School of Planning
Faculty of Environment
University of Waterloo

PLAN/INDEV 262

Introduction to Global Emerging Cities

COURSE OUTLINE

Fall, 2021

Instructor:
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Teaching Assistant:
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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[1,2]

Cities around the world are very different, yet they share many similar challenges and opportunities. How to house people affordably? How to move them around vast areas of urban space? How to ensure everyone has safe access to sanitation, water and sewage? These are some of the many issues facing big and small cities in all parts of the world. This course introduces students to cities outside Canada in both the global North and the global South, outlining key concepts, issues and challenges that are at the heart of 21st century urbanisation.

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. In each part of the course, we will also discuss the new and augmented challenges brought about by the COVID-19 pandemic. Each week we will focus on a substantive topic within these five themes, as well as profile a city. By the end of the course, you will have 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).
6. Understand the role that the COVID-19 pandemic is playing in impacting economic, social, racial and spatial inequalities within cities (throughout the course).

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[1] Citation and use.   This course syllabus is the property of the School of Planning at the University of Waterloo with some rights reserved 2019. Authored by " **Doucet**", any appropriate use of this outline or parts thereof must acknowledge the author through proper citation. Note that if an error is detected in this syllabus, students will be informed in class an on LEARN and this correction will then apply. All photographs and visual imagery used in this Course are ©Brian Doucet, all rights reserved, unless otherwise noted. Students are permitted to use from lectures and presentations only for activities within this course. Proper credit must be given when referencing all visual material.
[2] This course manual uses the Gill Sans font. Developed in the mid-1920s, it has its origins in designs for the London Underground. It quickly became popular and was the standard font for the London and Northeastern Railway and subsequently British Rail.

Course textbooks:
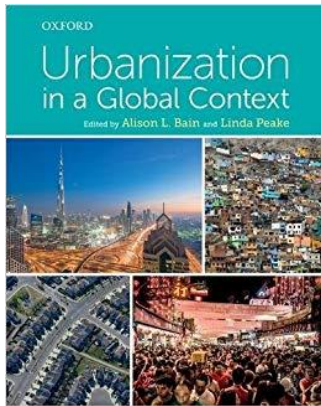
Bain, A. and Peake. L. (eds.). 2017. Urbanization in a Global Context. Oxford University Press:
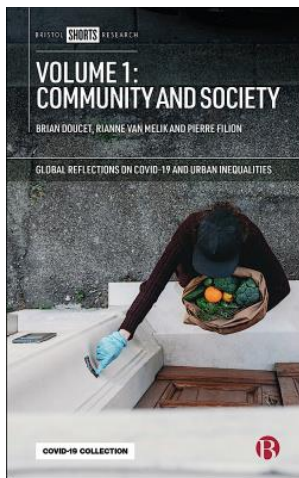
Doucet, B, Van Melik, R and Filion, P (EDs) (2021) *Global Reflections on COVID-19 and Urban Inequalities: Volume 1 Community and Society.* Bristol: Bristol University Press

Hard copy or e-book are suitable options.

Schedule

Lectures will be virtual, a-synchronous and will be posted on Thursdays. Seminars take place virtually and at specified timeslots. Seminars will last between 60-90 minutes. Each seminar will be based around the lecture from the previous week, giving students sufficient time to complete readings and view the lecture prior to the seminar.
There are four seminar groups:

11581 TUT 101 ONLN ONLINE 1   Mondays 9:00 – 10:20
11582 TUT 102 ONLN ONLINE 1   Mondays, 10:30 – 11:50
11583 TUT 103 ONLN ONLINE 1   Wednesdays 2:30 – 3:50
11584 TUT 104 ONLN ONLINE 1   Wednesdays 4:30 – 5:50

Brian Doucet virtual office hours*: Wednesdays 9:00 – 11:00 (please email brian.doucet@uwaterloo.ca to make an appointment*

Weekly Schedule

Part	Topic	Readings (Chapters) Bain & Peake	Doucet et al	Lecture posted on	Seminar dates
1	-Introduction: urbanisation and urban geographies	1	Preface, 1	9 Sept	13, 15 Sept
	-Shifting urban contours: growing and shrinking cities	2/3		16 Sept	20, 22 Sept
	-Globalising cities and suburbs	4	10		
	-Incremental and instant urbanisation	5		23 Sept	27, 29 Sept
	-Urban policy, governance and austerity	6			
	-Land use and creativity in post-industrial cities	7			
2	-Socialist and post-socialist cities	8	9	30 Sept	4, 6 Oct
	-Urban planning, indigenous peoples and settler states	9			
	-Urban policy and planning for climate change	10			
	-Gentrification, gated communities and social mixing	11		7 Oct	18, 20 Oct
	-Unequal and volatile housing markets	12			
	Reading week: 11 – 15 October				
3	-Urban public spaces, virtual spaces and protest	13	17	21 Oct	25, 27 Oct
	-Urban geopolitics	14			
	-Transportation	25	7		
	-Transnational migrants	15	13, 14, 15, 16	28 Oct	1, 3 Nov
	-The urban poor	16	2, 3, 5, 12	4 Nov	8, 10 Nov
4	-Women in cities	17	4	11 Nov	15, 16 Nov
	-Ethnicity, race and youth	18			
	-Disabling cities	19	21	18 Nov	22, 24 Nov
	-Cities, sexualities and the queering of urban space	20	20		
5	-Healthy cities	22	8	25 Nov	29 Nov/ 1 Dec
	-Water	23			
	-Waste and Sanitation	24			
	Global urban futures and the (post-) pandemic city	26	22	2 Dec	

Learning Modes:

The primary textbook for this course is *Urbanisation in a global context* (Bain and Peake EDs.). This 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 relevant theme 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 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.

To help understand the impact COVID-19 is having on cities and communities within them, a second book *Global Reflections on COVID-19 and Urban Inequalities: Volume 1 Community and Society* (Doucet, van Melik, Filion EDs) will be used. This book features critical reflections and empirical research from around the world and emphasises both how pre-existing urban inequalities have been augmented during the pandemic, and how an intersectional lens is required to fully understand the variegated impacts and experiences of the global pandemic. Chapters from this book will help provide examples to supplement the main concepts and themes throughout the course. This book will also be essential for writing the final assignment.

The online 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. Some lectures may focus on a case study, and students will need to reflect on how the readings relate to the examples being presented.

Students are expected to have read the required reading before viewing each online lecture. Additionally, they are expected to have read the required readings before attending the synchronous online seminars. They are also expected to complete any activities that are required in advance in preparation for a seminar. Participation grades will come from active participation and attendance in the weekly seminars and from completing any activities associated with them.
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Course Evaluation

Method of Evaluation	Due Date/time	Weighting	Connection to ILOs
Assignment 1: Emerging cities written reflection	Monday 20 September, 9:00	10%	1
Assignment 2: Emerging city profile	Monday 19 October, 9:00	20%	1,2
Assignment 3: Urban infrastructure and liveability	Monday 15 November, 9:00	30%	3,4,5
Participation and attendance	All semester	10%	1,2,3,4,5
Final assignment: *Cities and the COVID-19 pandemic*	Monday 13 September 9:00	30%	1,2,3,4,5,6

Note: there is no final exam in this course. Therefore, students are expected to demonstrate their knowledge of key concepts, terms, processes, definitions etc through the assignments. This can be done by clearly articulating these aspects of the readings and relating them to real world examples.

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?
4. What are the biggest challenges facing contemporary cities and what are some ideas about how to mitigate them?

Written reflections should be <u>500 words</u>. Photos are welcome, but not required.

Assignment 2: Emerging City Profile

This assignment will give you a '*view from afar*', enabling you to understand how global and national processes of change impact a particular city. Students will select on emerging city in a low- or middle-income country and provide a profile of key economic, demographic, social and spatial information. The aim of this assignment is to provide a 'big picture' account of key issues in a particular city, and how they relate to broader themes within the course. This assignment will be an opportunity to demonstrate your knowledge of ILO 1 (articulating causes, opportunities and consequences of urban development) and ILO 2 (explaining different ways in which urban planning and policy are important for shaping urban outcomes). It is expected that you will engage with the key concepts and ideas from the required readings and apply them to your case study city.

The assignment should begin with a general profile of the economic, social, demographic and spatial patterns of your selected city. Following this, you should discuss one major issue or challenge in more detail, providing both sufficient information about this issue, and also relating it to the themes/literature in the course.

Students must use course literature to help situate the context and major forces of change, as well as academic and non-academic (i.e. media, policy reports) sources on your selected city. Papers should be 1,500 words (excluding reference list).

Assignment 3: Urban Infrastructure and Livability

This assignment will build on Assignment 2, further delving into more detail about your selected city. In this assignment, you will have a '*view from within:*' facilitating your understanding of how globalization processes manifest on the ground for particular people and places. The aim of this assignment to is demonstrate the interconnections between urban form, urban infrastructure, and

urban livability (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 should focus on a broader relationship between urban form, infrastructure and livability, emphasising key trends such as inequality and polarisation, before delving deeper into a case study that examines a marginalised community in more detail. Peer-reviewed literature from outside

the course must be used to support this discussion paper. Papers should be between <u>1,500 – 2,000 words</u> (excluding reference list).

Final Assignment: Cities and the COVID-19 pandemic

In this final, individual assignment, students will write a <u>2,500 essay</u> which reflects on a major urban challenge related to the COVID-19 pandemic (ILO 6). Students will need to articulate how this challenge relates to pre-existing issues, concept, process, inequality, as outlined during the course. This article will use a combination of academic literature that focuses on a key issue or theme, and more recent media, policy and scholarly writing that examines the impact of the pandemic. Students will select one theme from the course to focus on for this assignment. They should demonstrate their knowledge of this process through direct engagement with the course literature. They may also use the same case study city from assignments 2 and 3. The essay can take one of two forms:

- Extended media or publicly-oriented piece that is thoroughly embedded within scholarly debates. This should be written in an accessible style for a wider audience
- A policy brief, either in general terms, or focused specifically towards a place, government or planning group

In both these options, a specific case study should be examined. This could be a city, group of people, event, neighbourhood etc. The broad context of the pandemic as it pertains to this issue should be articulated before examining the specific impact that the pandemic is having. Students should also suggest some planning or policy solutions to deal with the challenges of the pandemic, and mitigate its consequences.

Seminar participation

Students will take part in weekly seminars in small groups where they will have the opportunity to discuss ideas brought up in the readings and online lectures. There were also be individual and group activities throughout the term. Seminar participation will be assessed throughout attendance, participation and completion of any seminar activities.

Students' professional responsibilities in INDEV/PLAN 262:

1) View the weekly lectures;
2) Arrive on time for virtual seminars, participate and be respectful of fellow classmates, teaching assistant(s), and professor;
3) Complete any required activities for the seminars
4) 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

Dr. Brian Doucet is the Canada Research Chair in Urban Change and Social Inclusion at the University of Waterloo's School of Planning. His work focuses on critically examines who is included and excluded from contemporary processes of urbanisation, as well as qualitative analysis of how cities change over time. Empirically, he studies 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 projects include an examination of the role Toronto migrants are playing in processes of gentrification in Hamilton, uncovering 'hidden' sides to gentrification and displacement along Waterloo Region's LRT corridor, visual analysis of change in Toronto and experiences of cycling in the Netherlands and Canada.

Dr Doucet has written, and conducted research on Amsterdam, Rotterdam, Dublin, Glasgow, Edinburgh, Toronto, Hamilton, Waterloo and Detroit; first book *Why Detroit Matters* explored the inequities of Detroit's contemporary renaissance. He is a co-editor of the four book series *Global Reflections on COVID-19 and Urban Inequalities,* published with Bristol University Press (2021). In 2022, his book *Streetcars and the Shifting Geographies of Toronto: a visual analysis of change* will be published with the University of Toronto Press (co-authored with Michael J Doucet. (Photo by Brian Douglas) More information at www.briandoucet.com
You can follow Dr. Doucet on twitter @bmdoucet
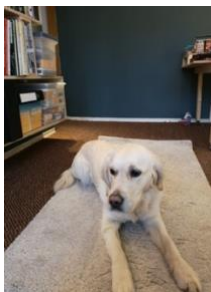
Fiep is a two-year-old English Golden Retriever who lives with Dr. Brian Doucet and his family. She enjoys walking around the city and running through fields. The name Fiep (like 'feet' but ending with a 'p') comes from Fiep Westendorp, a well-known children's illustrator in the Netherlands. Fiep regularly accompanies Dr. Doucet on his walks throughout Kitchener-Waterloo and has already appeared in some of his visual work. Fiep will spend much of this course sleeping in Dr. Doucet's home office, or walking with him as he reflects on urban change. She is likely to make an appearance in a video or two and Dr. Doucet hopes you can meet her in person one day soon!

Timothy Hunting will be the TA for this course. He is a third year Planning PhD student whose research is focused on the intersections between active transportation, justice and gentrification. Broadly interested in many planning topics, his interests also extend to global emerging cities, such as hypermobility and life-sized cities, urbanization and counterurbanization pressures, as well as international film festivals and the use of setting in auteur cinema.

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 send 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 (9-17 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.

The Fine Print

Requirements, Grade Penalties and Special Considerations:

- _Readability and Clarity_: _Students are expected to present well organized, and properly written work. Penalties of up to 25% may be applied in cases where readability and/or clarity are inadequate._

- _Computer Use:_ _Assignments must be completed by using a computer. Assignments may not be accepted or penalties assessed if a computer is not used._

- _Lateness penalty_: _all assignments are due on the date set by the professor. Teaching assistants are NOT allowed to change the due dates. Assignments are due at 9:00 AM EST on the day stipulated in this course manual._ **_The first day an assignment is late brings about a 5% penalty._** _Any assignment submitted after 9:00AM on the due date will incur a 5% penalty. An additional 5% penalty is assessed for each additional late day. A student's assignment more than 4 days business days late will not be accepted and a grade of zero will be recorded for that assignment._

- _Requests for exemptions or compassionate considerations:_ _are to be discussed with the professor in advance or as soon as possible._

The Senate approved list of elements which must be included in course outlines is available at: https://uwaterloo.ca/secretariat/committees-and-councils/senate-undergraduate-council/course-outline-requirements. It is recommended that this list be reviewed each term for revisions.
A course outline template is available at: https://uwaterloo.ca/secretariat/committees-and-councils/senate-undergraduate-council/course-outline-template.
In addition to what is provided on the Secretariat's website, the following must also be included in all Faculty of Environment course outlines:

1. **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.

2. **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.
3. **Unclaimed assignments:** Unclaimed assignments will be retained for … [period of time*; or: "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.
4. **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.

5. **Recording lecture**

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.

iii. Optional statements for Faculty of Environment course outlines:

1. **Intellectual Property:** For further information on IP related to teaching, please see https://uwaterloo.ca/legal-and-immigration-services/sites/ca.legal-and-immigration-services/files/uploads/files/volume_1_issue_3_winter_2018.pdf and the Guidelines for Faculty, Staff and Students Entering Relationships with External Organizations Offering Access to Course Materials, https://uwaterloo.ca/secretariat/faculty-staff-and-students-entering-relationships-external .

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).

2. **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.

3. **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