting

Week 9 (October 31): Food and Health

- Questions: How do residents of cities access food? How do urban food systems function and whose needs do they serve? What are the emerging concerns about nutrition-related illnesses in cities and how are these linked to the food system and to urban lifestyles? What are the
public health implications of food insecurity in cities? What are some examples of progress toward food security in cities (and what development actors were involved)?


- **Readings to be completed prior to the start of class:**

- **Skills Workshop:** Logical Frameworks

**Week 10 (November 7): Employment and Livelihoods**

- **Questions:** How do residents of cities make a living? What are the changing dynamics of employment in different urban contexts? What are the public security implications of high unemployment in cities? What are some specific challenges of providing employment to urban residents? What are the gendered and generational differences in urban livelihood opportunities? What are the roles of organized labor, different levels of governments, different types (and scales) of business in providing employment in cities? What has been the impact of microfinance, skills training, and other development interventions in specific cities in the Global South?


- **Readings to be completed prior to the start of class:**

- **Skills Workshop:** Writing a Proposal

**Week 11 (November 14): Disasters and Environmental Change**

- **Questions:** Who is most vulnerable to the effects of environmental change in developing cities? What are the specific geographical, economic, political, social, and environmental reasons for this vulnerability? What are the roles of different levels of government, NGOs, residents, and global environmental organizations in reducing vulnerability to environmental change and natural disasters in cities?


- **Readings to be completed prior to the start of class:**
Week 12 (November 21): Inclusivity and Migration

- Questions: What specific challenges do migrants face when they move to a city? How do ethnic, religious, racial, sexual, political and other minority groups experience urban poverty differently than the majority groups? Does the urban environment, economy, or culture exacerbate these differences and inequalities? In what ways are gender equality and urbanization linked?


- Class discussion: Why is migration and social exclusion so tightly intertwined? How would you intervene to support the social inclusion of migrants?

- Readings to be completed prior to the start of class:

Week 13 (November 28): Voluntary peer-review session for draft proposals

*This schedule may change if unforeseen circumstances arise. Notice of changes will be announced through LEARN.

Academic integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check the Office of Academic Integrity for more information.]

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for his/her actions. [Check the Office of Academic Integrity for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to Policy 71, Student Discipline. For typical penalties, check Guidelines for the Assessment of Penalties.
**Appeals:** A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72, Student Appeals.

**Note for students with disabilities:** AccessAbility Services, located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

**Turnitin.com:** Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students’ submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin® in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.

**Mental health:** The University of Waterloo, the Faculty of Environment and our Departments consider students' well-being to be extremely important. We recognize that throughout the term students may face health challenges - physical and / or emotional. **Please note that help is available.** Mental health is a serious issue for everyone and can affect your ability to do your best work. Counselling Services http://www.uwaterloo.ca/counselling-services is an inclusive, non-judgmental, and confidential space for anyone to seek support. They offer confidential counseling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, relationship issues, and much more.

**Religious observances:** Student needs to inform the instructor at the beginning of term if special accommodation needs to be made for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

**Unclaimed assignments:** Unclaimed assignments will be retained until one month after term grades become official in quest. After that time, they will be destroyed in compliance with UW’s confidential shredding procedures.

**Communications with Instructor and Teaching Assistants:** All communication with students must be through either the student’s University of Waterloo email account or via Learn. If a student emails the instructor or TA from a personal account they will be requested to resend the email using their personal University of Waterloo email account.
**Intellectual Property:** Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo. Intellectual property includes items such as:
- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student’s educational experience. However, sharing this intellectual property without the intellectual property owner’s permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository). Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

**Recording Lectures:**
- Use of recording devices during lectures is only allowed with explicit permission of the instructor of the course.
- If allowed, video recordings may only include images of the instructor and not fellow classmates.
- Posting of videos or links to the video to any website, including but not limited to social media sites such as: facebook, twitter, etc., is strictly prohibited.

**Co-op Interviews and Class Attendance:** Co-op students are encouraged to try and choose interview time slots that result in the least amount of disruption to class schedules. When this is challenging, or not possible, a student may miss a portion of a class meeting for an interview. Instructors are asked for leniency in these situations; but, a co-op interview does not relieve the student of any requirements associated with that class meeting. When a co-op interview conflicts with an in-class evaluation mechanism (e.g., test, quiz, presentation, critique), class attendance takes precedence and the onus is on the student to reschedule the interview. CECA provides an interview conflict procedure to manage these situations. Students will be required to provide copies of their interview schedules (they may be printed from WaterlooWorks) should there be a need to verify class absence due to co-op interviews.

**Research Ethics:** The University of Waterloo requires all research conducted by its students, staff, and faculty which involves humans as participants to undergo prior ethics review and clearance through the Director, Office of Human Research and Animal Care (Office). The ethics
review and clearance processes are intended to ensure that projects comply with the Office’s Guidelines for Research with Human Participants (Guidelines) as well as those of provincial and federal agencies, and that the safety, rights and welfare of participants are adequately protected. The Guidelines inform researchers about ethical issues and procedures which are of concern when conducting research with humans (e.g. confidentiality, risks and benefits, informed consent process, etc.). If the development of your research proposal consists of research that involves humans as participants, then please contact the course instructor for guidance and see https://uwaterloo.ca/research/office-research-ethics

**LEARN:** Users can login to LEARN via: http://learn.uwaterloo.ca/. Use your WatIAM/Quest username and password.
Grades
The following Faculty of Environment guidelines are useful in interpreting your grade (see also [https://uwaterloo.ca/environment/undergraduate/student-support/exams-and-grades](https://uwaterloo.ca/environment/undergraduate/student-support/exams-and-grades)).

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<th>Grade Range</th>
<th>Description</th>
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<td>80 – 100</td>
<td>Student has demonstrated a full understanding of the subject matter, has capacity to analyze, and has demonstrated critical thinking, shows evidence of creative thinking, familiarity with literature and previous work in the area, highly developed communication and presentation skills. The work is of outstanding quality according to the criteria established for the evaluation.</td>
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<tr>
<td>70-79</td>
<td>Student has shown good comprehension of subject matter, evidence of critical and creative thought, familiarity with literature and previous work in the subject area, competence in communication and presentation skills, but none of the above to the degree found in the ‘A’ category. The work is of very good quality according to the evaluation criteria.</td>
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<tr>
<td>65-69</td>
<td>Student has demonstrated some understanding of subject matter and can assimilate and communicate basic aspects of the subject matter. The work is of satisfactory or adequate quality according to evaluation criteria.</td>
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<tr>
<td>50-64</td>
<td>Student has demonstrated minimal or weak understanding of the subject matter, poorly developed communication skills, inability to apply subject matter understanding in other contexts, and little evidence of critical or creative thinking. The work is of unsatisfactory but passable quality according to evaluation criteria.</td>
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<tr>
<td>0-49</td>
<td>Inadequate understanding of subject matter, failed to complete course requirements, no demonstration of critical thought, communication skills very poor. The work is clearly of unacceptable quality according to evaluation criteria.</td>
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