

GEO 260 Urban Geography

Shadow Cities



DETAILS

Spring 2021

Mondays & Wednesdays 10:30 - 11:45

Distance Learning (via AIMS) or In-Person Learning (Room ?)

Sig Langegger PhD

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The best way to contact me is to email me.

Title your email GEO 260

DESCRIPTION

Translated from Greek, geography means writing about the earth, or simply earth writing. In less poetic terms, geography is an academic field that includes the study of the spatial patterns of both human and physical phenomena. By bridging both social and environmental sciences, geographers are uniquely suited to provide insight into complex spatial interactions that manifest as disease pandemics, climate change, urban design, and cultural complexes.

We are in the midst of an urban revolution. For the first time in history, the majority of the human population lives in urban areas. However, the vast majority of this urbanized population resides in cityscapes that are likely wholly unfamiliar to someone reading this course description. Most of Earth's urban residents do not live in cities with traffic lights, sidewalks, subway systems, or even sewage systems. One in five people live in what are characterized as slum conditions. By 2050 it is estimated to be one in three. Much of the urban world is anarchic. Informal urbanization is by definition urban growth without land use codes, zoning codes, building codes, business codes, licensing authorities, sanitation authorities, or real estate boards. As the twenty-first century marches on, billions of

independent land use decisions, and real estate transactions are remaking Earth into a planet of slums. This course surveys this phenomenon. The first half of the semester outlines the cultural and structural underpinnings of informal development patterns. The second half of the semester contextualizes these theoretical underpinnings in the lived experiences of slum dwellers of the Global South.

This course is pivots on two pedagogical tools: the lecture and the webinar. Using perspectives offered by cultural, economic, and historical geography, lectures help students construct a theoretical vocabulary. Weekly webinars emerge directly from the readings and give students the opportunity to use this theoretical vocabulary to analyze the human patterns of informal development.

OBJECTIVES

Upon completion of this course students will:

1. Have learned fundamental geographical concepts and theories.
2. Have improved their reading comprehension skills.
3. Be comfortable using geographical terminology in written and verbal discourse.
4. Be able to think, write, and argue critically about informal development.
5. Have gained insight into how urban slums are coproduced by political systems, economic systems, and cultural complexes.
6. Have learned to recognize the relationships between formal planning and informal development.
7. Have gained an appreciation for the everyday trials and tribulations along with the extraordinary successes and failures of the urban poor.

READING

Required Book

Katherine Boo (2012) *Behind the Beautiful Forevers - Life, Death, and Hope in a Mumbai Undercity*

Suggested Book

Mike Davis (2007) *Planet of Slums*

Additional Readings

Periodically I will post on AIMS readings selected from my library

ASSESSMENT

Reading/Multimedia Quizzes	30.0
Webinar Paper	20.0
Webinar Participation	20.0
Lecture Participation	5.0
Midterm Exam	12.5
<u>Final Exam</u>	<u>12.5</u>
Total Points Possible	100.0

Reading/Multimedia Quizzes

Quizzes encourage a collective and deep engagement with reading/multimedia assignments and they facilitate well-informed class discussions. Each week I will administer a quiz that will assess student comprehension of reading assignments as well as allow students to critically analyze this material. Reading/multimedia quizzes comprise nearly one-third of a student's final grade; therefore keeping current with reading/multimedia assignments is essential to earning high marks in this class.

Webinar Papers

In order to demystify the paper writing process, I will send each student personalized a RAFT (Role, Audience, Format, Task). In other words, I will indicate what *role* I want you to assume as the author. I will indicate the *audience* to which I would like you to address your essay. I will remind you of the *format* I expect. And I will give you a *task* to accomplish with your paper.

On webinar days, prime movers—the students who are chiefly responsible for the creation and execution of their portions of the webinar—are responsible for uploading **executive summaries** of their papers to the webinar forum to which they are scheduled to contribute before the beginning of the class period (Japan Time).

Prime movers should have completed a rough draft of their webinar paper before they post their executive summary. The webinar serves two purposes. *First*, it facilitates an engaged written discussion of the readings. *Second*, it serves as a forum from which prime movers can glean insight from their colleagues and from me in order to improve the final draft of their paper. Webinar papers are *due* the class period following the webinar forum.

I will grade webinar papers and executive summaries in accordance with the grading rubric posted on our AIMS page.

Webinar and Lecture Participation

I will gauge and assess student participation in lecture forums—which are linked to lectures—and to webinar forums—which are constitutive parts of this course's webinars. Because lecture forums and webinar forums comprise an assessable component of webinar and lecture participation, I will maintain a log detailing each student's engagement in each forum. In order to achieve full marks on webinar forums, students must post at least one reply to one discussion question from each prime mover and one reply to at least one other student's response to a prime mover's discussion question. In formulating students' grades for webinar forums and lecture forums, I will consider the following factors: applicability to discussion at hand, thoughtfulness, thoroughness, and scholarly tone.

Midterm Exam

The midterm will cover material presented in lectures and in the reading assignments. It will cover *terms, concepts, and theories* as well as *regional specifics* presented during the first part of the semester. It will comprise essay questions. Aside from an exceptional situation as outlined in the Student Handbook, There will be no chance to make up the midterm exam.

Final Exam

The final will cover material presented in lectures and in the reading assignments during the entire semester. It will cover *terms, concepts and theories* covered during the entire semester and *regional specifics* presented during the second part of the semester. It will comprise essay questions. Aside from an exceptional situation as outlined in the Student Handbook, there will be no chance to make up the final exam.

ASSESSMENT POLICIES

Format Requirements

All written assignments must include the following in the upper left corner of the first page: Student's name, student ID number, assignment name, and due date. All assignments must be formatted in the following manner: double spaced, font size of 11 or 12 point, standard margins, and an indented first line for each paragraph.

Submission Requirements

Unless otherwise instructed, students are expected to submit written assignments on the AIMS platform. I will only accept PDF (.pdf) documents. I expect assignments to be submitted on time. Assignments due in class must be turned in at the beginning of class. I reserve the right to deduct points for late submissions and I reserve the right to determine the percentage to be deducted.

Makeup Work

Aside from *exceptional situations*, there will be no chance to make up missed exams or quizzes or turn assignments in past their due day/time. Proof of an exceptional situation must be submitted to me in writing and signed by the appropriate authority within 24 hours of the due date. I reserve the right to define an exceptional situation and furthermore to make all final decisions relating to amending, redoing, or making up late, or incomplete work.

GENERAL POLICIES

Academic Dishonesty

Academic dishonesty consists of plagiarism, cheating, fabrication and falsification, multiple submission of the same work, misuse of academic materials, and complicity in the academic dishonesty of others. Academic dishonesty will not be tolerated.

In accord with AIU policies and good practices in higher education, acts of academic dishonesty will result in the failure of the course at a minimum. An act of academic dishonesty during the final examination or assignment in lieu of the final examination will result in failure of all courses registered in the relevant academic term. All cases of academic dishonesty will be reported to the Dean of Academic Affairs.

Attendance

Learning is an ongoing process; one that builds upon previously acquired insights and skills. Consistent and engaged attendance is vital for success in this course. I reserve the right to deal with exceptional or extended absences on a case-by-case basis.

Special Needs

If you require accommodations, please alert me of your needs on the first day of class so that I can work with the administration to meet them.

Civility & Classroom Decorum

Silence all cell phones, beepers, etc., during class. Speaking on cell phones, texting, or using electronic equipment in any way that is not directly related to class is strictly prohibited.

Collaboratively and critically engaging with ideas is a powerful pedagogical tool that may lead to disagreement. Colleagues must learn to disagree *and* maintain respect for each other. I

insist that students strive to learn from the differences that manifest while debating the merit of theoretical and empirical evidence by maintaining an atmosphere of civility during lectures and discussions.

SCHEDULE

Reconsidering Slums

April 12	Introductions
April 14	Shadow Cities, Anarchic Communities & System D
April 19	Fire, Hearth & Community
April 21	Spatializing Slums
April 26	Liberalism, Socialism, Anarchism
April 28	Property & Squatting
May 10	A Global Survey of Squatting
May 12	Webinar
May 17	A Global Survey of Squatting
May 19	Webinar
May 24	Ties That Bind
May 26	Webinar

Slum Policy

May 31	Demolition or Repair
June 2	Webinar
June 7	Demolition or Repair
June 9	Midterm Exam
June 14	Primate Cities & Structural Adjustment
June 16	Webinar

Shadow Cities

June 21	Lagos: Decentralized Problems & Centralized Solutions
June 23	Webinar
June 28	Cape Town: Apartheid's Spatial Legacy
June 30	Webinar
July 5	Lusitania, Luanda & Semba
July 7	Webinar
July 12	Nam Hak: Perceptions & Realities
July 14	Webinar
July 19	Nam Hak: Perceptions & Realities
July 21	Webinar
July 26	Final Exam