**GEOG 3622/IAFS 3670**

**CITIES OF THE GLOBAL SOUTH**



Photo credit: Joseph Joe Radhik (Mumbai, India)

**INSTRUCTORS:**

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**ABOUT THE COURSE:**

For the first time in history, more than half of the global population is categorized as urban, with a majority of urban dwellers living in cities of the global South. Increasingly, the future of urbanism may remain less with New York and London and more in places like São Paulo, Mumbai, and Shanghai, as well as ‘ordinary cities.’ This course critically reflects on the processes, structural forces and everyday forms of urban life that are at the core of rapid urban growth in the global South. Through examining interdisciplinary scholarship, empirical case studies, and key theoretical work, we will turn our attention to crucial sites in which much of contemporary urban life is being forged. In the process, we will consider scholarly efforts to “provincialize” urban studies, particularly postcolonial critiques that the canon of urban studies literature derives from EuroAmerica and consequently offers limited explanations of the urban processes and practices that permeate urbanization in the global South. At the same time, we will critically examine what ‘a view from the South’ offers empirically and conceptually, and potential limitations.

Our main objective is to understand the variety of urban processes and phenomena that are shaping cities of the global South and diverse forms of Southern urbanism (though not necessarily exclusive to the global South). In this regard, we consider a multiplicity of themes such as migration and urbanization, formal and informal economies, housing and infrastructure, development and environment, and urban citizenship. Our cross-regional and comparative inquiry will lead to reflections on new methodological and theoretical directions for the study of global urbanism. We will additionally supplement course material with occasional films and video clips.

**COURSE SKILLS AND GOALS**

The course grade is linked to a set of specific learning goals and objectives. In particular, a student completing this course will be able to:

* Review empirical and theoretical work on urbanisation in the global South (*Position Papers, Readings, Lecture, Quizzes*)
* Distil contrasting theories and conceptual explanations related to urbanization in the global South (*Position Papers*,*Midterm, In-Class Discussions*)
* Assess research on economic, political and social aspects of urbanisation in the global South (*Midterm, Position Papers, City Profile & Policy Analysis)*
* Evaluate debates on the nature of urbanisation and how it varies across locations (*In-Class Discussions*, *Position Papers)*
* Analyse the rapidly changing nature of urbanisation in the global South and prospects for the future (*City Profile & Policy Analysis*)
* Construct coherent written arguments pertaining to policy approaches to Southern urbanism (*Position Papers, Midterm, City Profile & Policy Analysis*)
* Articulate reflective statements in group settings (*class discussions/exercises*)

**COURSE ASSESSMENT**

Attendance/Participation 10%

Quizzes 20%

Position Papers (2) 15%

Midterm 25%

City Profile & Policy Analysis Project 30%

**Attendance and Participation (10%)**

Students are expected to come to each class fully prepared, having thoroughly read the assigned readings and prepared questions or comments for potential discussion. Due to the large size of our class, we will frequently break into smaller groups and reconvene and report back during class time. Students are expected to distribute and share leadership of small-group work, so that everyone has a chance to take a leadership role in small groups and report back when we share our small-group findings.

***Absences***

Students are expected to come to class on time, and stay the duration of the class. Leaving early is disruptive to the learning environment of other students. Absences (other than those that are excused with documentation) will result in a deduction of your participation grade.

**Quizzes (20%)**

There will be regular brief quizzes given during class throughout the semester that will cover fundamental ideas and content from the readings for that particular day. These quizzes will include either multiple choice or short answer questions. ***There will be no make-up quizzes given.*** Instead, I will allow several quizzes to be dropped, so that you can keep your highest scores on quizzes. Thus, if you miss a quiz, you will have the opportunity to drop that quiz.

**Two Position Papers (15%)**

**Due:** Paper 1, September 11th, on Canvas, by 11:59pm

**Due:** Paper 2, October 2nd, on Canvas by 11:59pm

To facilitate your critical written engagement with the course content, students will write two short position papers. These papers offer an opportunity for students to posit their position on key debates related to the readings and lecture. You will be given a prompt in advance to respond to and craft your essays. This paper should be approximately 4-6 paragraphs, or 1000 words. Be prepared to speak in class about the position you have taken.

**Midterm Examination (25%)**

We will have one midterm examination in class on Thursday, October 24th, which will comprise short-answer and essay questions. More information will be provided closer to the date of the exam.

**City Profile & Policy Analysis (30%)**

Individual Policy Question & Topic Description Due: October 15th

Individual Policy Analysis Due: November 21st, 2019

Group Project & Presentation Due: TBD as assigned

Students will be put into pre-assigned groups that each tackle one particular city of the global South to create a city profile and policy analysis. Within each group, students will write ***individual*** policy analysis papers on differing topics within the city, as well as combine to write one executive summary and to present overall findings through a group presentation. More information will be given later in the term.

**Readings**

The following three textbooks are required for the course:

Fredericks, R. (2018). *Garbage citizenship: vital infrastructures of labor in Dakar, Senegal*. Duke University Press.

Anand, N. (2017). *Hydraulic city: Water and the infrastructures of citizenship in Mumbai*. Duke University Press.

Holston, J. (2009). *Insurgent citizenship: Disjunctions of democracy and modernity in Brazil*. Princeton university press.

All remaining readings will be posted and/or linked to via the course website on CANVAS.

## Grades

## Student grades will be determined on the basis of the following scale: 98-100=A+, 94-97=A, 90- 93=A-, 87-89=B+, 84-86=B, 80-83=B-, 77-79=C+, 74-76=C, 70-73=C-, 67-69=D+, 64- 66=D, 60-63=D-, 59 and below=F. Late assignments will have one third of the grade deducted per day of lateness (e.g., one day late, an A paper goes to an A-). Any extensions on assignments will not be allowed unless approved by Professor Truelove through documentation of extenuating circumstances (e.g., illness, etc.).

## Accommodation for Disabilities

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](http://www.colorado.edu/disabilityservices/students). Contact Disability Services at 303-492-8671 or [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu) for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](http://www.colorado.edu/disabilityservices/students/temporary-medical-conditions) under the Students tab on the Disability Services website.

# Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on [classroom behavior](http://www.colorado.edu/policies/student-classroom-and-course-related-behavior) and the [Student Code of Conduct](http://www.colorado.edu/osccr/).

# Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code ([honor@colorado.edu](mailto:honor@colorado.edu)); 303-492-5550). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](https://www.colorado.edu/osccr/honor-code).

# Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct intimate partner abuse (including dating or domestic violence), stalking, protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, [anonymous reporting](https://cuboulder.qualtrics.com/jfe/form/SV_0PnqVK4kkIJIZnf), and the campus resources can be found on the [OIEC website](http://www.colorado.edu/institutionalequity/).

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

# Religious Holidays

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, please let me know as soon as possible, and at least two weeks in advance, or any planned absences due to religious holidays or observances to make arrangements.See the [campus policy regarding religious observances](http://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-andor-exams) for full details.

**Office Hours and Email**

Coming to my office hours (listed above) for a face-to-face discussion is the best way to get immediate feedback. Email should be reserved for questions I can answer in a few sentences. I aim to reply to emails within 72 hours (excluding weekends).

**Technology Policy**

The use of phones is not permitted in class (except during course evaluations). All laptops must be used for engaging with course materials, and students using laptops for other purposes may be asked to stop using them as it is distracting for the learning environment.

**WEEK 1: INTRODUCTION TO CITIES OF THE GLOBAL SOUTH**

This week we are introduced to the course content and expectations. We will go over some of the main themes and concepts of the course, and will inquire into the development, use, and utility of the terminology “global South” in approaching global urbanism.

**Week 1.1 (8/27) Introduction to the Course**

**Week 1.2 (8/29) Introduction to Cities of the Global South**

What is the ‘global South’? How has it been conceptualized and variously defined, and why? This session will introduce students to key terminology, urbanization in the global South, as well as the course setup as a whole.

1. Cohen, B. 2006. Urbanization in developing countries: Current trends, future projections, and key challenges for sustainability. *Technology in Society*, *28*(1), 63-80.
2. Sheppard, Erik. 2015. Globalizing Capitalism and Southern Urbanization. In Parnell, S., & Oldfield, S. *The Routledge handbook on cities of the global south*. Routledge: Oxon, pp143-154.

**WEEK 2: HISTORY & THEORY OF THE GLOBAL SOUTH**

This week further places cities of the global South in historical context. We consider the production and history of colonial cities, and their role in shaping urban development in the global South. We go on to consider how scholars understand and approach the global South theoretically. This includes an introduction to some key writing and approaches espoused in relation to understanding urbanization and cities of the South, and Southern urbanism more broadly.

**Week 2.1 (9/3) Colonial Cities and Urban Development in the Global South**

1. Home, R. (2014). Shaping Cities of the Global South: Legal histories of planning and colonialism. In Parnell, S., & Oldfield, S. (Eds.). *The Routledge handbook on cities of the global south*. Routledge, pp: 75-85.
2. Goldman, M. 2014. “Development and the City.” In Miraftab, F., & Kudva, N. (Eds.). *Cities of the Global South Reader*. Routledge: 54-65.

**Week 2.2. (9/5) Theory ‘Beyond the West’ 1: Introduction to Key Propositions**

1. Robinson, J. (2002). Global and world cities: a view from off the map. *International journal of urban and regional research*, *26*(3), 531-554.
2. Lawhon, M. and Truelove, Y. (2019). Disambiguating the southern urban critique: Propositions, pathways, and possibilities for a more global urban studies. *Urban Studies.*

**WEEK 3: SOUTHERN URBANIZATION AND THEORY ‘BEYOND THE WEST’**

This week we consider recent calls to re-imagine cities and take urban theory beyond ‘the West’ seriously. We examine whether and how EuroAmerican theories impact southern theory (theorizations from/of the South), and begin dissecting understandings of urban informality. For example, informality has been associated with post-colonial cities of the South, but what does the term mean, and in what ways has it been put to work? We explore differing conceptualizations of the urban informal, as a ‘sector,’ a division of the economy, and a mode of urbanization in the global South. These explorations will provide an overview that we will re-visit and expand in relation to future case studies and regional analyses later in the course.

**Week 3.1 (9/10) Theory Beyond the West 2: Florida in the South**

1. Florida, R. (2017). Chapter 9. In: *The new urban crisis: How our cities are increasing inequality, deepening segregation, and failing the middle class-and what we can do about it*. Basic Books.
2. Schindler, S., & Silver, J. (2019). Florida in the Global South: How Eurocentrism Obscures Global Urban Challenges—and What We Can Do about It. *International Journal of Urban and Regional Research*.

**Week 3.2 (9/12) Theory Beyond the West 3: Urban Informality & Makeshift**

**Urbanism**

1. Caldeira, T. P. (2017). Peripheral urbanization: Autoconstruction, transversal logics, and politics in cities of the global south. *Environment and Planning D: Society and Space*, *35*(1), 3-20.
2. Roy, A. (2005). Urban informality: toward an epistemology of planning. *Journal of the American Planning Association*, *71*(2), 147-158.

**WEEK 4: URBAN INFORMALITY & CITY PROFILES**

This week, we continue our inquiry of urban informality and urban development through guest lectures.

**Week 4.1 (9/17) City Profile: Kabul**

Guest Lecturer: Professor Jennifer Fluri

**Week 4.2 (9/19) Urban Informality & Disaster Management**

Guest Lecturer: Professor Danielle Rivera

**WEEK 5: URBAN INFORMALITY II: INFORMAL SETTLEMENTS & TENURE SECURITY**

This week, we continue our examination of urban informality by looking at

informality with regard to housing, and critically analyzing conceptualizations of the ‘slum’ in the process. We then go on to examine debates concerning legalizing informal settlements, or granting titles of ownership. Proponents of legalization, such as Hernando De Soto, depict legalization as the key solution to propelling the poor out of informality and associated poverty, while other scholars suggest legalization may not improve tenure security. We critically evaluate these arguments through a set of case studies from Peru and South Africa.

**Concepts Covered**

Slum Urbanism

Tenure Security

Property Rights

Slum Upgradation

**Week 5.1 (9/24) Informal Settlements & Conceptualizing the Slum**

1. Davis, M. (2003). Planet of slums. *New Left Review*.
2. Gilbert, Alan. (2009). Extreme thinking about slums and slum dwellers: a critique. *SAIS Review of International Affairs* 29 (1): 35-48.

**Week 5.2 (9/26)** **Policy Debates on Legalization and Security of Tenure: What Difference Does a Legal Title Make?**

1. Gilbert, A. 2002. On the mystery of capital and the myths of Hernando de Soto: What difference does legal title make? *International Development Planning Review*, *24*(1), 1-19.
2. Lemanski, C. 2011. ‘Moving up the ladder or stuck on the bottom rung? Homeownership as a solution to poverty in urban South Africa’, *International Journal of Urban and Regional Research*, 35, 57–77.

ADDITIONAL RESOURCES/READINGS

De Soto, H. 1989. *The other path: The invisible revolution in the third world*.

New York: Harper and Row.

**WEEK 6: HOUSING: DEMOLITION & DISPLACEMENT IN DELHI**

This week, we investigate a case study of housing demolition and displacement in Delhi. We consider the differing governmental logics, including “world-class” city-making initiatives, in shaping the housing and labor precarity of the urban poor, and patterns of wider urban inclusion and exclusion.

**6.1 World-Class City Making and Patterns of Exclusion**

1. Menon-Sen, K., & Bhan, G. (2008). (Introduction & Chapter 1) *Swept off the map: surviving eviction and resettlement in Delhi*. Yoda Press.

**6.2 Demolition & Displacement**

1. Menon-Sen, K., & Bhan, G. (2008). Chapter 3. *Swept off the map: surviving eviction and resettlement in Delhi*. Yoda Press.

*Watch Documentary: Smart City Indore*

**WEEK 7: URBAN INFRASTRUCTURE 1 – WASTE IN DAKAR**

This week we begin an examination of urban infrastructure through an in-depth case study of everyday garbage infrastructures in Dakar, Senegal. This includes a consideration of how infrastructure’s material, political, social, and cultural elements connect to wider patterns of city-making and unequal citizenship rights.

**Week 7.1 (10/8)**

1. Fredericks, R. (2018). (Chapters 1-2). Garbage citizenship: vital infrastructures of labor in Dakar, Senegal. Duke University Press.

**Week 7.2 (10/10)**

1. Fredericks, R. (2018). (Chapters 3-4). Garbage citizenship: vital infrastructures of labor in Dakar, Senegal. Duke University Press.

**WEEK 8: URBAN INFRASTRUCTURE 2 – WATER IN MUMBAI**

This week, we consider how water, and its infrastructural techno-politics, shapes urban space and patterns of urban inclusion and exclusion in the city of Mumbai, India. This includes attention to the ways the socio-material, political and affective dimensions of the city’s hydraulics not only produce distributional inequities and deficiencies, but unequal access rights to the city.

**Week 8.1 (10/15)**

1. Anand, N. (2017). (Chapters 2-3) *Hydraulic city: Water and the infrastructures of citizenship in Mumbai*. Duke University Press.

**Week 8.2 (10/17)**

1. Anand, N. (2017). (Chapters 5-6) *Hydraulic city: Water and the infrastructures of citizenship in Mumbai*. Duke University Press.

**WEEK 9: MIDTERM EXAMINATION**

This week is devoted to the midterm. The first session will entail and preparation session, while the second will be the in-class short answer and short essay exam. More details will be provided in class.

**Week 9.1 (10/22) Midterm Preparation Session**

**Week 9.2 (10/24) Midterm Examination**

**WEEK 10: URBAN CITIZENSHIP, RESISTANCE & RIGHTS**

This week we explore urban resistance, housing and citizenship claims through a case study of São Paulo, Brazil on what Holston calls ‘insurgent citizenship.’

**Week 10.1 (10/29)**

1. Holston, J. (2009). (Chapter 5). *Insurgent citizenship: Disjunctions of democracy and modernity in Brazil*. Princeton university press.

**Week 10.2 (10/31)**

1. Holston, J. (2009). (Chapters 6-7). *Insurgent citizenship: Disjunctions of democracy and modernity in Brazil*. Princeton university press.

**WEEK 11: URBAN ECONOMY**

This week, we look at urban economies in the global South through the lens of the informal economy, hustling and street vending in a set of cities.

**Week 11.1 (11/5) Street Vending in Kathmandu and Quito**

1. Swanson, K. 2007 Revanchist urbanism heads South: the regulation of indigenous beggars and street vendors in Ecuador, *Antipode*, 708-728
2. Adhikari, D. B. (2011). Income generation in informal sector: A case study of the street vendors of Kathmandu Metropolitan City. *Economic Journal of Development Issues*, 1-14.

**Week 11.2 (11/7) Hustle Economy in Nairobi**

1. Thieme, T. A. (2013). The “hustle” amongst youth entrepreneurs in Mathare's informal waste economy. *Journal of Eastern African Studies*, *7*(3), 389-412.

*Documentary on Freetown, Sierra Leone*

**WEEK 12: URBAN ENVIRONMENTS – CLIMATE CHANGE & FLOODING**

This week, we examine urban natures and urban environments. Introducing these topics, we learn about urban political ecology, which provides an analytical framework for approaching urban natures. Second, we consider case studies of flooding in Jakarta and Bangkok.

**Week 12.1 (11/12) Introduction to Urban Political Ecology & Floods in Bangkok**

1. Heynen, N. (2014). Urban political ecology I: The urban century. *Progress in Human Geography*, *38*(4), 598-604.
2. Marks, D. (2015). The urban political ecology of the 2011 floods in Bangkok: The creation of uneven vulnerabilities. *Pacific Affairs*, *88*(3), 623-651.

**Week 12.2 (11/14) Climate Change & Urban Floods in Jakarta**

1. Padawangi, R., & Douglass, M. (2015). Water, water everywhere: toward participatory solutions to chronic urban flooding in Jakarta. *Pacific Affairs*, *88*(3), 517-550.
2. Colven, E. (2017). Understanding the Allure of Big Infrastructure: Jakarta's Great Garuda Sea Wall Project. *Water Alternatives*, *10*(2).

**WEEK 13: GENDER AND THE CITY**

This week we draw on feminist theory to consider how gendered approaches inform analyses of inequality, politics, violence and ordinary life in cities (and informal settlements specifically), as well as the experience of migrant life in Asian cities.

**Week 13.1 (11/19) Introduction to Gender and the Southern City**

1. Chant, S. (2013). Cities through a “gender lens”: a golden “urban age” for women in the global South? *Environment and Urbanization*, *25*(1), 9-29.

**Week 13.2 (11/21) Gender & Everyday Practices**

1. Yeoh, B. S., & Ramdas, K. (2014). The place of migrant women and the role of gender in the cities of Asia. In *The Routledge Handbook on Cities of the Global South* (pp. 392-406). Routledge.
2. TBD

**WEEK 14: FALL BREAK**

**WEEK 15: CITY PROFILES & POLICY ANALYSIS PRESENTATIONS**

**Week 15.1 (12/3) City Profile & Policy Analysis Presentations**

**Week 15.2 (12/5) City Profile & Policy Analysis Presentations**

**WEEK 16: CITY PROFILES & POLICY ANALYSIS PRESENTATIONS**

**Week 16.1 (12/10) City Profile & Policy Analysis Presentations**

**Week 16.2 (12/12) Presentations & Course Wrap-Up**