Course Outline
INDEV 387: "Global Cities in Global Development"
School of Environment, Enterprise and Development
University of Waterloo
Fall 2021

Instructor

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Office hours: Thursdays, 9-10am and 3-4pm EDT/EST (Held on LEARN)

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, 11:30am-12:20pm EDT/EST

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 will be delivered synchronously with weekly in-person seminars to discuss course content that will be made available online in the form of lecture videos, guest lectures, scholarly readings and skills workshops. It is vital that you come to these seminars having reviewed the online course content, having reflected on the significance of the course content, and having developed questions for discussion during the seminar.

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 48 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 class.

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%**
    - Assessed via weekly discussion boards/office hours/seminars from Sept 11 to Dec 3; except reading week (your lowest weekly participation mark will be dropped)
    - Weekly Participation contributions are due Fridays by 11:59pm EDT/EST
- Case Study Outline **15%**
    - (Due by Friday, September 24 at 11:59pm EDT)
- Case Study **25%**
    - (Due by Friday, October 8 at 11:59pm EDT)
- Logical Framework **15%**
    - (Due by Friday, November 5 at 11:59pm EST)
- Project Proposal with Logical Framework **35%**
    - (Due by Friday, December 3 at 11:59pm EST)

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 appropriate documentation), catastrophic events, family funeral arrangements (supported by appropriate documentation), or conflicts with examinations/major assignments in other courses/co-ops scheduled for the same day as the assignment deadline (supported by appropriate documentation). Evaluation rubrics for all assignments are provided on the course website. The rubric for assessing participation is also available on the course website. Participation is defined in this course as frequent and relevant contributions to online 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. 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%

Note: Participation contributions are due by 11:59pm EDT/EST for each Friday. Late participation contributions will not be accepted.

Course Schedule*

Week 1 (Sept 8-10): Introduction to the Course and Approaches to Urban Development Studies
- Questions for Reflection: What is a city? How do we define "urban" boundaries based on cultural, geographical, and political characteristics? What are the current global development challenges related to urbanization?
- Documentary:
    - Hustwit, G., Siegel, S., Culyba, M., Geissbuhler, L., Swiss Dots (Firm), Plexifilm (Firm), & New Video Group. (2011). *Urbanized: A documentary film* [Film]. Plexifilm.
- Readings:
    - Course Outline
- Skills Workshop: Systems Thinking and Causal Mapping

Week 2 (Sept 11-17): Urbanization and Global Development
- Questions for Reflection: 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?
- Guest Lectures:
    - Khanna, P. (2016, February). *How megacities are changing the map of the world* [Video]. TED Conferences.
    - Buckley, R. (2015, December). *Urbanization and demographics: The coordination problem* [Video]. UNHABITAT.
- Resources:
    - Our World In Data: Urbanization (https://ourworldindata.org/urbanization)
- Readings:
    - Miraftab, F. (2012). Colonial present: legacies of the past in contemporary urban practices in Cape Town, South Africa. *Journal of Planning History, 11*(4), 283-307.
    - Latendresse, A., & Bornstein, L. (2013). Urban development: Cities and slums in the Global South. In P. Haslam, J. Schafer, & P. Beaudet (Eds.), *Introduction to international development: Approaches, actors, and issues* (2nd ed.) (pp. 355-372). Oxford University Press.
- Skills Workshop: Critical Thinking and Research Methods

Week 3 (Sept 18-24): Understanding Urban Poverty and Inequality
- Questions for Reflection: 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?
- Guest Lectures:
    - Pieterse, E. (2014, March). *How can we transcend slum urbanism in Africa* [Video]. UNHABITAT.
    - Johari, S. (2019, December). *What if the poor were part of city planning* [Video]. TED Conferences.

- Readings:
  - Satterwaithe, D. (2014). Urban poverty in low- and middle-income countries. In S. Parnell & S. Oldfield (Eds.), *The Routledge handbook on cities of the Global South* (pp. 569-585). Routledge.
  - Jabeen, H., & Guy, S. (2015). Fluid engagements: Responding to the co-evolution of poverty and climate change in Dhaka, Bangladesh. *Habitat International, 47*, 307-314.
  - Satterwaithe, D., & Mitlin, D. (2013). Critical issues in urban inequality. In *Urban Poverty in the Global South: Scale and Nature* (pp. 214-277). Routledge.
- Skills Workshop: Writing a Case Study

Week 4 (Sept 25-Oct 1): Urban Planning and Governance
- Questions for Reflection: 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?
- Guest Lectures:
  - Acuto. M. (2017, June). *Networking City Leadership* [Video]. UNHABITAT.
  - Barber, B. (2013, June). *Why mayors should rule the world* [Video]. TED Conferences.
- Readings:
  - Meijer, A., & Bolívar, M. P. R. (2016). Governing the smart city: a review of the literature on smart urban governance. *International Review of Administrative sciences, 82*(2), 392-408.
  - Satterwaithe, D., & Mitlin, D. (2014). The work of local, national, and international agencies. In *Reducing urban poverty in the Global South* (pp. 73-130). Routledge.
- Skills Workshop: Force-Field Analysis

Week 5 (Oct 2-8): Theories and Models of Urban Sustainability
- Questions for Reflection: 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 Lectures:
  - Calthorpe, P. (2017, April). *7 principles for building better cities* [Video]. TED Conferences.
  - Benimana, C. (2017, August). *The next generation of African architects and designers* [Video]. TED Conferences.
  - Grossinger, R., & Spotswood, E. (2020, July). *Making Nature's City* [Video]. UNHABITAT.
- Readings:
  - Gibson, B., Hassan, S., & Tansey, J. (2005). Sustainability: The essentials of the concept. In *Sustainability assessment: Criteria and processes* (pp. 38-65). Earthscan.

- - Childers, D. L., Pickett, S. T., Grove, J. M., Ogden, L., & Whitmer, A. (2014). Advancing urban sustainability theory and action: Challenges and opportunities. *Landscape and urban planning, 125*, 320-328.
- Skills Workshop: SWOT analysis

Reading Week (Oct 9-15): No Classes, enjoy the break :)

Week 6 (Oct 16-22): Housing and Settlements
- Questions for Reflection: What are some of the specific causal factors driving 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)? How are housing and settlement issues related to social inclusion in cities?
- Guest Lectures:
  - Mitlin, D. (2017, May). *Co-producing sustainable cities* [Video]. UNHABITAT.
  - Neuwirth (2005, July). *The Shadow cities of the future* [Video]. TED Conferences.
- Readings:
  - Datta, A. (2012). Construction of squatter settlements. In The illegal city: Space, law and gender in a Delhi squatter settlement (pp. 49-66). Ashgate.
  - Huchzermeyer, M. (2014). Troubling continuities: Use and utility of the term 'slum'. In S. Parnell & S. Oldfield (Eds.) *The Routledge handbook on cities of the Global South* (pp. 86-96). Routledge.
- Skills Workshop: Results-Based Management and Backcasting

Week 7 (Oct 23-29): Water and Sanitation
- Questions for Reflection: Why is the management of water and sanitation so important to urban wellbeing? 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?
- Guest Lectures:
  - Huysman, M. (2014, November). *Pro-poor solid waste management* [Video]. UNHABITAT.
  - Sedlak, D. (2015, September). *4 ways we can avoid a catastrophic drought* [Video]. TED Conferences.
  - Jefferies, C. (2016, January). *Urban drainage and green infrastructure* [Video]. UNHABITAT.
- Readings:
  - Nallari, A. (2015). 'All we want are toilets inside our homes!': The critical role of sanitation in the lives of urban poor adolescent girls in Begaluru, India. *Environment & Urbanization, 27*(1), 73-88.
  - Hulland, K. R., Chase, R. P., Caruso, B. A., Swain, R., Biswal, B., Sahoo, K. C., ... & Dreibelbis, R. (2015). Sanitation, stress, and life stage: a systematic data collection study among women in Odisha, India. *PloS one*, *10*(11), e0141883.
- Skills Workshop: Logical Frameworks

Week 8 (Oct 30-Nov 5): Food and Health
- Questions for Reflection: 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)?
- Guest Lectures:
  - Steel, C. (2009, July). *How food shapes our cities* [Video]. TED Conferences.
  - Cornett, M. (2013, April). *How an obese town lost a million pounds* [Video]. TED Conferences.
- Readings:
  - Rocha, C., & Lessa, I. (2009). Urban governance for food security: The alternative food system in Belo Horizonte, Brazil. *International Planning Studies, 14*(4), 389-400.
  - Crush, J. S., & Frayne, G. B. (2011). Urban food insecurity and the new international food security agenda. *Development Southern Africa, 28*(4), 527-544.
- Skills Workshop: Writing a Proposal

Week 9 (Nov 6-12): Employment and Livelihoods
- Questions for Reflection: Does urbanization drive economic development or is urbanization a natural outcome of market processes? Do you think the economic gains from urbanization are sustainable? What are the unique vulnerabilities carried by, and hazards faced by, workers in the urban informal economy? Do you think the urban informal economy is better characterised as a ladder out of poverty or a poverty trap? What are the gendered 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?
- Guest Lectures:
  - Cohen, M. (2016, December). *Urban economy in the new millennium* [Video]. UNHABITAT.
  - Brown, A. (2018, October). *The urban informal economy* [Video]. UNHABITAT.
  - Osseo-Asare, D.K. (2017, August). *What a scrapyard in Ghana can teach us about innovation* [Video]. TED Conferences.
- Readings:
  - Gough, K., Chigunta, F., & Langevang, T. (2016). Expanding the scales and domains of (in)security: Youth employment in urban Zambia. *Environment and Planning, 48*(2): 348-366.
  - Turok, I., & McGranahan, G. (2013). Urbanization and economic growth: the arguments and evidence for Africa and Asia. *Environment and Urbanization, 25*(2), 465-482.

Week 10 (Nov 13-19): Disasters and Environmental Change
- Questions for Reflection: 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?

- Guest Lectures:
    o Voraakhom, K. (2018, November). *How to transform sinking cities into landscapes that fight floods* [Video]. TED Conferences.
    o Sanderson, D. (2020, June). *Ten takeaways for better humanitarian response* [Video]. UNHABITAT.
- Readings:
    o Button, C., Mias-Mamonong, M.A.A., Barth, B., & Rigg, J. (2013). Vulnerability and resilience to climate change in Sorsogon City, the Philippines: Learning from an ordinary city? *Local Environment, 18*(6): 705-722.
    o Baker, J.L. (2012). Building resilience for the urban poor. In J.L. Baker, *Climate change, disaster risk, and the urban poor: Cities building resilience for a changing world* (pp. 63-97). World Bank.

Week 11 (Nov 20-26): Inclusivity and Migration
- Questions for Reflection: 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?
- Guest Lectures:
    o Adegbeye, O. (2017, August). *Who belongs in a city* [Video]. TED Conferences.
    o Perlman, J. (2014, April). *Urban informality – Marginal or mainstream* [Video]. UNHABITAT
- Readings:
    o Anh, N.T., Rigg, J., Huong, L.T.T., & Dieu, D.T. (2012). Becoming and being urban in Hanoi: Rural-urban migration and relations in Viet Nam. *The Journal of Peasant Studies, 39*(5), 1103-1131.
    o Dempsey, N., Bramley, G., Power, S., & Brown, C. (2011). The social dimension of sustainable development: Defining urban social sustainability. Sustainable development, 19(5), 289-300.

Week 12 (Nov 27-Dec 3): Future of Urban Sustainability
- Questions for Discussion in Class: How do you think cities will evolve to face the challenges of climate change? How do you think the next phase of the demographic, nutrition, and epidemiologic transition will affect cities? How do you think Covid-19 might shape the development of future cities? Will cities ever stop being the most common settlement pattern for humans?
- Guest Lectures:
    o Muggah, R. (2017, September). *The biggest risks facing cities – and some solutions* [Video]. TED Conferences.
    o Chakrabarti, V. (2020, May). *3 ways we can redesign cities for equity and inclusion* [Video]. TED Conferences.

- o Werthmann, C. (2014, April). *Metropolis non-formal, 10 things designers need to work on* [Video]. UNHABITAT.
- Readings:
  - o Kanuri, C., Revi, A., Espey, J., & Kuhle, H. (2016). Getting started with the SDGs in Cities: A guide for stakeholders. New York and Paris: Sustainable Development Solutions Network.

*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 their 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 their 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 they have a ground for an appeal should refer to Policy 72, Student Appeals.

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.

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 alternate assignment.

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 https://uwaterloo.ca/campus-wellness/ 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.

All students are encouraged to download the WatSAFE app which is available free through the google and iOS app stores. The WatSAFE app provides on- and off-campus contacts for students in distress, including international students, and other information related to campus safety and security.

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.

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. CEE 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, the 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).

80 – 100	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.
70-79	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.
65-69	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.
50-64	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.
0-49	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.