Course Description
The purpose of the course is to introduce students to the urbanization process and cities in the global South. The course looks at these issues from four perspectives. First, it examines the demographic and historical processes that create cities. It also introduces theories of modernization and globalization. The second part of the course investigates some of the most powerful forces and trends shaping cities in the global South: capital accumulation, migration and transnationalism, and social movements. The third part of the course examines the structures and agents that respond to these forces: the state, planners, policy makers, civil society and communities. The course concludes with an exploration of some of the most perplexing problems facing cities: poverty and inequality, access to shelter and services, violence and security, and environmental degradation.

Course Format and Expectations
The course is taught as a lecture with some time allocated for group presentations towards the end of the semester. The required readings should be completed before the first class meeting each week to facilitate a deeper understanding of the lectures and an informed discussion in class and in the weekly discussion sessions.
Discussion Sessions
The teaching assistants will lead weekly discussion sessions. These sessions are designed to help answer your questions and to provide a forum to probe topics more deeply. You should also use these sessions to obtain help with the research paper, the in-class presentation and the exams. Attendance is not required and you are welcome to attend any of the four sessions. All discussion sessions are on Fridays in W. Sibley Hall, room 115 from: 9:05 to 9:55, 10:10 to 11:00, 11:15 to 12:05 and 12:20 to 1:10.

Learning Objectives
Students will gain a broad understanding of cities and urbanization processes in the global South. Students will learn how to critically analyze the forces, structures and agents that build, manage, plan, govern and shape cities. In the last part of the course, students will interrogate some of the most pressing issues facing cities. Course assignments are designed to develop research, writing, presentation and critical thinking skills, as well as collaborative working skills.

Required Readings and Course Materials
There are two books required for the course. The books are available in paperback on Amazon.com:


Besides these two books, all other required readings are posted on Blackboard (http://blackboard.cornell.edu/).

Evaluation and Grades
Your grade is based on three areas of evaluation: (1) a midterm exam, (2) a research assignment, and (3) a final exam.

<table>
<thead>
<tr>
<th>Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Areas of evaluation</td>
</tr>
<tr>
<td>--------------------</td>
</tr>
<tr>
<td>Midterm exam</td>
</tr>
<tr>
<td>Research assignment</td>
</tr>
<tr>
<td>Final exam</td>
</tr>
</tbody>
</table>

The midterm will be given in class on March 5th in week 7. The midterm and final exams will consist of multiple choice questions, short answers and essay responses. More detail about the format of the midterm and final exam will be provided in class and in the weekly discussions sessions. You will receive 3 grades for the research assignment: (1) 10% for your individual contribution to the group research paper, (2) 10% for the quality and overall cohesiveness of the group research paper, and (3) 10% for the quality of your group’s in-class presentation.
Description of the Research, Writing and Presentation Assignment
You will work with a group of 4 students on a research paper about a city in the global South. The selection of your group’s city needs to be approved by the instructor.

Each student will write an individual section of the paper, not to exceed 10 pages on a specific aspect of the course (i.e., historical perspective, planning, poverty, migration, governance, shelter).

As a group you will write the introduction and conclusion of your paper. You are responsible for peer-editing each other’s sections to make sure that all the sections contribute to a cohesive whole. Part of your grade for this assignment (10%) is based on the overall quality of the final product.

You should discuss an outline as well as other aspects of your paper with the teaching assistants during weekly discussion sessions and office hours. Additional information and guidance about the written assignment and the presentation will be provided in-class and during the weekly discussion sessions.

Research reports are not to exceed 45 pages double-spaced, with one-inch margins, pages must be consecutively numbered and the report must be bound or stapled. Your reference list should follow APA citation style. During the semester your group will be asked to make a brief, in-class presentation.

Resources
It is recommended that you take a tour of the Cornell Library system, and you meet with a librarian to discuss your research topic. The teaching assistants are available to help you with your research topic as well as your writing. For additional help with writing, please take advantage of the Knight Institute and their walk-in service available on campus. A useful resource for questions about how to reference research materials is the Purdue University’s OWL (Online Writing Lab), https://owl.english.purdue.edu/owl/.

Academic Integrity
Each student in the course is expected to abide by the Cornell University Code of Academic Integrity. It is your responsibility to familiarize yourself with the code, (http://cuinfo.cornell.edu/Academic/AIC.html). Any work submitted by a student in the course should be the student’s own, original work. For this course, collaboration is allowed for group assignments as specified by the instructor and in the syllabus.
## Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Background and Context</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 1</td>
<td>1/22</td>
<td>Demographic perspective</td>
</tr>
<tr>
<td>Week 2</td>
<td>1/29</td>
<td>Historical perspective</td>
</tr>
<tr>
<td>Week 3</td>
<td>2/5</td>
<td>Modernization</td>
</tr>
<tr>
<td>Week 4</td>
<td>2/12</td>
<td>Globalization</td>
</tr>
<tr>
<td>II. Forces and Trends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>2/19</td>
<td>Capital accumulation</td>
</tr>
<tr>
<td>Week 6</td>
<td>2/26</td>
<td>Migration and transnationalism</td>
</tr>
<tr>
<td>Week 7</td>
<td>3/5</td>
<td>Social movements</td>
</tr>
<tr>
<td>III. Structures and Agents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>3/12</td>
<td>States and governance</td>
</tr>
<tr>
<td>Week 9</td>
<td>3/19</td>
<td>Institutions, planning and policy</td>
</tr>
<tr>
<td>Week 10</td>
<td>3/26</td>
<td>Citizens and communities</td>
</tr>
<tr>
<td>IV. Perplexing Problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>4/9</td>
<td>Poverty and inequality</td>
</tr>
<tr>
<td>Week 12</td>
<td>4/16</td>
<td>Shelter and services</td>
</tr>
<tr>
<td>Week 13</td>
<td>4/23</td>
<td>Violence and security</td>
</tr>
<tr>
<td>Week 14</td>
<td>4/30</td>
<td>The urban environment</td>
</tr>
<tr>
<td>Week 15</td>
<td>5/5</td>
<td>Conclusion</td>
</tr>
</tbody>
</table>
I. Background and Context

Week 1—Demographic perspective


Week 2—Historical perspective


Week 3—Modernization


Week 4—Globalization


II. Forces and Trends

**Week 5—Capital accumulation**


**Week 6—Migration and transnationalism**


**Week 7—Social movements**


III. Structures and Agents

Week 8—States and governance


Week 9—Institutions, planning and policy


Week 10—Citizens and communities


IV. Perplexing Problems

Week 11—Poverty and inequality

Mason, David R. and Victoria A. Beard. 2008. Community-based Planning and Poverty


**Week 12 — Shelter and services**


**Week 13 — Violence and security**


**Week 14 — The urban environment**

