

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

<i>Assignments Handed in Within:</i>	<i>Maximum Possible Score</i>
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=VWsHLNlobdI>
 - Stewart Brand on Squatter Cities: <https://www.youtube.com/watch?v=OvHjQdc3oNo>
 - Doug Saunders on the Arrival City: <https://www.youtube.com/watch?v=xqcHJLHF6F8>
 - Robert Neuwirth on 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>
 - Saskia Sassen on Global Cities as Today’s Frontiers: <https://www.youtube.com/watch?v=Iu-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?
- Documentary: Systems Innovation. (2019). *Global Cities: The Rise of Urban Networks* [Documentary]. Systems Solutions. <https://systemsinnovation.io/global-cities-documentary/>
- Readings to be completed prior to the start of class:
 - Pacione, M. (2009). The global context of urbanization and urban change. In M. Pacione, *Urban geography: A global perspective* (3rd ed.) (pp. 68-93). New York: Routledge.
 - Pacione, M. (2009). Third world urbanization within a global urban system. In M. Pacione, *Urban geography: A global perspective* (3rd ed.) (pp. 449-465). New York: Routledge.

- 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?
- Documentary: APHRC. (2013). *A Story of the Urban Poor* [Documentary]. Kenya: APHRC.; PBS. (2010). *Megacities Reflect Growing Urbanization Trend* [Documentary]. United States: PBS.
- Readings to be completed prior to the start of class:
 - 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). London: Routledge.
 - Satterwaithe, D., & Mitlin, D. (2014). A future that low-income urban dwellers want – and can help secure. In *Reducing urban poverty in the Global South* (pp. 239-267). New York: Routledge.
- 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?
- Documentary: Dalsgaard, A (Director). (2009). *Cities on speed: Bogota Change* [Documentary]. Denmark: Upfront Films; Hustwit, G. (Director and Producer). (2011). *Urbanized* [Documentary]. United States: Gary Hustwit.
- Readings to be completed prior to the start of class:
 - Pacione, M. (2009). Urban planning and policy. In M. Pacione, *Urban geography: A global perspective* (3rd ed.) (pp. 164-165). New York: Routledge.
 - Satterwaithe, D., & Mitlin, D. (2014). The work of local, national, and international agencies. In *Reducing urban poverty in the Global South* (pp. 73-130). New York: Routledge.
- 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?
- Documentary: World Wildlife Foundation. (2016). *The Urban Green* [Documentary]. Switzerland: World Wildlife Foundation.
- Guest lecture: Jeff Wilson
- Readings to be completed prior to the start of class:
 - Parnell, S. (2016). Defining a global urban development agenda. *World Development*, 78, 529-540.

- Pacione, M. (2009). The future of the city – Cities of the future. In M. Pacione, *Urban geography: A global perspective* (3rd ed.) (pp. 605-626). New York: Routledge.
- Skills Workshop: SWOT analysis

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)?
- Documentary: Kell, D. & Nizza, C. (Directors) (2011). *Dear Mandela* [Documentary]. Canada: Sleeping Giant Productions.; Eastman, A. (Director and Producer) (2012). *Bay of All Saints* [Documentary]. United States: Annie Eastman.
- Readings to be completed prior to the start of class:
 - Pacione, M. (2009). Housing the Third World urban poor. In M. Pacione, *Urban geography: A global perspective* (3rd ed.) (pp. 515-543). New York: Routledge.
 - 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). London: Routledge.

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)?
- Documentary: Shultz, D. (Director). (2017). *Parched – Global Water Wars* [Documentary Series]. United States: Jigsaw Productions.
- Readings to be completed prior to the start of class:
 - 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.
 - Hullan, 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: 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)?

- Documentary: Anderson, C. (Curator). (2009). *Ted Talk: Hungry Cities* [Documentary]. United States: Ted Talks.
- Readings to be completed prior to the start of class:
 - 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.
 - Pacione, M. (2009). Health in the Third World city. In M. Pacione, *Urban geography: A global perspective* (3rd ed.) (pp. 559-573). New York: Routledge.
- 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?
- Documentary: Schuller, M. & Bergan, R. (Directors). (2009). *Poto Mitan: Haitian Women Pillars of the Global Ecology* [Documentary]. United States: Kanopy.
- Readings to be completed prior to the start of class:
 - 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.
 - Pacione, M. (2009). Urban economy and employment in the Third World. In M. Pacione, *Urban geography: A global perspective* (3rd ed.) (pp. 499-514). New York: Routledge.
- 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?
- Documentary: Stevens, F. (Director). (2016). *Before the Flood* [Documentary]. United States: Appian Way Productions.
- Readings to be completed prior to the start of class:
 - 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.

- 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). Washington, D.C.: World Bank.

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?
- Documentary: Fan, L. (Director) (2009). *Last Train Home* [Documentary]. Canada: Eye Steel Film.
- 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:
 - 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.
 - Pacione, M. (2009). *Rural-urban migration in the Third World*. In M. Pacione, *Urban geography: A global perspective* (3rd ed.) (pp. 484-498). New York: Routledge.

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>).

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.