

San José State University

Department of Geography and Global Studies GEOG 110: Urbanization in the Global South

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Office Hours:	Wednesdays, 1-3
Class Days/Time:	TR 1:30-2:45 p.m.
Classroom:	Clark Hall 224
Prerequisites:	None

Course Catalogue Description

This course will explore a number of important issues and debates that relate to urbanization in the “Developing” world. This will include a general introduction to “urbanization” in the developing world and the origins of the term “Third World”; a greater understanding of imperialism and colonialism, and its legacy on urban development; an introduction into a wide range of theories surrounding development and urbanization concepts.

Course Description

The process of urbanization in “Developing” countries has been an object of great attention and interest for academics, policy makers, and students for the past half century. Many of these countries are experiencing dramatic changes from being mainly agricultural and agrarian into primarily “urbanized” and, in certain cases, seemingly industrializing regions. This phenomenon is frequently cited as one of the most important planning and public policy challenges for the 21st century at a global, regional, and local scale. Issues ranging from social justice and sustainable growth to meeting basic human needs and rights all seem to revolve, in some way, around the specific processes and patterns of urbanization that take place within a certain region and/or country. This course will explore a number of important issues and debates that relate to urbanization in the “Developing” world. This will include a general introduction to “urbanization” in the developing world and the origins of the term “Third World”; a greater understanding of imperialism and colonialism, and its legacy on urban development; an introduction into a wide range of theories surrounding development and urbanization concepts; an introduction into the role of women and urbanization/development; urban employment structures; rural-urban linkages and decentralization strategies; and some of the many factors that compose the category of

“basic needs”, which includes (but is not limited to) housing, health/environment, political community integration, and conflict.

Course Goals and Student Learning Objectives

By the end of the course, students will have a general understanding of the concept of urbanization in the developing world, and what are some of the driving issues, challenges, and policy responses found in these urban environments. To this end, the course will have the following goals and learning objectives (CLO):

CLO 1. Explore and evaluate the role of colonialism and imperialism in the global urban system. This goal will be achieved through class lectures and the first writing assignment.

CLO 2. Explore and evaluate the conflicting theories related to urbanization in the developing world. This goal will be achieved through class lectures/in-class discussion and the second writing assignment.

CLO 3. Explore and evaluate the dynamic of urban-rural linkages, and how this continues to feed the urban “mega-regions” of the developing world. This goal will be achieved through class lectures/ in-class discussion, in-class video and discussion and mid-term exam questions.

CLO 4. Explore and evaluate the relationship between urbanization and the role of women in the developing world. This goal will be achieved through class lectures/ in-class discussion, in-class video and discussion, small group research projects, and mid-term exam questions.

CLO 5. Explore and evaluate the relationship between urbanization and basic needs and political community in the developing world. This goal will be achieved through class lectures/ in-class discussion, in-class video and discussion, small group research projects.

Credit Hours

At SJSU, students are expected to spend at least two hours outside of class for every one hour of in-person class time. Because this is a three-unit course, you can expect to spend a minimum of **6 hours per week** completing class-related assignments in addition to the in-person class meetings. Assignments include weekly readings (~34 hours), writing assignment (~8 hours), term group essay and presentation (~19 hours), studying/preparing for exams (~8 hours/exam), preparation for in-class engagements and other activities (~19 hours). These assignments may require work beyond the minimum 6-hours of work outside the classroom. Careful time management will help you keep up with readings and assignments and enable you to succeed in all your classes.

Faculty Web Page and MYSJSU Messaging

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at <http://www.sjsu.edu/people/Kathrine.Richardson>. You are responsible for regularly checking with the messaging system through MySJSU

Required Texts/Readings

Textbooks

Paul Knox and Linda McCarthy. (2012) *Urbanization: An Introduction to Urban Geography*. Third Edition. Upper Saddle River, New Jersey: Prentice-Hall. ISBN 13:978-0-321-73643-7. The text is available in hardcopy, eversion, or to rent at the SJSU Spartan Bookstore on the campus. You can also find new and used hardcopies of the text on Amazon.com.

Potter, R. and S. Lloyd-Evans. (1998) *The City in the Developing World*. Harlow: Longman. ISBN: 9780582357419. The text is available in hardcopy or to rent at the SJSU Spartan Bookstore on the campus. You can also find new and used hardcopies of the text on Amazon.com.

Janice Perlman. (2010) *Favela: Four Decades of Living on the Edge in Rio de Janeiro*. Oxford University Press: Oxford. ISBN: 9780195368369. The text is available in hardcopy at the SJSU Spartan Bookstore on the campus. You can also find new and used hardcopies of the text on Amazon.com.

Assignments and Grading Policy

I believe that teaching development effectively requires discussion and interaction within the class as well as hands-on learning –by-doing activities. As a result, I've tried to structure the course requirements and grade distribution accordingly. There are two exams – a midterm and a final – and several discussion/presentation sessions, two of which are associated with individual assignments and one based on a group project. The rest are weekly exercises that could be done individually (take home) or by groups in class.

In the first assignment I want you to provide a short essay that examines how colonialism has influenced a city or a city region in the developing world, and what are some of colonialism's lasting legacies on your particular city/city region of choice.

The group project you will need to do with four or five other students, and involves choosing a contemporary urbanization or development issue as it relates to a particular city in the Global South. The issue you choose must be current, and there should be sufficient coverage about it that it can be made into a collective term paper. The group project also entails undertaking a 30-45 minutes presentation and leading a small in-class group discussion around your topic area and city during the last 4 weeks of the term, and handing in a collective report at the last class.

Exams

1. **Mid-term Exam [20%]** (CLO 3 and 4)–You will choose two sets of exam questions from four. Questions will be topic specific and require detailed knowledge of a particular lecture area. Part A will be composed of short answer type questions, e.g. definitions and short answers. Part B will be an essay question. There will be questions on the lecture material, and the readings, as well as some questions that are about both a combination of the readings and the lecture material.

Assignments, Group Project, and Exercises

Individual Assignment 1 [15%] (CLO 1)– I would like you to choose a city or city region of your choice and discuss how colonialism has influenced its development over time. The assignment is open-ended, and there is certainly scope for doing your own thing. However, I might suggest that you give the reader a general introduction, explore the most significant impacts of colonialism on your particular urban region of choice, and end by discussing what are some of colonialism's lasting legacies, both positive and negative, on your city region of choice. The only ground rule is that I would like you to draw from at least four academic sources, and should be 3.5-4 pages in length (double-spaced, 12 point font). This assignment will follow lectures and discussions that we will have in class related to the topic, as well as providing the opportunity to research your own urban area of choice early in the term. Late papers will be penalized at a rate of half a point per working day. This essay is worth 15% of the final grade.

Individual Assignment 2 [20%](CLO 2)– I want to write a four to five page reflections essay on Perlman’s Favela. More details on this second writing assignment will become available later on in the term. Specifically, we will have several in-class discussion (and writing assignments) on this book before spring break, so actual paper should not be that difficult to pull together in its final form, and it will be due the week after spring break. where ideas can be shared. Again, the second paper will be between 4-5 pages length (double-spaced, 12 point font). Late papers will be penalized at a rate of half a point per working day. This essay is worth 20% of the final grade.

Group Term Project [25%; 20% Project + 5% Presentation] (CLO 4,5)– Along with 4 or 5 other students (maximum group size = 5), I want you to choose an on-going and contemporary issue related to urbanization or development as it applies to a particular city in the Global South. You are to use a range of sources, which includes academic literature, and especially information taken from current newspapers, magazines, films, TV, and/or video. Your group will give a 30- 45 minute presentation on an assigned Tuesday after spring break, and your group will then lead an in-class discussion about the particular city and issues that you covered the subsequent Thursday. You will also prepare a collective written report that should be no longer than 12 pages (excluding figures, tables, references). The issue revolving around your city of choice must be current, and there should be sufficient coverage about it that it can be made into a collective term paper.

By the fourth week of the term I will make sure everyone is signed up in a group. It will be your responsibility to meet with other members of your group to decide on a specific project topic. By week 8, I want a 200 word abstract of your proposed group project. Final presentations will be during the last three weeks of class. Presentations should be 15-20 minutes long. Each presentation will be worth 5% of the total group mark of 25%.

The written version of the group project is due the last day of class. There is a lateness penalty of one letter grade per working day (e.g. C+ becomes C when late by one day). Everyone undertaking a given project will receive the same grade (worth 20% of the final grade).

In-Class Exercises/Participation [20%] (CLO 1, 2, 3, 4, & 5) – These are short individual or group exercises, games and other learning activities that will be given and accomplished once every week in class. At least half of the time will be devoted to seat work, group discussion, and the rest of the time for class-level presentations, discussions, and summarization.

Grading Policy

Overall graded course requirements total 100 points. There is no “curve” for this course. Pluses and minuses are given. You receive the grade you earn through your own work and the effort you put into the class. Course grades will be determined using the following point values:

Requirement	Possible Points
Assignment 1	15%
Midterm Exam	20%
Assignment 2	20%
Exercises/Participation	20%

Group Paper	20%
Group Presentation	5%
TOTAL	100%

Grade Scale

Percent	Letter Grade	Percent	Letter Grade
95-100	A	77-79	C+
90-94	A-	74-76	C
87-89	B+	70-73	C-
84-86	B	60-69	D
80-83	B-	<60	F

Classroom Protocol

As your professor, I make a concerted effort to be prepared to class and to conduct ourselves in a responsible and professional manner. While I know that emergencies can arise, I expect the same from you – that you arrive on time, read the materials, and are ready to participate in the day’s activities. I encourage you to take notes either in writing or on a computer, but ask that you not multitask, surf the web or use cell phones while in class so that your full attention is devoted to our in-class activities and discussion. While missing a class should not adversely impact your grade, missing a few could have a negative impact, as there will be intermittent in-class assignments and activities in which you will be expected to participate.

University Policies

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University’s Academic Integrity policy S07-2](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Integrity Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

GEOG/GLST 110 / Urbanization in the Global South

This schedule is subject to change with fair notice and how the notice will be made available.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/22	Introduction, overview, Course requirements, policies, weekly topics, and reading list Ch. 5 of Knox and McCarthy and Ch. 1 of Perlman
2	1/27 & 1/29	Urbanization in Less Developed Countries Ch. 5 of Knox and McCarthy; Ch. 1 & 2 of Potter and Lloyd-Evans Ch. 1 of Perlman
3	2/3 & 2/5	Urbanization in Less Developed Countries Ch. 5 of Knox and McCarthy; Ch. 1 & 2 of Potter and Lloyd-Evans Ch. 2 of Perlman
4	2/10 & 2/12	Urban Form and Land Use in the Global South Ch. 6 of Knox and McCarthy; Ch. 6 of Potter and Lloyd-Evans, Ch. 2 of Perlman Video: The Making of New Delhi DUE: Assignment 1
5	2/17 & 2/19	Urban Form and Land Use in the Global South Ch. 6 of Knox and McCarthy; Ch. 3, 4, and 6 of Potter and Lloyd-Evans; Perlman Ch. 3, or 4, or 5 Video: The Making of New Delhi
6	2/24 & 2/26	Urban Problems and Responses in the Global South Ch. 7 of Knox and McCarthy; Chs. 5, 7, 8, and 9 of Knox and McCarthy; Perlman Ch. 3, or 4, or 5 DUE: Abstract for Group Project
7	3/3 & 3/5	Urban Problems and Responses in the Global South Ch. 7 of Knox and McCarthy; Chs. 5, 7, 8, and 9 of Knox and McCarthy; Perlman Ch. 5-8
8	3/10 & 3/12	Favela by Perlman Perlman, Ch. 9-11
9	3/17 and 3/19	Favela by Perlman Ch. 9-11 Film: The Favela
10	3/24 & 3/26	Spring Vacation
11	4/2	Due: Second Assignment
12	4/7 & 4/9	Shanghai – Group Term Project Presentation and In-class engagement

Week	Date	Topics, Readings, Assignments, Deadlines
13	4/14 & 4/16	Bangkok-Group Term Project Presentations and in-class engagement
14	4/21 & 4/23	Curitiba- Group Term Project Presentations and in-class engagement
15	4/28 & 4/30	City in India - Group Term Project Presentation and in-class engagement
16	5/5 & 5/7	City in Indonesia - Group Term Project Presentations and in-class engagement
Final Exam	5/15	DUE: Group Projects due in my box (WSQ 118) on Friday, May 15 by 3:00 p.m.

Bibliography

Gugler, Josef, editor. (1997) *Cities in the Developing World: Issues, Theories, and Policy*. Oxford: Oxford University Press.

Gugler, Josef, editor (1996) *The Urban Transformation of the Developing World*. Oxford: Oxford University Press.

Drakakis-Smith, David (2000) *Third World Cities*, Second Edition. London: Routledge.

Gugler, Josef, Editor (2004) *World Cities Beyond the West: Globalization, Development and Inequality*. Cambridge: Cambridge University Press.

Miraftab, Faranak and Neema Kudva (eds.) (2015) *Cities of the Global South Reader*. London: Routledge.
