

UMBC UGC Instructions for New Course Request Form (revised 10/2011)

Course number & title: Enter the number and title of the course at the top of the page. Contact the Registrar's Office to confirm that the desired course number is available.

Date submitted: The date that the form will be submitted to the UGC.

Effective date: The semester the new course is in effect, if approved.

Contact information: Provide the contact information of the Chair or UPD of the department or program housing the course. If the course is not housed in a department or program, then provide the same information for the head of the appropriate academic unit. (See UGC Procedures) If another faculty member should also be contacted for questions about the request and be notified about UGC actions on the request, include that person's contact information on the second line.

Course number: For cross-listed courses, provide all the numbers for the new course.

Transcript title: Limited to 30 characters, including spaces.

Recommended Course Preparation: *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s) and that 100 or 200 level courses may have them.*

Here fill in what previous course(s) a student should have taken to succeed in the course. These recommendations will NOT be enforced by the registration system. Please explain your choices in the "rationale" (discussed below).

Prerequisite: *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s)* Here fill in course(s) students need to have taken before they enroll in this course. These prerequisites will be enforced through the registration system. Please explain your choices in the "rationale" (discussed below).

NOTE: Please use the words "AND" and "OR", along with parentheses as appropriate, in the lists of prerequisites and recommended preparation so that the requirements specified will be interpreted unambiguously.

NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.

Maximum total credits: This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.

Grading method(s): Check all that apply.

Proposed catalog description: Provide the exact wording of the course description as it will appear in the next undergraduate catalog. Course proposals should be a) no longer than 75 words, b) stated in declarative sentences in language accessible to students, and c) avoid reference to specific details that may not always pertain (e.g., dates, events, etc.). Course descriptions should not repeat information about prerequisites (which are always listed alongside the course description)."

Rationale: Please explain the following:

- a) Why is there a need for this course at this time?
- b) How often is the course likely to be taught?
- c) How does this course fit into your department's curriculum?
- d) What primary student population will the course serve?
- e) Why is the course offered at the level (ie. 100, 200, 300, or 400 level) chosen?
- f) Explain the appropriateness of the recommended course preparation(s) and prerequisite(s).
- g) Explain the reasoning behind the P/F or regular grading method.
- h) Provide a justification for the repeatability of the course.

Cross-listed courses: Requests to create cross-listed courses must be accompanied by letters of support via email from all involved department chairs. Proposals for new courses or the addition of a cross-listing to an existing course must include as a part of the rationale the specific reason why cross-listing is appropriate. Email from all involved department chairs is also required when cross-listing is removed and when a cross-listed course is discontinued. Please note that Special Topics courses cannot be cross-listed.

Course Outline: Provide a syllabus with main topics and a weekly assignment schedule which includes complete citations for readings with page numbers as appropriate. Explain how students' knowledge and skills will be assessed.

Note: the UGC form is a Microsoft Word form. You should be able to enter most of the information by tabbing through the fields. The document is protected. In the rare case that you need to unprotect the document, use the password 'ugcform'. Beware that you will lose all the data entered in the form's fields if you unlock and lock the document.

UMBC UGC New Course Request: GES 443: Urbanization and Development in a Global Context

Date Submitted: November 2016

Proposed Effective Date: spring 2017

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Dept Chair or UPD	Dawn Biehler	dbiehler@umbc.edu	5-2095	GES
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COURSE INFORMATION:

Course Number(s)	443
Formal Title	Urbanization and Development in a Global Context
Transcript Title (≤30c)	Urbanization and Development
Recommended Course Preparation	
Prerequisite	Students must pass GES 341, 342, 363, or GLOB 301 with a C or better
Credits	3
Repeatable?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Max. Total Credits	3
Grading Method(s)	<input checked="" type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail

PROPOSED CATALOG DESCRIPTION (no longer than 75 words):

This course examines economic, political and social processes and patterns of urbanization in a global context. It engages with theory and policy debates about the shape and form of urban development. Students look at local and global processes driving urbanization, examining the role of international agencies, NGOs, national governments and grassroots groups. Topics include urban livelihood strategies in the context of economic restructuring, urban revitalization and planning, housing and land tenure, and inequality and violence.

RATIONALE FOR NEW COURSE:

More than half the world's population today lives in cities, with the numbers growing. Most of this growth will take place in cities in the global south. This course will specifically allow students to look at the implications of urban change and various urban policies in Latin America, Africa and Asia.

The course will be taught every spring.

It will allow students who took an introductory urban geography course to examine some of these topics in more depth, and in particular, see how they are relevant beyond North America.

This course will primarily serve upper-level undergraduates within the department and may hold appeal for Global Studies, Interdisciplinary studies, and political science as well as many other students.

The course is offered at 400 level so that students can engage in more depth, and have space for discussion about various policy implications. Many of the topics we discuss are up to debate, and with the pros and cons best examined in discussion. Further, the prerequisites are necessary so that students already have a foundation in main concepts of human geography, and are prepared to jump right in to more advanced discussions. We will also be reading academic journal articles, so having a background in the concepts already is necessary.

Regular grading method allows student to get credit for the work they do.

Offering the course every spring allows students to first take urban geography one semester, and then be ready to take the course in the next semester.

ATTACH COURSE OUTLINE (mandatory):

Urbanization and Development in a Global Context

Introduction. At a time when more than half of the world's population lives in cities, the majority of which are in the global south, it is especially important that we begin to explore the relationship between urbanization and development. This course examines economic, political and social processes and patterns of urbanization in a global context. It engages with both theory and policy debates about the shape and form of urban development. We critically question why certain policy trends emerge and with what consequences. Students look at both local and global processes driving urbanization, examining the role of international agencies, NGOs, national governments and grassroots groups. The first half of the course will focus on some of the theoretical and broader policy shifts regarding urbanization and development. In the second half of the course, we will examine how these issues play out in the context of the informal economy, urban livelihood strategies and the 'urbanization' of poverty, housing and land tenure, water and infrastructure, urban revitalization and planning, and inequality and violence. The class draws predominantly on case studies from Latin America, Africa and Asia.

Course objectives. At the end of the course, students should be able to:

- Critically discuss the relationship between urbanization and international development.
- Analyze how theoretical and policy shifts play out in practice in the case of specific cities.
- Recognize connections between economic, political and social processes in the global north and global south.
- Assess the role media representations play in shaping understandings of cities in the Global South.
- Improve reading, writing and presentation skills.

Required readings. The majority of the **required** readings (articles and book chapters) will be available on e-reserves. You can access e-reserves from the library's web page.

Password: horseradish

There is also one **required** text for this course.

Beall, Jo and Fox, Sean. 2009. *Cities and Development*. Routledge.

Evaluations. You will be assessed for this course based on the following:

1. 9 reflective responses to the week's readings
2. An in-class mid-term
3. Facilitating discussion one week
4. Strong participation, as well as sharing 2 media/news clippings that discuss urban development and writing a one page review of a film we watch in class.
5. A final presentation/paper.

Readings, assignments and class meetings are designed to inspire students to elaborate new ideas and engage in critical thinking, discussion, and writing. Please note that participation is critical to the success of this course.

Reading Response Posts - Nine 250 word reading responses are required. Responses, which are to be posted on blackboard, should be used to prompt inquiry, analysis and discussion, both in class and on-line. Posts are due by noon on Thursdays. Students are encouraged to read one another's posts. Sometimes, I will give you specific post prompts. More generally, your comments should:

- Critically engage with the readings, highlighting the connections and concepts that tie them together (and any contrasts that may emerge).
- Discuss interesting, engaging or frustrating points.
- Raise one or two questions to help prompt discussion.

In-Class mid-term – You will complete one mid-term exam during this seminar. The exam is designed to help you review and synthesize core concepts that will help you as you move towards the second half of the course. The exam will consist of short answers and essays and will take place on Mar. 6, in-class. I will give you a list of possible essay questions in advance.

Discussion Facilitation – Each person will facilitate discussion one time during the seminar, working in a group. Each group will spend 10 minutes introducing the readings by offering background material and key arguments, before proposing 2-3 questions to kick off discussion. Students are also strongly encouraged to bring in outside material (music, newspaper articles, clips from videos), or to develop a short activity in order to encourage discussion and interaction. Feel free to be creative! Discussion facilitation will take place during the first half of Thursday sessions. Sign-up sheets will be available during the second class meeting. You will be assessed on the quality of your summary and your level of preparedness for leading discussion. Students are encouraged to meet with me for additional guidance on discussion facilitation, and must send me a brief summary of their questions and facilitation plan by 9 pm Wed.

Participation - This course aims to encourage and enhance critical thinking and analytical skills. For this reason, active participation is a *crucial component* of the course. You are expected to come to all classes and be prepared to discuss the reading material for the day and participate in any in-class activities. While activities each week will vary, they may include short writing responses, group work, or activities designed to help make connections between the readings and any films or news article with which we engage in class.

News articles and media are essential to the reproduction of dominant beliefs about urban development, inequality and poverty. Because of this, you are also expected to bring in 2 news articles or short media clips to share with the class on the weeks of your choosing. In addition, you will provide me with the article/link and a two paragraph summary of its

significance/relevance, and the way in which the city and the issues it is facing are being discussed.

Final presentation and paper - A poster presentation and accompanying 8- to 10-page final paper on a specific topic of each student's choice is required. Presentations/papers will provide you with an opportunity to apply what you have been learning to analyze a specific issue related to urbanization and development with reference to a city of your choice. Final papers should argue a particular point and contain analysis. They should not just be summaries or regurgitation of course information. Students are expected to rely on BOTH course materials AND independent research on any of the topics we have discussed (livelihoods and poverty, the informal economy, water and infrastructure, migration, governance, urban violence and exclusion, revitalization etc). You will provide a summary of the main issue facing your city, the ways in which international organizations, NGOs, national and local governments and community organizations have been addressing this issue, strengths and limitations of these approaches, and final policy recommendations. During the second half of the semester, we will engage in a series of activities to prepare for the final paper, at which time further guidelines will be offered. Presentations are meant to provide a forum to both share your work and engage in discussion about similarities and differences between specific issues related to urbanization and development. Final papers are due no later than **Thursday, May 15th at 3 pm** in my mail box. Papers must be in hard-copy and can be turned in earlier.

Late papers will receive a 10% deduction per day. Papers turned in more than a week late will not be read and will receive 0.0 credit.

Plagiarism will not be tolerated. I strictly adhere to the rules of UMBC's academic integrity policy. Here is an excerpt, quoted from

<<http://www.umbc.edu/provost/integrity/faculty.html>> :

"By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal. To read the full Student Academic Conduct Policy, consult the UMBC Student Handbook, the Faculty Handbook, or the UMBC Policies section of the UMBC Directory."

No excuses will be accepted, so see me *before* turning in or completing an assignment if you are in doubt.

Grading - Grades will be based on reading response posts (and ability to discuss these posts) (18%), media analyses and film write-up (12%), participation (15%), discussion facilitation (5%), mid-term (20%) and final paper /presentation (30%). Letter grades will follow the usual scale: A = 90-100%; B = 80-89%; C = 70-79%; D =60-69%; F<60%.

Course rules and expectations:

- Come prepared: I expect each of you to come to class prepared to discuss the readings. All lectures and discussions will assume a familiarity with the readings. Readings should be completed *by* the date listed in the syllabus below. I expect you to read each piece critically, trying to understand the analysis and connect it to larger class themes. If you are having trouble with the readings or would like additional background information, please email me or come talk to me during office hours.
- Respect: I expect each of you to remain respectful of each other and me. One of the advantages of smaller classes is the opportunity they allow for discussion and engagement. We all come with different backgrounds and experiences. This course is designed to push you to question taken-for-granted assumptions. Therefore, it is important that class remains a welcoming place for people to express themselves. I expect you to listen attentively to other people's opinions, even if they differ from your own. While respectful disagreement and discussion is encouraged, personal attacks or putting me or fellow students down will not be tolerated. Additionally, respectful behavior includes silencing your phone, and not texting or using facebook during class.
- Attend class and be proactive: You are responsible for turning in your own assignments. If you know that you are going to be out of town, turn the assignment in early. Class activities, lectures and discussions are not only an important component of your participation grade, but are also essential to strong performance on your mid-term and final presentation/paper. If you are going to miss a class, email a classmate to find out what you have missed. Because I understand that 'life happens', one or two class absences will not hurt your grade. However, more absences will significantly affect your course performance.
- My role: I will provide you with a foundation in theories of urbanization and development. Some of my lectures will provide you with the background for topics of which no specific readings were assigned. Other times, I will try to push you to think more critically or move beyond the readings. Sometimes, I may share an opinion that differs from your own (sometimes it will be my actual opinion and other times, it will not) to facilitate more critical discussion. However, you can expect that I will treat you with respect, listening to your opinions, as outlined above, even if they differ from my own. You can also expect me to be available during office hours (or by appointment) to help you with any issues that may arise or simply to discuss topics in greater depth. Please note, while I generally respond fairly quickly to email, I am *not* always available, especially late at night or on the weekends. Please get in touch with me in advance about issues of a timely matter.
- Syllabus: I reserve the right to make changes to the syllabus.

Note: Schedule and readings subject to change.

Week 1: Introduction and Overview.

What does urban development mean? What are the main problems faced by cities in the global south?

THURS

- UN Habitat. *Planning Sustainable Cities*. 2009. Pp. 3-17.

Week 2: Theorizing urbanization and development.

What are some of the major trends in 'development' thinking and what role does urbanization play in these trends? How is the role of different key actors shifting in approaches to urban development?

TUES

- Willis, Katie. 'Modernization, Keynesianism and Neoliberal Development.' In *Theories and Practices of Development*. Pp. 36-69. Routledge, 2005.
- Beall and Fox, Chapter 1, especially pp. 8-29.

THURS

- Myers, Garth. 'Toward a political ecology of African Cities.' Chapter 1 in *Disposable Cities. Garbage, Governance and Sustainable Development in Urban Africa*. England: Ashgate, 2005, pp.1-15
- Davis, Mike. 'Planet of Slums.' *New Left Review*, 26. Pp.5-34, Mar/Apr 2004

Week 3: The colonial city and its connections to contemporary urban development.

Are there common histories that shaped (post) colonial cities? In what ways are the effects of colonialism still felt now? Do processes of urbanization and development today differ from the experience of cities in Europe and North America?

TUES

- Beall and Fox. Chapter 2.

THURS

- Gandy, Matthew. 'Landscapes of disaster: Water, modernity and urban fragmentation in Mumbai.' *Environment and Planning A*, 40, pp.108-130. 2008.
- Gavin, Shatkin. 'Global cities of the south: Emerging perspective on growth and inequality.' *Cities*, 24(1), pp.1-15, 2007.

Week 4: Migration, population growth and urbanization.

What are the main factors driving urban growth? What role do population control policies play in addressing urbanization? Is migration a useful strategy for national development? What about for personal development/advancement?

TUES

- Tacoli, Cecilia, McGranahan, Gordon, and Satterthwaite, David. 'Urbanization, poverty and inequality: Is rural-urban migration a poverty problem, or part of the solution?' pp.37-54. In *The New Global Frontier: Urbanization, Poverty and Environment in the 21st Century*. Ed. George Martine, Gordon McGranaham, Mark Montgomery and Rogelio Fernandez-Castilla. London: Earthscan, 2008.
- OPTIONAL- David, Drakakis-Smith. 'Urban population growth.' *Third World Cities*. Pp.57-81. London: Routledge, 2000.

THURS

- Jellinek, Lea. 'Displaced by modernity: The saga of a Jakarta Street-Trader's Family from the 1940s to the 1990s. pp. 139-155, *Cities in the Developing World*. Ed. Josef, Gugler. Oxford: Oxford University Press, 1997.
- Potts, Deborah. 'All my hopes and dreams are shattered': Urbanization and migrancy in an imploding African economy-the case of Zimbabwe." *Geoforum*, 37(4): 536-551, 2006.

Week 5: Urbanization, growth and the informal economy.

Who are the winners and who are the losers from urban development in its current form? What employment opportunities does the city offer? How does urbanization shape the livelihood strategies and opportunities of women and children?

TUES

- Beall and Fox, pp.85-100

THURS

- Wright, Melissa. From protests to politics: Sex work, women's worth and Ciudad Juarez modernity. *Annals of the AAG* 94(2), pp.369-386. 2004.
- Chant, Sylvia. 'Cities through a "gender lens:": A golden 'urban age' for women in the global south? *Environment and Urbanization*, 25, pp. 9-24.

Week 6: Urban inequality continued.

Urban development for whom?

TUES

- No assigned readings.

THURS

- **In-class Midterm**

Week 7: Urban poverty and poverty reduction strategies.

How is poverty defined? What are the strengths and weaknesses of such definitions? How do understandings of urban poverty shape approaches to poverty reduction strategies?

TUES

- Beall and Fox, pp.103-125

Final project topic and brief summary due in class.

THURS

- Satherthwaite, David. The Millennium Development goals and urban poverty reduction: Great expectations and nonsense statistics. *Environment and Urbanization*, 17, pp.179-190. 2003.
- Hays-Mitchell, Maureen. Resisting austerity: A gendered perspective on neoliberal restructuring in Peru. *Gender and Development*, 10(3): pp.71-81, 2002.

Week 8 (Mar 18, Mar 20): Spring Break.

- No class

Week 9: Planning and governance.

What role do development plans play in urban development? Who is, and who should, be responsible for formulating these plans? How has the 'good governance' agenda (re)shaped approached to urban development?

TUES

- Beall and Fox, Chapter 7, pp.201-230

THURS

- Watson, Vanessa. 'Seeing from the south: refocusing urban planning on the globe's central urban issues.' *Urban Studies*, 46(11), pp. 2259-2275. 2009.
- Shatkin, Gavin. 'Planning to forget: Informal settlements as 'forgotten places' in globalizing Manila. *Urban Studies*, 41, pp. 2469-2484.
- Simone, AbdouMaliq. 'The Spectral.' In *For the City Yet to Come*. Pp.92-117. Durham: Duke University Press, 2004.

Week 10: Slums, informal housing and land tenure

If much urban growth is actually unplanned, is this a problem? How should governments respond to the growth of slums and the lack of adequate housing for much of the urban population? Is titling properties the solution? What about self-help programs? Do people have a right to the city, and to housing within the city?

TUES

- Beall and Fox, pp.125-135

THURS

- Gilbert, Alan. 'On the mystery of capital and the myths of Hernando de Soto: What difference does legal title make?' *International Development Planning Review*, 24(1), pp.1-19. 2002.
- Burra, Sundar. "Towards a pro-poor framework for slum upgrading in Mumbai, India." *Environment and Urbanization*, 17, pp. 67-88. 2005.
- Roy, Manoj, Hulme, David and Jahan, Ferdous. 'Contrasting adaptation responses by squatters and low-income tenants in Khulna, Bangladesh.' *Environment and Urbanization*, 25, pp.157-176. 2013.

Week 11: Film.

TUES

- Film

THURS

- Film

Post one-page reflection papers on Blackboard by Monday April 14th at 9 pm.

Week 12: Water, sanitation and waste.

What factors affect the access of the urban poor to water, sanitation and waste services? What are some of the tensions between livelihood strategies and environmental concerns? How can we work towards more sustainable urban development?

TUES

- Beall and Fox, Chapter 8, pp.138-169

THURS

- Myers, Garth. Disposable cities: Garbage, governance and sustainable development in urban Africa. 2005, pp. 17-68
- Zapata Campos, Maria and Zapata, Patrik. Switching Managua on! Connecting informal settlements to the formal city through household waste collection. *Environment and Urbanization*, 25, 225-242, 2005.

Week 13: Urban revitalization and exclusion.

How do attempts to become a 'world city' shape urban transformation? Urban 'revitalization' schemes connote images of renewal and progress, but at what cost? How do ideas of modernity and development coincide to render certain people as 'out of place'? And how have such people responded?

TUES

- Come prepared for peer reviews of outline. Fill out sheet for partner.

THURS

- Swanson, Kate. 'Revanchist urbanism heads south: the regulation of indigenous beggars and street vendors in Ecuador. *Antipode*, 39: pp. 708-728. 2007.
- Bayat, A. 'From dangerous classes to 'quiet rebels': Politics of the urban subaltern in the global south. *International Sociology*, 2000, 15, pp.533-554.
- Broudehoux, Anne-Marie. 'Delirious Beijing: Euphoria and despair in the Olympic metropolis.' In M. Davis and D. Bertrand Monk, Eds. *Evil Paradises*. New York: The New Press. 2007.

Week 14: Violence, development and the city.

What is the relationship between violence and urban development? Is violence a necessary by-product of unequal urban growth? In what ways does violence hinder development? What role do gated communities play in addressing violence?

TUES

- Beall and Fox, pp.171-199 (Chapter 6).

THURS

- Rodgers, Dennis. “Disembedding” the city: crime, insecurity and spatial organization in Managua, Nicaragua.’ *Environment and Urbanization*. 16, pp.113-123. 2004.
- Diouf, Mamadou. ‘Engaging postcolonial cultures: African youth and public space.’ *African Studies Review*. 46(2), pp.1-12, 2003.

Week 15: Presentations

TUES

- Presentations

THURS

- Presentations

Week 16: Future of Cities

What can we learn from other cities? Do they have certain tendencies in common? What do you think lies in store for urbanization and development?

TUES

- Wrap-up, any remaining presentations.