

Urban Growth and Development: *A Global View*

Urban Studies 450

Fall 2017

Thursday, 4:30-7:10

Bolton 281

(3 Credits, fulfills part of International Course Requirement)

Instructor:	Dr. Jamie M. Harris
Office:	Bolton Hall 796
Office Hours:	Thursday 3-4 or by appt.

Introduction

The 21st century has been called the urban century. Global urbanization is advancing at an unprecedented rate, with most of the growth occurring in the developing world, often in informal settlements. More than 1 billion people now reside in urban slums, and many megacities will be approaching populations of 30 million over the next couple decades. Rapid urbanization, and the “shadow cities” that accompany this kind of development can have broad implications for urban poverty and inequality, migration and global security, environmental justice and the impacts of climate change.

Cities offer numerous opportunities and advantages for its residents to rural settlement in terms of employment, education, and health outcomes. Yet, rapid urbanization can short circuit the advantages that come from economic dynamism and growth in cities when a lack of decent housing, sanitation, safety, and access to schools and health care are all too common. With respect to environmental policies and sustainable development, cities, and the density they afford, can allow for critical energy and pollution management efficiencies. And across the globe, there is a significant “greening” of cities. Yet there are also inherent tensions, contradictions, and paradoxes within these otherwise positive development trends that we will explore in this course. In addition, cities in the Global South are particularly vulnerable to global warming and climate change. So taken together, there are many challenges ahead as well as many possibilities for positive change in a global urban future.

One recent positive outcome in the international development field is the approval of 17 Sustainable Development Goals following the Rio+20 conference and Habitat III and the New Urban Agenda. In 2015, the UN adopted the first sustainable development goal focused exclusively on cities (SDG-11) with the goal of making human settlements “inclusive, safe, resilient, and sustainable by 2030.” This course will cover many of the topics connected to SDG-11, and explore some of the barriers and challenges to implementing this ambitious goal.

By focusing on several case studies drawn from readings (scholarly, journalistic, and development agency reports) as well as recent documentaries and other media, this course will examine two major global urban trends: the ever increasing urbanization across the Global South and initiatives to address poverty and inequality and make cities more sustainable; and the growth and development of green urbanism and sustainable development happening in many cities around the world.

Course Goals, Objectives, and Expectations

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

- **Identify and characterize** different processes of global urbanization and sustainability across the Global South, Europe and North America.
- **Identify and analyze** the work of contemporary scholars, theorists, and development practitioners, and relate the significance of their work to specific cities/processes.
- **Identify and understand** several of the key issues, contexts, and policy debates in the areas of global urban development and change and sustainability.
- **Apply** different concepts and theories from the course to cities and developments taking place across the globe as part of the *City Project* assignment.

In addition, course assignments are geared to help students:

- develop critical thinking and analysis skills
- further develop oral and written expression skills
- continue to develop and improve research and presentation skills
- apply their learning beyond the classroom

Student Expectations:

- ❖ Students will complete assigned readings on time and be prepared to discuss them in class. **Remember this is a **400-level, once a week class** – so readings are necessarily heavier for each class session than would be the case in a class that meets twice a week or is lower-level. ** (as a 3 credit course, the university expects 3 hours of in-class time and 6-7 hours per week outside)
- ❖ Students will be active participants in class discussions and group work.
- ❖ Students will meet assignment deadlines and upload class assignments to D2L dropbox.

Requirements and Grades

Student performance in this class will be assessed by a variety of evaluation techniques: midterm and quiz, city project assignment and presentation, written assignments and discussions, in-class exercises, and overall participation in class. Each of these assignments is aimed at developing students' academic skills. By the end of the course students should not

only have a better knowledge of urban society and development and change, but improved their ability to express themselves orally and in writing, and to apply their learning beyond the classroom.

I. 2 Summary/Reactions/Lead Discussion of a Reading – 20% of Grade (10% each x 2)

Each student will select 2 readings from a list I will provide the first week. Students will write a short, typed, 1-2 page summary/reaction plus 5 meaningful questions for discussion, due uploaded to the dropbox the week the reading is assigned. This written reaction/discussion questions are designed to help you lead a discussion about the reading in small group.

II. Midterm Exam (25% of grade) and Quiz (15%)

There will be one in-class midterm exam on Nov 2. I will provide more information about the content of the exam in the weeks leading up to the exam. There will also be a short online quiz held over Monday and Tuesday, December 11 & 12.

III. City Project and Presentation – 30% of grade

Introduction and Objectives: One of the primary assignments for the semester will be a city project assignment in which students examine a particular development within a city and research that development. The purpose of the assignment is three-fold: 1) To provide a way for students to explore material in a more in-depth way than is possible from the weekly course materials; 2) to allow students to carve out an area that suits their own interests, background, and future aspirations; 3) and, to provide an opportunity for students in the class to learn from their peers. Each student will have the opportunity to develop their city project around a city and development that they find interesting. More information about the assignment will be provided shortly. Students will present their city project to the class during the last week of the semester. There will also be two check-in points over the semester in which students will present some of their preliminary research to the class.

IV. In-Class Exercises, and General Participation – 10% of grade

There will be several small group exercises in which your class participation will be graded. Typically, I will ask students to get into a small group to answer some questions about a film, discuss a reading, or complete an exercise. In some cases, I may ask students to come to class with something prepared to discuss with your group. Afterward, we will discuss these responses with the class as a whole. These in-class assignments will be turned-in and graded. The point of these kinds of exercises is to draw on students' own experiences and knowledge and to facilitate learning in ways that are collaborative and active. Student preparation and class participation are critical for these kinds of exercises to be successful.

Distribution of Course Grades

- 30% Final city project and presentation
- 25% Midterm exam
- 20% Two summary/reaction+5 discussion questions and leading two discussions
- 15% Quiz
- 10% In-class work and overall participation

Final Grading Scale:

.931-1.00=A+;.90-.930=A-;
.87-.899=B+;.831-.869=B; .80-.83=B-
.77-.799=C+;.731-.769=C; .70-.73=C-
.67-.699=D+;.631-.669=D; .60-.63=D-

Extra Credit Option I encourage everyone to attend the 2pm Friday, Sept 15 talk by Professor Rachel Weber (Univ. of Illinois at Chicago) in Greene Hall. The talk, "When and Why We Overbuild: Lessons from Chicago," will draw on her recent book, *From Boom to Bubble: How Finance Built the New Chicago* (University of Chicago, 2015). Many of the same processes she studied in Chicago are equally present in cities across the globe and can help to explain the development boom and crash cycles of cities. To receive extra credit: sign-in at the registration table and submit to D2L dropbox a one page reaction of the talk that connects the topic with the course in some way by Wed., Sept. 20.

Required Texts: All assigned readings are posted on the course D2L site either as PDF files or as links to online sources.

Course Policies:

- ❖ **Special Accommodations:** Be sure to notify me right away if you have a **SAC VISA** and need special accommodations to take this class.
- ❖ **Changes to syllabus:** Students are responsible for any changes in this syllabus which are announced in class.
- ❖ **Technology:** Please make sure cell phones are off/silenced and leave laptops/tablets and other electronic devices at home or in your bag.

Academic Conduct

You are expected to do your own work in this class and properly cite any ideas or paraphrased text or direct quotations from other sources. Citations should follow accepted format (APA or Chicago). Plagiarism, cheating, and other forms of academic misconduct will be dealt with in accordance to the guidelines of the university. Academic misconduct includes failing to cite published work or someone else's ideas, purchasing a paper from another student or online, using another student's work as your own, directly copying from a source without citing the author, submitting your own work from another class, etc. Any student caught engaging in plagiarism will receive a failing grade for this course, and will automatically initiate the university's procedure and policy on plagiarism and academic integrity. This can be viewed at: http://uwm.edu/academicaffairs/wpcontent/uploads/sites/32/2015/02/misconduct_flowchart.pdf

<u>Wk</u>	<u>Date</u>	<u>Topic</u>	<u>Readings</u>
1	9/7	Introduction: Global Urbanization and Sustainability	-English, B. (2012) "Cities, Climate Change, and The Big Opportunity: How Empowering the Urban Poor Can Improve Our Global Future," pp. 1-6; -D2L link: (NYTimes) "Coping With Floods Is Only Half the Battle for Mumbai's Poor;"
2	9/14	Urban Development: History and Future	-UN World Cities Report (2016) "Urbanization and development: Emerging futures," pp. 1-26; -Saitterthwaite, D. (2007). The transition to an urban world, and its underpinnings, pp. 1-25; -Revi, A. (2013). The urban opportunity: Enabling transformative and sustainable development, pp. 1-43; -Davis, M. et al (2013) Where we live, pp. 1-3. Supplementary Reading: -Parnell, S. (2016). Defining a global urban development agenda. <i>World Development</i> , 78, pp. 529-540;
3	9/21	Global Urban Frameworks & Theories of the City	-UN World Cities Report (2016) "Urbanization and development: Emerging futures," pp. 27-46 (see week 2 readings on D2L); -Saitterthwaite, D. (2007). The transition to an urban world, and its underpinnings, pp. 26-72 (see week 2 readings on D2L); -Robinson, J. (2006). World cities or a world of ordinary cities?, pp. 66-72; Supplementary Reading: -Luke, T. (2006) 'Global Cities' vs 'global cities': Rethinking contemporary urbanism and public ecology, pp. 11-33.
4	9/28	Global Urban Frameworks & Theories of the City II	-Roy, A. (2014). Worlding the south: Toward a post-colonial urban theory, pp. 9-20; -King, A. (2015) Colonialism and urban development, pp.29-39; -Sheppard, E. (2014). Globalizing capitalism and southern urbanization, pp. 143-154.
5	10/5	Class is on D2L this week: Urban Development & Housing	-Harris, R. (2015) International policy for urban housing markets in the Global South since 1945, pp. 122-133; -Turok, I. (2014) The urbanization-development nexus in the BRICS, pp. 122-138. -D2L link (NYTimes): A Vietnamese architect's easy-to-erect homes for the poor; -D2L link (NYTimes): In Palo Alto co-op, a microcosm of modern Mexico city history Upload to the dropbox your response to the questions for this

			<p>week—Due by 3pm Thursday, 10/5.</p> <p>-View the film TBD on the D2L link</p> <p>Post an initial thread and three response to the class Discussion Forum for this week</p>
6	10/12	“Shadow Cities:” Urban Slums, Informal Settlements, and Squatters	<p>-Neuwirth, R. (2005). Rio de Janeiro, city without titles, pp. 25-65 in <i>Shadow Cities</i>;</p> <p>-Perlman, J. (201). Favela: Four decades living on the edge in Rio de Janeiro, pp. 24-40.</p>
7	10/19	Urban Development and Change	<p>-Roy, A. (2009) Why India cannot plan its cities: Informality, insurgence and the idiom of urbanization, <i>Planning Theory</i>, 8(1):76-87;</p> <p>-Rumbach, A. (2017). At the roots of urban disasters: Planning and uneven geographies of risk in Kolkata, India. <i>Journal of Urban Affairs</i>, 39(6), pp. 783-799.</p> <p>-Chen, X. (2016). Steering, speeding, scaling: China’s model of urban growth and its implications for cities in the Global South, pp. 155-172;</p> <p>-Kanna, A. (2011). Going South with the starchitects: Urbanist ideology in the emirati city, pp. 192-196.</p>
8	10/26	Gender, Class, Ethnicity, Migrants and the Global City	<p>-Chant, S. & Moser, C. (2016). <i>Cities, slums, and gender in the global south</i>, pp. 1-49;</p> <p>-Davis, M. 2007. Sand, fear, money in Dubai, pp. 48-68 in <i>Evil Paradises: Dreamworlds of neoliberalism</i>;</p> <p>-Gorney, C. (2014) Far from home, pp. 1-5.</p>
9	11/2	Midterm Exam	In-class essay exam – no readings for this week
10	11/9	Cities and Sustainable Development	<p>Beatley, T. (2012). Why study European cities?, pp. 1-28; Brüel, M., Copenhagen, Denmark: Green city amid the finger metropolis, pp. 83-109 in <i>Green cities of Europe</i>;</p> <p>-UDRU/World Bank (2013). Urban agriculture: Findings from four city case studies, (skim report).</p> <p>-Basu, P. (2017) Environmental justice in South and Southeast Asia: Inequalities and struggles in rural and urban contexts, pp. 603-614.</p>

11	11/16	<p>Milwaukee Summit:</p> <p>“Far from the American Dream: The Fair and Affordable Housing Crisis in Milwaukee”</p>	<p>-UN World Cities Report (2016) “Urbanization and development: Emerging futures,” pp. 47-68 (see week 2 readings on D2L).</p> <p>-Reading on housing TBD</p> <p>-Submit response to questions to dropbox by Thursday (11/16), 3pm (see D2L for instructions)</p> <p>-Submit your reaction assignment by Monday, (11/20). See instructions on D2L.</p> <p>-Class meets in UWM Union Alumni Fireside Lounge <u>by 4:20pm</u>; Reception to follow; be sure to sign in at registration table.</p>
12	11/23	Thanksgiving Break	
13	11/30	Urban Governance and Sustainable Planning	<p>-Nufar, A. & Yiftachel, O. (2014). The new divided city? Planning and ‘gray space’ between global north-west and south-east, pp. 487-505;</p> <p>-Badami, M. (2015). Urban transport policy as if people and the environment mattered: Pedestrian accessibility is the first step, pp. 182-188;</p> <p>-Environmental Programme/UN (2016). Urban solutions: Making cities smart, strong, and sustainable (case studies), pp. 1-29;</p> <p>-Kapp, S. and Baltazar A. (2012). The paradox of participation: A case study on urban planning in favelas and a plea for autonomy, pp. 160-173.</p>
14	12/7	Urban Citizenship and Social Movements	<p>-Mitlin, D. and Patel, S. (2001). The urban poor and strategies for a pro-poor politics: Reflections on the slum/shack dwellers international (SDI), pp. 296-308;</p> <p>-Harvey, D. (2008) The right to the city, pp. 1-16;</p> <p>-Miraftab, F. (2009). Insurgent planning: Situating radical planning in the global south. <i>Planning Theory</i>, 8(1), 32-50;</p> <p>-Khamis, S. and Vaughn, K. (2016) Cyberactivism and citizen mobilization in the streets of Cairo, pp. 300-303.</p>
15	12/14	Presentations	



College of Letters and Science

Urban Studies Programs

UNIVERSITY AND URBAN STUDIES PROGRAMS POLICIES

The Secretary of the University maintains a web page that contains university policies that affect the instructor and the students in this course, as well as essential information specific to conduct of the course. The link to that web page is:
<http://www4.uwm.edu/secu/SyllabusLinks.pdf>

University Policies

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<http://www4.uwm.edu/secu/SyllabusLinks.pdf>

1. **Students with disabilities.** Verification of disability, class standards, the policy on the use of alternate material and test accommodations can be found at the following:
<http://uwm.edu/arc/>
2. **Religious observances.** Policies regarding accommodations for absences due to religious observance are found here: <http://www4.uwm.edu/secu/docs/other/S1.5.htm>
3. **Students called to active military duty.** Accommodations for absences due to call-up of reserves to active military duty are found here: Students: <http://uwm.edu/active-duty-military/>
Employees: <https://www.wisconsin.edu/ohrwd/download/policies/ops/bn9.pdf>
4. **Incompletes.** A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work.
https://www4.uwm.edu/secu/docs/other/S_31_INCOMPLETE_GRADES.pdf
5. **Discriminatory conduct (such as sexual harassment).** Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff. Policies regarding discriminatory conduct may be found here:
https://www4.uwm.edu/secu/docs/other/S_47_Discrimina_duct_Policy.pdf
6. **Academic misconduct.** Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University. Policies for cheating/plagiarism may be found here:
<http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/>

7. **Complaint procedures.** Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy. https://www4.uwm.edu/secu/docs/other/S_47_Discrimina_duct_Policy.pdf

8. **Grade appeal procedures.** A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School. <http://www4.uwm.edu/secu/docs/other/S28.htm>

9. **LGBT+ resources.** Resources that support inclusivity of students who identify as LGBT+ in the learning environment may be found here: <http://uwm.edu/lgbtrc/>

10. **Final examination policy.** The final exam requirement, the final exam date requirement, etc. <http://www4.uwm.edu/secu/docs/other/S22.htm>