Urban Growth and Development: A Global View

Urban Studies 450/450G

Spring 2024

Thursday, 2:30-3:45

Lubar N130

3 Credits, (fulfills part of International Course Requirement for undergraduates)

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Office Hours:	**Monday, 2:30-3:30; Thursdays 4:00-4:30 or by appt.**
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Introduction

Urbanization is advancing at an unprecedented rate around the world, with most of that growth occurring in the "developing" Global South, often in informal settlements. More than 1 billion people now reside in informal settlements, and many megacities will be approaching populations of 30 million over the next decade. Rapid urbanization, and the shadow cities that accompany this kind of development can have broad implications for urban poverty and inequality, migration, and the impacts from climate change. Along with this explosion of urbanization, the last two decades have witnessed much new theorizing and empirical research focused on cities and urbanized regions of the Global South. Many of these scholars have challenged conventional urban theory and critiqued the field of urban studies that emerged in the 20th century for its decidedly European and North American orientation. Unable to fully account for the complexity and diverse historical, political and cultural basis of different urbanisms that were emerging, these scholars, many from outside the West, began to formulate new approaches and concepts to more fully understand urban change and development.

This interdisciplinary course will examine some of these debates and explore some of this new empirical work as we delve into an array of urban contexts across several regions and countries outside the U.S. Particular attention will be given to urban informality and territories of exclusion in Brazil, Ghana, and India; state-led urbanization in China; Global City formations around the world; greening cities and climate disaster and resilience in Europe, Asia, and Canada; urban citizenship and tactical urbanism; and the role of urban space in shaping and fostering political mobilization for gender equality, climate justice, and poor people campaigns across a number of cities and countries. It is important to note that the title/focus of this class is by definition so vast that it is impossible for one class to fully or even partially represent it in an adequate way. Thus, I have tried to provide more depth than breadth and omitted some important topics, cities and regions in the process. Also, I have designed the course with your own contributions in mind in the hope that each of you can share your perspectives and the knowledge you have gained through your City Project research to further inform our collective understanding of global urban development and change.

Course Format

This course is divided into roughly three equal sections: The first few weeks will we focus on a discussion of urbanisms and urban frameworks and some of the debates around defining urban processes in post-colonial contexts; over the next set of weeks we will examine different aspects of urban space and global transformations happening in cities such as

rapid urbanization and informal settlements to Global City development; and finally, we will end the semester with a focus on power, inequality, and movements for social justice as we examine several campaigns and social movements in cities from Tehran to Jakarta.

As a hybrid course, the weekly format of the class will involve some online work such as online discussion forums, and watching of documentaries or lectures/talks, and these activities will typically be organized in the Tuesday module on the Canvas course site. In-class work will take place during our scheduled class time (Thursdays, 2:30-3:45) and involve small group and class discussions, short lectures, and student presentations. As a smallish upper-level U/G urban studies course the good news is that it means we can organize the class more like a seminar where we can form a learning community to engage with class texts in a spirit of collegiality and learn from each other.

Course Goals, Objectives, and Expectations

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

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

In addition, course assignments are geared to help you:

- Develop critical thinking and analysis skills
- Further develop oral and written expression skills
- Continue to develop and improve research and presentation skills
- Apply your learning beyond the classroom

Student / Professor Expectations:

- You agree to complete assigned readings on time and be prepared to discuss them in class. As a 400-level course, this is a discussion-based class that expects everyone to participate and engage with the ideas of the different class texts/topics.
- You agree to meet assignment deadlines and upload class assignments to Canvas and to adhere to academic honesty in all your work.
- You agree to respect other students' views and promote a positive learning environment.
- I will be transparent in my formal responsibilities in the class and work to actively promote a positive, equitable, and active learning environment
- I will respond to emails in a timely fashion
- I will strive to be a good listener and respect student perspectives and diversity of students views and will work diligently to facilitate your own learning in the class.

Requirements and Grades

Your performance in this class will be assessed by a variety of evaluation techniques: midterm exam, city project assignment and presentation, written assignments/presentations, online discussions, in-class exercises, and overall participation in class. Each of these assignments is aimed at developing your academic skills. By the end of the course you should not only have a better knowledge of urban society and development and change, but improved your ability to

express yourself orally and in writing, and to apply your learning beyond the classroom. If you are taking the course for graduate credit you will have additional requirements that are described in more detail within the individual assignments.

I.   Reading Review/Presentation/Lead a Discussion – 20% of Grade

Everyone in the course will select 2 readings from a list I will provide the first week and write a short, typed, 1-2 page summary/reaction of your selected reading that you will present in small group, along with 3 meaningful questions that will help you to lead a discussion among your classmates in small group. The written portion of the assignment is due uploaded to Canvas before class time the week the reading is assigned.

II.   Discussion Forum – 15% of Grade

As part of the hybrid aspect of the course, there will be weekly discussion forum assignments accounting for 15% of the overall course grade. In general, discussions will involve submitting an initial post in response to a prompt and may also require reviewing a reading, video, or additional information prior to posting. These initial prompts will be due by the end of the day on Tuesday the week they are assigned. You will often be asked to post a response(s) following the deadline of the initial post and usually due by class time on Thursday. The point of these discussion forums is to help you engage with the course content and with each other on a regular basis. These responses will be graded based on their thoughtfulness and clarity and ability to integrate course readings, class concepts, and other course materials into your posts/responses.

II.   Midterm Exam (25% of grade)

There will be one in-class midterm exam. I will provide more information about the format/content of the exam in the weeks leading up to the exam.

III.   City Project and Presentation – 30% of grade

One of the primary assignments for the semester will be a city project assignment in which each of you will examine a particular development within a city and research that development over the semester. Each of you will have the opportunity to develop your city project around a city and development outside a U.S. context that you find interesting. The purpose of the assignment is three-fold: 1) To provide an opportunity for you to explore material in a more in-depth way than is possible from the weekly course materials; 2) to allow you to carve out a research area that suits their own interests, background, and future aspirations; and, 3) to provide an opportunity for all of us to learn from each other in the class. More information about the assignment will be provided shortly and posted on Canvas, but in brief, each of you will present different aspects of your city project over the semester, with a final presentation at the end of the semester. Undergraduates will complete their project by way of three different assignments, while graduate students in the course will produce a scholarly term paper (3,000-5,000 words) that will include a set of smaller assignments due throughout the semester. I will provide more detailed information and assignment due dates shortly.

IV.   In-Class Activities 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 you 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 you 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 your own experiences and knowledge and to facilitate learning in ways that are collaborative and active. Student preparation and class attendance/participation are critical for these kinds of exercises to be successful. **In addition, graduate students** will have an additional two assignments as part of this section. Grad students will select two of the graduate-assigned readings to provide two short oral presentations to the class over the semester.

Distribution of Course Grades

<u>Undergraduate</u>

30%	City project and presentation
25%	Midterm exam
20%	Reading Review/Presentation/Lead a Discussion (2)
15%	Discussion Forum
10%	In-class work and overall participation

<u>Graduate</u>

30%	City project paper and presentation
25%	Midterm exam
20%	Reading Review/Presentation/Lead a Discussion (2)
15%	Discussion Forum
10%	In-class work and overall participation + graduate reading summaries/presentations

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: There will be at least one extra credit opportunity offered to each of you over the semester. I will provide more information as we get closer to the date of the event.

Required Texts:
All assigned readings are posted on the course Canvas site either as PDF files or as links to online sources. Readings will typically consist of three articles and/or book chapters per week (one on Tuesday, and two on Thursday) that range from short to moderately long. Students taking the class for graduate credit will have an extra reading to complete each week.

Workload:
We are asked to include this workload policy in our syllabus. Per UWM policy, students in a three-credit course should expect 144 hours of work in their studies or approximately 8-10 hours per week (including reading, lectures/class time, completing assignments, studying for exams, etc). Roughly, this breaks down to:

Estimated time for course components	Hours
Time spent in classroom excluding exam day (Thursdays; 11 sessions)	14
Time spent in discussion forums (Tuesdays)	28
Time spent reading and completing assignments	66
Time spent studying and taking midterm exam	6
Time completing City Project and presenting/viewing in class	30
Total for semester (3 credits x 48 hour/credit hour)	**144**

Course Policies:
- Special Accommodations: Be sure to notify me right away if you have an ARC 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/Canvas site.

- Technology: Please make sure cell phones are off/silenced. As a hybrid course, some class activities will take place online and you will need to have access to the Internet and a computer to complete assignments in the course using Canvas. If you need help getting access to Canvas, please use the Help Desk: (414)229-4040 or https://uwm.edu/tecnology/request-support/

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. **Note on AI use**: Please do not use AI in the writing of texts as it constitutes misconduct as it is not your own writing. In addition, writing is not just an end product, but a thinking process that is integral to learning in the course. While AI can be helpful in searching for content, formulating ideas, etc., it should not replace your own writing. Citations should follow accepted format (APA or Chicago). Plagiarism, cheating, and other forms of academic misconduct will be dealt with in accordance with 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

Week	Date	Topic	Weekly Readings
1	1/25	Introduction to the course	
Section I – Urbanisms and Urban Frameworks			
2	1/3	Online	Davis, M. (2004). "Planet of Slums: Urban Involution and the Informal Proletariat," pp. 5-34.
	2/1	Global Urbanization: Process and Theory	Robinson, J. (2006). "World cities or a world of ordinary cities?," pp. 66 - 72; **Required for grad credit; optional for undergrads:** Roy, A. (2014). "Worlding the south: Toward a post-colonial urban theory," pp. 9-20.
3	2/6	Online	King, A. (2015). "Colonialism and Urban Development," pp. 29-39.
	2/8	Global Urbanization in Historical Context	Luke, T. (2006) "'Global Cities' vs 'global cities': Rethinking contemporary urbanism and public ecology," pp. 11-33; Sheppard (2014). "Global capitalism and southern urbanization," pp. 143-154. **Required for grad credit; optional for undergrads:** Silverman, R. (2020). "Rethinking shrinking cities: Peripheral dual cities have arrived," pp. 294-311.
4	2/13	Online	Turok, I. (2014) "The urbanization-development nexus in the BRICS," pp. 122-138.
	2/15	Capitalisms and Planetary Urbanization	Harvey, D. (2016). "The urban process under capitalism: A framework for analysis,"pp. 1-11; Brenner N. & Schmid, C. (2011). "Planetary urbanization," pp. 449-452. **Required for grad credit; optional for undergrads:** Koshy et al. 2022. *Colonial racial capitalism,* pp. 1-30.
Section II – Urban Spaces and Global Transformations			
5	2/20	Online	Neuwirth, R. (2005). "Rio de Janeiro, city without titles," pp. 25-65 in *Shadow Cities.*
	2/22	Territories of Exclusion: Urban Slums and Informality	Griffin, J. (2016). "Olympic exclusion zone: the gentrification of a Rio favela," pp. 1-8. Stacey, P. (2019). *State of Slum: Precarity and informal governance at the margins of Accra, Ghana,* pp. 51-69 . **Required for grad credit; optional for undergrads:** Roy, A. (2009). "Why India cannot plan its cities: Informality, insurgence and the idiom of urbanization, pp. 76-87.
6	2/27	Online	Chen, X. (2016). "Steering, speeding, scaling: China's model of urban growth and its implications for cities in the Global South," pp. 155-172;
	2/29	State-led Urbanization	Ren, X. (2011). "Global city building in China and its discontents," pp. 307-312. Hsing, Y. (2012). "Grassroots resistance: Property rights and residents' rights," pp.60-89 in *The great urban transformation: Politics of land and property in China*.

			Required for grad credit; optional for undergrads: Wu, F. (2017). Planning centrality, market instruments: Governing Chinese urban transformation under state entrepreneurialism, pp. 1383–1399.
7	3/5	Online	Davis, M. 2007. Sand, fear, money in Dubai, pp. 48-68 from *Evil paradises: Dreamworlds of neoliberalism.*
	3/7	Global City Formations	Dupont, V. (2011). "The dream of Delhi as a global city," pp.123-129; Kanna, A. (2011). "Going South with the starchitects: Urbanist ideology in the Emirati city," pp. 192-196. **Required for grad credit; optional for undergrads:** Sassen, S. (2018). "Place and production in the global economy," pp. 1-11.
8	3/14	**Midterm Exam**	
9	3/21	**Spring Break**	
10	3/26	Online	Gustafsson, H. & Kelly, E. (2016). "Developing the sustainable city: Curitiba, Brazil, as a case study, pp. 341-348.
	3/28	"Green cities," Climate Disasters and Resilience	Brüel, M., (2012). Copenhagen, Denmark: Green city amid the finger metropolis, pp. 83-109 in *Green cities of Europe*; Verdini, G. & Zhang, L. (2020). "Urban China: The tortuous path towards sustainability," pp. 330-336. **Required for grad credit; optional for undergrads:** Rumbach, A. (2017). " At the roots of urban disasters: Planning and uneven geographies of risk in Kolkata, India," pp. 783-799.
Section III – Power, Inequality, and Movements for Social Justice			
11	4/2	Online	Harvey, D. (2013). The Right to the City, pp. 1-16.
	4/4	Urban Citizenship, Tactical Urbanism, and 'The Right to the City'	Mitlin, D. & Patel, S. (2001). The urban poor and strategies for a pro-poor politics: Reflections on the slum/shack dwellers international (SDI), pp. 296-308; Lyndon, M. & Garcia, A. (2015). "Tactical urbanism: Disturbing the order of things," pp. 327-331. **Required for grad credit; optional for undergrads:** Miraftab, F. (2009). Insurgent planning: Situating radical planning in the global south. *Planning Theory*, *8*(1), 32-50;
12	4/9	Online	Beier, R. (2018). "Towards a new perspective on the role of cities in social movements: Urban policy after the Arab Spring," pp. 220-235.
	4/11	Urban Spaces, Political Mobilization and Identity	Khamis, S. and Vaughn, K. (2016). "Cyberactivism and citizen mobilization in the streets of Cairo," pp. 300-303; Calhan, M. (2023). "Amini protests: Vowing for a new commitment between society and state," pp. 101-126. **Required for grad credit; optional for undergrads:** Rezvani, A. (2023). "Students, women, and political public spaces between 1941-1953," in a *Modern social history of Iran*, pp. 341-360.
13	4/16	Online	Remblance, E. (2021). "The value of a degrowth economy," pp. 228-230.

	4/18	Environmental and Climate Justice Movements	Basu, P. (2017) Environmental justice in South and Southeast Asia: Inequalities and struggles in rural and urban contexts, pp. 603-614; Castan Broto et al. (2023). "Just sustainabilities in a changing climate," pp. 29-45 in *Urban climate justice;* **Required for grad credit; optional for undergrads:** Goh, K. (2023). "Making movements: Mobilizing for a more just socioecological future in a megacity," pp. 148-166 in *Urban climate justice*.
14	4/23	Online	Reading TBD
	4/25	**No In-Person Class -**	**Work on your City Project Presentation**
15	**5/2**	**Presentations**	
16	**5/9**	**Presentations**	

UWM POLICIES & RESOURCES

UWM Syllabus link: You must include a link to the Secretary of the University's Syllabus Links website which contains a list of syllabus links to policies pertaining to students with disabilities, absences due to religious observation, students called to active military duty, incompletes, discriminatory conduct, Title IX, academic misconduct, complain procedures, grade appeal procedures, LGBT+ resources, and final exam policies.

The entire document of syllabus links need not be included (though you may do so if you like), but consider including a bulleted list of some of the items, such as:

- If you need special accommodations to meet any of the course, please contact me as soon as possible (and visit The Accessibility Resource Center).
- Students will be allowed to complete examinations or other requirements that are missed because of a religious observance or call to active military duty.

Academic Integrity Policy*: Include information on what is expected behavior for using and citing the work of others. Providing examples of what is and is not acceptable behavior helps students understand and follow the policy. Here is additional UWM information on academic misconduct. Moreover, for online courses, see CETL's tips on academic integrity in online learning for instructors and students.

Statement on the use of Artificial Intelligence Engines in completing course assignments*: Include an explicit statement that explains what AI use is and is not allowed in this class, as well as how AI use should be cited. See the CETL page on AI, which includes information, sample syllabus statements and resources. It is also important to talk with students about this policy as you discuss assignment expectations.

Department Policies (if applicable): If your department has special policies on class cancellations, incompletes, etc. please list them here.

*UWM RESOURCES FOR STUDENTS**

Support U
Any student in need, or students that face challenges that are barriers to their education, are encouraged to

contact the Dean of Students (dos@uwm.edu) for support. Support U offers wrap-around holistic support for students, including basic needs, accessing the food pantry, emergency funding, case management, and connecting to resources, etc. Support U is run by the Dean of Students Office.

Also see UWM's Mental Health Resources website

Tutoring / the Writing Center!
If the SSC or your department offers tutoring for your course, please list details on the syllabus and encourage students to seek help before falling behind. It is helpful to normalize using tutoring by explaining that these services are for all students and often the difference between a B grade and an A grade is taking advantage of campus resources.

If your class involves writing, include encouragement along the following lines:
Students are encouraged to take advantage of free one-on-one consultations from The Writing Center

For online learners: If the class is online, consider including the following:
Students are encouraged to review CETL's tips on how to be a successful online student

More Student Resources:
 See CETL List of Student Resources and the Dean of Students List of Student Resources

Instructor statement of support: Instructors are encouraged to close the syllabus with a personal statement of support, such as "If there is anything I can do in order to help you succeed in the course, please do not hesitate to reach out!" or "I realize reading this syllabus from beginning to end makes the course look daunting! Please know that I am aware of how much I am asking from you. Even so, I believe each and every one of you can succeed in this course, but that will require you to work hard and reach out when you need help!"