

School of Planning  
Faculty of Environment  
University of Waterloo

## PLAN/INDEV 262

### Introduction to Global Emerging Cities

## COURSE OUTLINE

Fall, 2019

**Instructor:**

Dr Brian Doucet  
EV3-3249, 519-888-4567 ext: 38594  
brian.doucet@uwaterloo.ca  
@bmdoucet

**Teaching Assistant:**

TBA



**Calendar Description**

This course focuses on the dynamics of growth and change in global emerging cities, with a focus on the urban transition underway in cities, with emphasis on Asia and Africa. Current urban challenges (e.g. social inequality, uneven development, climate change) are discussed, as well as opportunities for innovative planning and sustainable urban development.

**Prerequisite**

None

## Territorial acknowledgement

*The University of Waterloo (including the Waterloo, Kitchener, and Cambridge campuses) is situated on the Haldimand Tract, land that was promised to the Haudenosaunee of the Six Nations of the Grand River, and is within the traditional territory of the Neutral, Anishinaabeg, and Haudenosaunee peoples.*

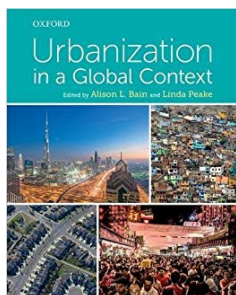
### Introduction

The ability to work effectively across borders is highly valued by today's employers. The first step in gaining this important, marketable, skill is to gain an understanding and appreciation of different places and people. This course will take you on a world tour (have your passport ready!), highlighting the opportunities and challenges cities, and the people within them, face as a result of dynamic processes of globalization. With this goal in mind, the course is divided into five parts: 1) urban development, 2) urban policy and planning, 3) urban forms, 4) urban lives, and 5) urban livability and infrastructure. Each week we will focus on a substantive topic within these five themes, as well as profile a global emerging city. By the end of the course, your virtual passport will be full, giving you the foundation for further study and travel in global emerging regions.

### Course Objectives (ILOs):

By the end of the semester, students should be able to:

1. Articulate the causes, as well as the opportunities and consequences, of urban development globally (part 1);
2. Explain the differing global contexts in which urban policy and planning are contextualized and the differing ways in which planning and policy have been employed (part 2);
3. Identify how the physical characteristics that make up a city (i.e. urban form and urban infrastructure) can produce patterns of inequality (part 3);
4. Recognize how marginalized groups engage with processes of social inclusion and exclusion (part 4); and,
5. Demonstrate the connection between urban infrastructure and urban livability (part 5).



### Course textbook:

Bain, A. and Peake, L. (eds.). 2017. Urbanization in a Global Context. Oxford University Press:

**Lecture Schedule:**

Lectures will take place on Thursday afternoons, from 2:30 – 5:30pm in RCH 207. Lectures will start on time and students are expected to be in class ready to start by 2:30. Attendance will be taken. There will be a short break roughly halfway through each class.

Part	Week	Date	Topic	Ch.
1	1	5 Sept	Introduction: urbanisation and urban geographies	1
			Shifting urban contours: growing and shrinking cities	2/3
	2	12 Sept	Globalising cities and suburbs	4
			Incremental and instant urbanisation	5
2	3	19 Sept	Urban policy and governance	6
			Land use and creativity in post-industrial cities	7
	4	26 Sept	Socialist and post-socialist cities	8
			Urban planning, indigenous peoples and settler states	9
3	5	3 Oct	Urban policy and planning for climate change	10
			Gentrification, gated communities and social mixing	11
	6	10 Oct	Unequal and volatile housing markets	12
			Urban public spaces, virtual spaces and protest	13
7	17 Oct	No class – fall break		
8	24 Oct	Urban geopolitics	14/15	
4	9	31 Oct	The urban poor	16
			Women in cities	17/18
	10	7 Nov	Disabling cities	19
			Cities, sexualities and the queering of urban space	20
5	11	14 Nov	Healthy cities	21/22
			Water	23
	12	21 Nov	Waste and Sanitation	24
			Transportation	25
13	28 Nov	Conclusion: global urban futures	26	
			Exam review/summary session	

**Course Evaluation**

Method of Evaluation	Due Date/time	Weighting	Connection to ILOs
<i>Assignment 1:</i> Emerging cities personal oral and written reflection	Thursday 26 September, 11:59pm	10%	1
<i>Assignment 2:</i> Emerging city profile	Thursday 10 October, 11:59pm	20%	1,2
<i>Assignment 3:</i> Urban infrastructure and liveability	Thursday 21 November, 11:59pm	30%	3,4,5
Lecture participation and attendance	All semester	10%	1,2,3,4,5
Final exam	TBD	30%	1,2,3,4,5

**Office Hours:**

Dr. Doucet is available for office hours in EV3 3249 on Thursday afternoons between 12:30pm and 2:00pm. Students are also able to request a meeting outside of this time, by sending an email to [Brian.doucet@uwaterloo.ca](mailto:Brian.doucet@uwaterloo.ca) He can also be reached by phone at 519-888-4567 ext 38594

### **Learning Modes:**

*Urbanisation in a global context* (Bain and Peake EDs.) is a very well-respected reference text, which was put together by Canadian scholars to provide a broad and critical account of the key challenges and opportunities of contemporary urbanisation throughout the world. Each chapter contains a contribution by a different author, or group of authors that focus on a particular theme relevant for this course. These themes are also supported with empirical examples and case studies. The text provides the solid foundation in key concepts, processes, relations and theories that are fundamental to the five learning objectives of this course. The book is also very good at situating each theme or issue within wider theoretical and conceptual perspectives and challenges students to think critically about the positionality and perspectives of each contribution. Normally, text examples are not repeated in class and required sections of the book may be directly referenced in examinations even if not discussed in class meetings.

The lectures provide more detail and examples than are given in the textbook. They are not a summary of each chapter, but rather build on the foundations from the book in order to link different topics together, provide examples and delve further into the most important aspects of each theme. Students are expected to attend each lecture and attendance will be taken.

In each lecture, students are expected to have read the required readings before class. There will be opportunities for class discussion, or for small group discussions. Some of these may then result in aspects that contribute to the class participation and attendance grade; some of these may result in short reflections uploaded to LEARN.

### **Assignment 1: Personal reflection**

The aim of this assignment is to showcase the breadth and depth of knowledge students bring to the classroom and to explore the causes, as well as the opportunities and consequences, of urban development globally (ILO 1). Students will explore three questions:

1. When did you first become interested in urban studies/international development/urban planning?
2. Where in the world have you/do you wish to study/work/live, and why?
3. What draws you to study emerging cities and what do you hope to 'take away' from INDEV/PLAN 262?

Written reflections should be 500 words. Photos are welcome, but not required.

### **Assignment 2: Emerging City Profile**



The aim of this assignment is to 1) explore the causes, as well as the opportunities and consequences, of urban development globally (part 1; ILO 2); and, discuss the ways in which urban planning and policy are employed within a particular city/country (part 2; ILO 2) for one emerging city in a low or middle-income country. This assignment will give you a 'view from afar', enabling you to understand how global and national processes of change impact a particular city/country. Students may select any city they wish, but selection should be done by week two of the course and posted in the discussion section of LEARN. Peer-reviewed material must be used to support this discussion paper. Papers should be 1,500 words (excluding reference list).

### Assignment 3: Urban Infrastructure and Livability

The aim of this assignment is to demonstrate the interconnections between urban form, urban infrastructure, and urban livability (part 3 and 5; ILOs 3 & 5). Moreover, students must consider how, through a case study on a particularly community/group/location within their chosen city, marginalized groups engage with processes of social inclusion and exclusion (part 4; ILO 4). This assignment will give you a 'view from within', facilitating your understanding of how globalization processes manifest on the ground for particular people and places. Students are highly encouraged to use the same case study city from Assignment 2, as this will enable them to see how the various parts of the course play out in one locale through an exploration of various spatial scales. Peer-reviewed material must be used to support this discussion paper. Papers should be between 1,500 – 2,000 words (excluding reference list).



### Lecture participation

We can only truly understand a place and its people if we show up with an open mind, open ears, and sense of curiosity. The same is true for university lectures. To really engage in the class material, you need to be in class, you need to listen and speak, and you need to be receptive to new information. Lecture participation will be assessed throughout the term by way of a combination of self-reflection exercises, respectful peer-evaluation of presentations, and your willingness to engage with the literature and ask questions (either in class, in the online FAQ section on LEARN, and/or in my office hours).

### Students' professional responsibilities in INDEV/PLAN 262:

- 1) Attend lectures each week of the semester;
- 2) Arrive on time and be respectful of fellow classmates, teaching assistant(s), and professor;
- 3) Use computers and/or other devices for academic purposes only during lectures;
- 4) Participate in the course by actively, and respectfully, listening and speaking; and,
- 5) Read relevant textbook chapters before lectures.

Students who consistently fail to adhere to the above-mentioned responsibilities will lose their participation grade and be referred to the Associate Dean Undergraduate for disciplinary action.

**Note:** To obtain a passing grade in the course, students are expected to achieve a pass in each graded course component. When determining a student's final grade in the course, the professor will examine the record of each individual student's achievement; the final grade may be adjusted to take into account the component passing requirement, extenuating and compassionate circumstances and the student's general pattern of achievement in the course.

## About the Instructor

Brian Doucet, PhD is the Canada Research Chair in Urban Change and Social Inclusion at the School of Planning. His work focuses on critically examining gentrification, neighbourhood change, urban restructuring and mobility. Originally from Toronto, he lived in the Netherlands from 2004 – 2017 where he received his MSc and PhD from Utrecht University. He has previously taught urban geography at Utrecht University and urban studies at Erasmus University College, in Rotterdam. His current research examines the relationship between transportation/mobility and neighbourhood change/gentrification. His research focuses both on the



political economy of urban change and lived experiences of the city, from a variety of different perspectives. He has written, and conducted research on Amsterdam, Rotterdam, Dublin, Glasgow, Edinburgh, Toronto and Detroit; first book *Why Detroit Matters* explored the inequities of Detroit's contemporary renaissance. He is currently finishing his second book, with the University of Toronto Press, which will visually examine long-term changes in Toronto. (Photo: Brian Douglas)

## Other useful bits of information, specific to this course (please read carefully)

### Frequently Asked Questions (FAQs)

Questions about the course and/or assignments should be posted to LEARN in the frequently asked questions (FAQs) forum. The professor, teaching assistants, and/or fellow classmates can view and answer your posting(s).

### Email Policy

Emails from students in this course to instructors/professors will be read between 8:30-4:30 Monday to Friday. Expect a response within two working days. Emails sent evenings and on weekends will be read during the next working day, or as quickly as possible thereafter (in other words, don't expect email replies to urgent questions during the evening and weekend!). Emails will also not be answered during the fall break week (12 – 20 October).

Questions about the course and/or assignments should be posted to the LEARN FAQ forum; questions about grades should be discussed with your teaching assistant and/or professor in person. If emailing the professor and/or teaching assistants, please use "INDEV/PLAN 262" in the subject line, and write in a formal business style.

### Writing Requirements, Grade Penalties and Special Considerations

Students are expected to present well organized, and properly written work. If your assignment is deemed unreadable, you will be required to revise and resubmit within 48 hours. Assignments are due on the date and time set by the professor. Teaching assistants are not allowed to change the due dates. The first day an assignment is late brings about a 10% penalty. An additional 10% penalty is assessed for each additional late day, including weekends. If a student's assignment is more than 7 days late it will not be accepted and a grade of zero will be recorded for that assignment. Requests

for exemptions or compassionate considerations should be discussed with the professor in advance, or as soon as possible.

### **Consequences of Academic Offences**

A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. 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 professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offences and types of penalties, students should refer to Policy 71 - Student Discipline, <http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>

Within ENV, those committing academic offences (e.g. cheating, plagiarism) will be placed on disciplinary probation and will be subject to penalties which may include a grade of 0 on affected course elements, 0 on the course, suspension and/or expulsion.

### **Final Exam**

There is a compulsory final examination in this course. It will be a closed book exam and consist of a series of questions that can cover all aspects of the required readings and lectures. Students are required to be present to write the examination. The date time and location of the examination is not known at the time this course outline is printed. The examination is scheduled by the registrar and is within the University’s normal examination period. Students should not make travel arrangements until they have consulted the examination time table. The University examination schedule is published by the Registrar during the Fall term.

### **General information for all ENV courses (please read carefully)**

#### **◆ 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).

◆ **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. The University's guiding principles on academic integrity can be found here: <http://uwaterloo.ca/academicintegrity>. ENV students are strongly encouraged to review the material provided by the university's Academic Integrity office specifically for students: <http://uwaterloo.ca/academicintegrity/Students/index.html>

Students are also expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for their actions. Students who are unsure whether an action constitutes an offense, or who need help in learning how to avoid offenses (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. Students may also complete the following tutorial: <https://uwaterloo.ca/library/get-assignment-and-research-help/academic-integrity/academic-integrity-tutorial>

When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline: <https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-71>. Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance: <https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70>

◆ **Note for students with disabilities:** [AccessAbility Services](#), located in Needles Hall, Room 1401, 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.

◆ **Mental Health:** The University of Waterloo, the Faculty of Environment and our Departments/Schools 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 counselling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, relationship issues, and much more.

◆ **Religious Observances:** Students need 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.

◆ **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. See Policy 70 - Student Petitions and Grievances, Section 4, [www.adm.uwaterloo.ca/infosec/Policies/policy70.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm). When in doubt please contact your Undergraduate Advisor for details.

◆ **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)  
[www.adm.uwaterloo.ca/infosec/Policies/policy72.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm)

◆ **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.

◆ **Turnitin:** 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, and are subject to the USA PATRIOT ACT, 2001; 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.

◆ **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.