

GEOGRAPHY 2060A

COURSE OUTLINE FALL 2014

Modified: September 8, 2014.

Dr. R. Cecil

Office: To be announced

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Lectures: Tuesday: 3:30 to 5:30 P.M., in Somerville House 3345.

I have some very firm policies for this course. Yet, paradoxically, there is a surprising amount of flexibility. I am rigid about deadlines and work ethics and quite pliable in terms of work options.

I am starting off by alerting you to the fact that there is **a policy of no extensions or exceptions to the due dates for the submission of course assignments and take home test and exam papers**. As I point out below, there is no need to hand in late assignments. Yet, there could be very serious unforeseen events in your lives; see below for what happens then.

Also, please note that I go to considerable pains below to point out that there is no make up for the term test. Please read the section on the term test very carefully.

Please assess yourself at the beginning of the course and make a commitment to yourself to follow the timetable rigidly. You must have your assignments in on time and take the scheduled term test. Wrap your mind around the course timetable and adjust your mind set. If you feel that you cannot meet the deadlines; or really do not wish to; please find another course.

NOTES ON E-MAILS:

1: When sending an e-mail please remember to put Geography 2060A as the subject. If that subject title is absent, the e-mail will be deleted unread, because of the proliferation of spam.

2: Please do not expect an instant reply. I will answer as soon as I am able to do so.

3: I do not read e-mails either on Saturday or Sunday.

Changes to the outline

There could be some fine tuning of the outline before the course starts and, perhaps, as the term progresses; such changes would be minor and they would not have any significant impact on the course nature and structure.

Test and Examination Formats

The term test and the final examination have options and formats that are quite broad; I shall listen to any suggestions for additional options, at the first lecture. If we add more options, we will insert them into the course outline.

Phone:

As I write this outline, I do not have an office (that may change). Therefore, I have no phone. Unfortunately, it is impossible to contact me by phone at home. So, I cannot be reached by phone ever. Please limit your communications to e-mail. I do not own a cell phone, as I have no ongoing need for one

If it is absolutely critical that I talk to you by phone, e-mail me a number and I will phone you.

Office Hours:

I shall be available after each lecture, for as long as I am needed. Otherwise, catch me at a lecture and we will set up a time. I may acquire an office; with or without one, I will set up regular office hours if they are needed.

Policy on Computers in the Lecture Hall and Lectures on the Course Web Site

We shall discuss this issue at the beginning of the course; serious students and professors cannot descend into web surfing and picture gazing and face book and the like during lectures. If you cannot dispense with electronic amusements, please do not come to lectures.

We may decide to admit computers under strict conditions; a violation of the conditions will result in the violator being asked to leave the lecture. I shall invite such individuals to meet with me to discuss the matter.

Basically, the policy is in place because of the wide-spread use of computers in lectures for frivolous purposes, such as e-mail, face book, web surfing and the like. Such activities often lead to class disruptions as individuals communicate with each other, disturbing the calm of the lecture.

The elimination of computer privileges is tied to the availability of lectures on the course web. If we do not have computers in the lecture hall, I could put some or all of the lectures on the course web site.

Cell phones and Texting

The use of cell phones and the sending/receiving of text messages during lectures are **absolutely forbidden**. Anybody violating this rule will be asked to leave. There is a mid-

lecture break for such purposes; and possibly one (maybe two) other small stretch breaks in which you may text or phone.

Course Participation

I shall not be taking attendance. However, you are expected to attend the bulk of the lectures. As indicated below, there will be three mandatory exercises held during lecture periods, at unspecified dates, missing them will impact on your total marks.

The test is to be held during a second-hour lecture period, which will be preceded by a first-hour lecture. Those exercises are in fact a measure of a part of your course participation. If you do not intend to attend most of the lectures, I suggest that you drop the course.

Calendar description

A global perspective on urbanism; in each session a selected city is used to emphasize a particular urban problem, urban spatial structure or world region.

About the course

The course examines the cities of the world, ranging in size from world giants to the capitals of small islands. It is aimed at understanding the very basic nature of cities across the world. It is about morphology (what they are like) and physiology (how they operate and what problems they face). Different component parts of the human-economic systems of cities are used as focal points for in depth study, with a view of understanding the roles of the parts in creating and maintaining the city as a whole. Linked together, the parts paint a picture of the urban landscapes of the globe. In addition, the different types of cities in the world are explained; there is a strong focus on the primate cities of the developing world. Global and in-country historical events, especially colonialism, are used to analyze and explain the creation and evolution of cities, and the overall human conditions that exist today. The range and variation of the human condition in the cities of the world will be examined within their regional and global settings, on a comparative basis; and specific features of human activities, that dominate specific cultural areas, will be emphasized. The most widely recognized cities in different cultural areas will be examined in some local detail. Concepts, models, physical and human characteristics and critical issues will be introduced throughout the lectures. The course uses a number of models and some fundamental concepts. However, it is not theory-oriented. The course has a very strong sociology focus. Human geography and sociology are intertwined, and that relationship is emphasized strongly in this course. The course material affords many opportunities for independent critical thinking.

Course Objectives

1: To understand the nature of cities from the literature and from the instructor's observations in the field.

- 2: To gain a broad grasp of the nature and significance of the major components of cities.
- 3: To grasp the economic development of cities, as reflected in visible human conditions.
- 4: To work on the fundamentals of diverse aspects of urban studies.
- 5: To develop a fondness for critical thinking.

Course Text:

Brunn, Stanley, D., Hays-Mitchell, Maureen and Zeigler, Donald J., Cities of the World: World Regional Urban Development, Fifth Edition, Rowman and Littlefield Publishers, Inc., Toronto, 2012, 632 pages.

There is also an electronic version of the text; you could look into such a version on line.

The prior edition, the fourth would be alright. Of course the material is not exactly the same and data would be different. However, the historical sections, which are the strength of the book, are very similar to those in the fifth edition; in fact, a lot of that historical material is identical.

NOTE: I shall stipulate what sections of the text are required reading, as the term progresses. However, as a matter of good academic practice, I suggest that you read the text from cover to cover.

Supplemental Readings

Other than the textbook, I am not placing any books on reserve for this course. Up to date supplemental references are suggested in the course outline, for most lectures; they will provide ample additional material.

Current relevant articles, coming into print or on the web, just before and during the course, might be proposed as additional readings.

COURSE POLICIES AND ADMINISTRATIVE NOTICES

Geography 2060A operates under the general guidelines of Western University (UWO) and of its Geography Department. The following policies emanate from those sources:

- **FIRE SAFETY:** We have been reminded; by Occupational Health and Safety; that **everyone** is required to evacuate buildings when a fire alarm is activated. It is not an option. So, please leave the building at once.
- No **mark** is final until it is received from the Registrar's Office. Posted marks are unofficial and are subject to change during any review process by either the Departmental Chair or the Dean's Office.
- **Plagiarism is a major academic offence** (see Scholastic Offence Policy in the Western Academic Calendar).""Students must write their essays and assignments

in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations.

- “Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:
<http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf> .”
- All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.
- **Illness and Bereavement:** Please start a paper trail, with Academic Counseling, if you face any personal problems that might interfere with tests and assignment due dates. Otherwise, the instructor will have no room for accommodation.
- For UWO Policy on Accommodation for Medical Illness and a downloadable SMC see:

http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf

Downloadable Student Medical Certificate (SMC): <https://studentservices.uwo.ca> under the Medical Documentation heading

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation cannot be granted by the instructor or department.

The new regulations can be found here:

<http://www.uwo.ca/univsec/handbook/exam/courseoutlines.pdf>.

- There is a **no noise policy in effect**... Please, if you feel the need to talk, etc., please leave. Please do not disrupt the calm of our work environment: come back when you are in the mood for a lecture!!
- There are no **prerequisites** for this course. You must make certain yourself that it is not an **antirequisite** for another course that you are taking.

MARK STRUCTURE

- Term test: 20 percent

- Assignment One: 15 percent
- Assignment Two: 15 percent
- Three short Lecture/labs 10 percent
- Final exam: 40 percent

YOUR FINAL MARK IN THE COURSE

Please read this section very carefully, and take total notice of its contents. Every time I give this course, I receive several e-mails asking me to review marks. In all cases the e-mail is composed as follows:

“I had an A or better going into the final, but my final mark is a (B, C or D), surely there is something wrong. I need to see my paper”

*“I reply: **“Yes, you may have had an A, but each marked section of the course is independent from the other, and marks in one will not necessarily correspond with marks in others.”**”*

I then go over the entire record, and send an e-mail on the breakdown.

NOTE: I have never changed a final mark as a result of such e-mails.

SO WHY DO SO MANY FINAL MARKS GO DOWN?

The final marks in the course are the sum of seven independent testing exercises. Each exercise has its own degree of difficulty and its own requirements. Each exercise is put together with certain goals in mind. The levels of difficulty vary from exercise to exercise.

The **final examination**: At this stage, you have worked for 60% of your final mark. However, the real test is yet to come. The final is **“a brand new ball game”**. The final is more demanding than either the assignments or the term test. You have to pay a great deal more attention to detail in the readings, and you have to cover all of the ground. Moreover, the final will contain questions based on comprehension as well as memory. Preparing for the final is a great deal of work. **SO, BE WARNED YOUR FINAL MARK COULD PLUMMET**

GOALS FOR COURSE SUBMISSIONS AND TERM TEST

1: To provide you with **two reading assignments** that require reading some parts of the text that will not be required for either the test or the exam; plus other material that will not require further testing. However, some of the material earmarked for the assignments will be on the test or the exam, depending on where it is covered in the lecture sequence.

The sections covered are mainly historical. The exercises are very straight forward, and generally produce high marks for most students. Those two exercises, worth 30% total, provide a rock-solid mark base for most students.

2: To offer **three short in-lecture assignments**, designed to allow you to simulate geographical field work. The assignments will be worth a total of 10% of the course mark. You must be at the lectures to earn the marks, which will be linked to the two term assignments: See the document on the course web called: Course Participation Field Manual and Exercises

3: To give you a first opportunity, via **the term test**, to acquire a feel for the style and format of the final examination. It is a trial run. The material covered is nowhere near as extensive as the amount of material required for the final. So, you write the term test under a different work load than the final. Again, the term test is designed to help you accumulate base marks.

WRITTEN ASSIGNMENTS

- There are two written assignments.
- Each is worth 15 marks, for a total of 30.
- Instructions will be available on the course website.

ASSIGNMENT DUE DATES

- Assignment One: Tuesday, October 7, 2014 by 5: 20 P.M., at the end of the lecture.
- Assignment Two: Tuesday, November 18, 2014, by 5:20 P.M., at the end of the lecture.

LATE ASSIGNMENTS ARE NOT ACCEPTED

- You have the assignments at the beginning of the course. So, begin working on them immediately as they are not lecture-driven. You may submit at any time before the due date. If you do, you have the option of resubmission, which could increase your mark.
- The assignments are driven by the readings; they are independent of the lectures.
- If you leave your assignment to a time close to the deadline, and you fall sick you will not receive any consideration whatsoever.
- **WHY NOT DO YOUR ASSIGNMENTS RIGHT AWAY?**
- The assignments due dates are firm. **No Extensions, No exceptions**

TERM TEST LOGISTICS

- Date: Tuesday, October 21, 2014 at the lecture hall, unless specified otherwise in lectures.

- Time: 4:25 P.M. A lecture will precede the test at the normal hour of 2: 30 P.M. Attendance at the lecture is mandatory.
- Marks: 20

TERM TEST FORMAT, MATERIAL AND POLICY

PLEASE NOTE: No electronic devices will be allowed during tests and examinations.

- **See the separate file on the course web site called: “Information on the test and Mandatory readings”**

1: There will be some form of take-home component to the test. The questions and the instructions to complete them will be available on **Tuesday, October 14, 2014**, on the course website. Make certain you look for those questions.

2: There will be options on the test.

3: The format will include: short answers, multiple choice, true or false questions and definitions.

4: Despite the options, there will be some mandatory questions.

5: The test will cover 6 chapters of the text; chapters 1 to 6; and the lectures up to the last lecture day before the test. I shall stipulate which sections of the chapters to cover: A list will be posted on the course website to that affect, within the document dealing with the instructions for the test.

6: **There is no term test make up.** In the event that the Dean grants a special permission, for an extreme case of illness or bereavement, the make-up test will not be the same as the regular one. Moreover, the test will not have options. Such a test will consist of essay questions that assume a **thorough knowledge** of the relevant material covered in lectures and the course text and a capacity for critical thinking.

7: No student will be exempted from a test for any social, cultural or athletic reason, or any sort of other activity. You have the term test date in this outline, so if you foresee any such conflicts of interest, **DROP THE COURSE.**

8: **If the term test date does not suit you, for any reason whatsoever, DROP THE COURSE.**

THE FINAL EXAMINATION: LOGISTICS, FORMAT AND MATERIALS

- See the separate file on the course web called: **“Information for the final exam and Mandatory readings”**.
- The exam will be scheduled by the Registrar’s Office

- There will be some form of take home-component to the examination. The questions and the instructions to complete them will be available on the course website on **Tuesday, December 2, 2014.**
- Make certain you access those questions.
- There will be options on the examination.
- The format will include: short-answers, multiple-choice, true or false questions and definitions.
- Despite the options, there will be some mandatory questions.
- The exam will cover the chapters in the text not assigned for the term test, i.e., Chapters 7 to 12, omit Chapter 13; and the lectures, beginning with the one after the term test to the last one at the end of term. I shall stipulate which sections of the chapters to cover: A list will be posted on the course website to that affect, in the document that provides information on the final.
- Some of the lecture material, beginning after the term test, may overlap with the readings assigned for the term test. The readings used for the test will not be on the final, but you will be responsible for the lecture material that may overlap.
- **The material for the final is not cumulative with the test material.** Again, the final includes the stipulated chapters in the course test plus the lecture material from the term test to the end.
- In the event that the Dean allows any special examination, for an extreme case of illness or bereavement, the make-up exam will not be the same as the regular one. Moreover, such an examination would not contain any options. A make-up examination will consist of essay questions that assume a **thorough knowledge** of the relevant material covered in lectures and the course text and draw on your skills in critical thinking.
- No student will be exempted from the final examination for any social, cultural or athletic reason, or any sort of other activity. If you foresee any such conflicts of interest, **DROP THE COURSE.**

ADDITIONAL MATERIALS HANDOUTS AND ANNOUNCEMENTS

MISSING LECTURES IS YOUR PREROGATIVE---MISSING INFORMATION IS NOT

From time to time, information about assignments, the test, the exam, and the readings will be posted on the course web sites; I shall alert you about such materials, in the lectures; there may be some written handouts. If you miss the information and handouts, you will not be exempted from their academic consequences. I shall not entertain any statement or complaint to the effect that “I did not know about such and such”. If you are in lectures, you will know. If you are not, find out.

Please note the following:

1: You will have access to two term assignments, on the course web site, from the beginning of the course. **See the information on assignments above.**

2: You will be advised further about readings **.Do not e-mail me about readings, be**

there or find out from a friend. Check the course website; everything will be there.

3: I shall provide material about the test and the exam, on the course website. They are useful guides. Make certain that you access them.

4: There will be a take-home portion to the test and to the exam; they will be available on the web. Make certain that you have them. See above for the dates that they will be available on the course website.

SEQUENCE OF LECTURE TOPICS

NOTE: Lecture topics will run into each other in the lectures. No topic is scheduled for any specific time period. So, the numbers do not correspond to lecture sessions.

The numbers inserted before each heading are for sequential purposes only; they do not represent the contents of any individual lecture.

The readings, that are listed, are incorporated into the lectures. They can be accessed electronically, as the full reference is given for each one.

You will not be tested on the readings as such, but their use and utility will become evident to you as the course progresses. You will be given some material from some readings in lectures and they, as part of a lecture, are your responsibility for the test and the exam.

Models, theories, definitions and other such materials presented in the lectures will overlap with the text. However, the bulk of the lecture material is derived from field work and observations. If the lectures are placed on the web, they will only include the text delivered in the lecture hall. Graphs and illustrations will be included, but slides will not be available.

NOTE: YOU SHOULD READ THE TEXT FROM COVER TO COVER: BUT SEE THE TEST AND THE EXAM GUIDES TO FIND OUT WHICH PARTS OF THE TEXT ARE REQUIRED READING FOR EITHER THE TEST OR THE EXAM

NOTE: THERE WILL BE SOME FINE TUNING OF THE COURSE AS WE GO ALONG: CHANGES WILL BE ANNOUNCED IN THE LECTURES AND POSTED ON THE COURSE WEB SITE.

1: GENERAL INTRODUCTION

NOTE: As you will see from the notes in certain sections below, I shall skip some of the material readily available in the text; mainly definitions and descriptions that are easily understood on your own.

I cannot stress enough the importance of reading the sections in the text that correspond to lectures ahead of time.

- Administrative basics
- Nature of the course
- Text and readings
- Policy matters

BE AWARE OF THE NOTE AT THE BEGINNING OF SECTION TWO BELOW AND READ ALL OF THAT MATERIAL BEFORE YOU COME TO THE LECTURE (S)

2: INTRODUCTION TO WORLD CITIES

A lot of the information in this section of the course is covered thoroughly in the textbook. I shall not duplicate that coverage in the lectures, as you can read the material on your own. Nevertheless, my notes contain all such material which I shall put on the web, if we elect to have web-posted lecture material.

- Some urban concepts, definitions and key terms.
- Basic geography terms.
- Different types of cities.
- The world urban system.
- Urbanization: Causes and consequences.
- Analytical focal points.
- An overview of urban problems.

Reading: Text: pages 1 to 34

PREREAD THE MATERIAL IN THE TEXT FOR SECTION 3 BELOW BEFORE LECTURES: AGAIN, I SHALL SKIP A LOT OF THE MATERIAL IN THE TEXT

3: BASIC FOCAL POINTS OF CITY STUDIES: USING NORTH AMERICAN CITIES TO ILLUSTRATE CONCEPTS

- North America Cities: Preliminary introduction
- Internal structures of cities
- Location of different parts and functions of the city
- The people in the cities
- The component parts of a city

Reading: Text pages 65-69

4: MODELS OF THE SPATIAL STRUCTURES OF CITIES

Urban geographers have constructed a number of regionally specific models to illustrate the fundamental spatial characteristics of cities in different parts of the world.

We shall begin by examining the models designed for North American cities; illustrated with examples from the USA and Canada, in order to place them into a context that we can identify with as North Americans, or people currently studying in North America.

We shall also examine the utility and pitfalls of using models to study cities; in the light of the human conditions found in cities; at different points in time. Towards the end of this lecture, we shall be reminded to familiarize ourselves with the key terms used in urban studies. We will end this section with an examination of the causes; and results; of the ongoing processes of urbanization.

Reading: Text pages 34-38

Contrary to Sections 2 and 3 above, I shall cover all of the material in the text on this section, in lectures, as models are keys to understanding the material in this course at large.

- A quest for the elements that create the cities
- General models
- Understanding the strengths and limitations of models.
- The three classic models of North American cities.
- Looking beyond the abstractions in the texts and the facades on the ground.
- Key terms used in Urban Geography: Do study them in the text page 10 to 24.

5: AMERICAN AND CANADIAN CITIES

The American city is the birthplace of the skyscraper, which has allowed the concentration of large numbers of enterprises and people in the constricted spaces of cities. We have seen them all of our lives where we live and travel; we shall spend some time discussing their importance in commercial and human affairs. Other aspects of American urban life have a great deal of significance for world urbanization; we shall focus on a representative sample of such American urban traits. Canadian cities resemble American ones, but there are differences.

- New York: The giant city
- The skyscraper in American urban landscapes: Chicago
- The urban ghetto and social consequences: Chicago
- Some vital anomalies: San Antonio and San Francisco
- Canadian cities: Montreal a distinct place; and other Canadian city-scapes

Reading: Text pages 71 to 99.

6: CITIES OF WESTERN EUROPE: GENERAL CHARACTERISTICS

The cities of Western Europe have forms and structures that differ substantially from the cities we know on the North American Continent. On the one hand, the cities of Western Europe are much older, retaining a great deal of history in their current forms, structures, land use and architectures. Also, cultural norms and attitudes have been, and continue to be, quite different than the ones prevalent in North America,

Readings: Patricia Kennett and Ray Forrest, “The Neighborhood in a European Context”, *Urban Studies*, Volume 43, Number 4, April 2006, 713-718.

Text: Read Chapter 5, selectively, concentrating on the aspects covered in the lectures.

- A model of the Western European city.
- The internal structures of West European cities.
- Major distinctive characteristics of West European cities.
- London and Paris: the spoils of empire visible in the landscape.
- Rome: a great city, but not a world city as such.
- Diversity on the Mediterranean: a model.

7: CITIES OF EASTERN EUROPE

Eastern Europe was in the grip of communist ideology until the recent past. As a result, the form and functions of its cities have acquired many elements created by socialism. Now, with a change in ideology, free market systems are reshaping the vast region once again. Croatia is a case in point.

Reading: Text: Focus on the material on Eastern Europe in Chapter 5.

- Western style evolution: then communism
- The Communist era: basic socialist elements in the urban landscape
- Essential elements
- Budapest and Prague: historical landscapes of the West survival socialist changes
- Dubrovnik: Old Medieval gem, communism; recent war and rebuilding

8: RUSSIA AND THE FORMER SOVIET UNION

- Far Eastern reaches: non-western cities: Tashkent and Samarkand
- The Soviet stamp on cities
- Communist policies and cities
- Moscow: the focal city

Reading: Text pages 254 to 278

9: THE PRIMATE CITY:

In this session we examine the concept of primate cities, i.e., the cities that dominate the urban scene in a country by overshadowing all other cities. In the case of very large

countries dual primacy is possible. Primacy is particularly marked in developing countries, where people, goods and services are concentrated in one very large city, to the detriment of the rest of a country's overall urban structure. We shall study the causes of primacy along with the processes that foster it. In the next lecture, we shall use the cities of Latin America at large to illustrate national and regional primacy.

A: The concept of the primate city.

B: The causes and characteristics of primacy.

C: The impact of primacy on a country's urban system: a process that creates imbalances in a country's geography and society.

Reading: Text page 20. However, various aspects of primate cities are illustrated throughout the text. See the index for the page citations.

10: DISTRIBUTION AND CHARACTERISTICS OF LATIN AMERICAN AND CARIBBEAN CITIES

Keeping the idea of the primate city in the forefront of our thinking, we will turn to the distribution of the cities in Latin America and the Caribbean. Our concern here is with the history of the evolution of the morphology of cities in the Western Hemisphere. We shall examine a number of cities in Latin America. We shall end this section with a rapid overview of the urban conditions in the Greater Caribbean.

- Settlements prior to the conquerors
- National and regional primacy in South America
- The colonial base of Latin American cities and models of the current nature of those cities
- Bogota
- Caracas
- Buenos Aires
- Rio de Janeiro
- Sao Paulo
- A glimpse of the Caribbean: Different cultures create diverse cities.

Reading: Text Chapters Three and Four

11: PACIFIC ISLANDS AND AUSTRALIA/NEW ZEALAND: SIMILARITIES FOUND IN ISLANDS OF THE INDIAN OCEAN

Having looked at island cities in the Caribbean, it follows that we should see the parallels that exist between those islands and the islands of the Pacific and the Indian Ocean. We will make the transition back to larger cities by looking at Honolulu and the cities of Australia and New Zealand, all of them urban settlements in the Greater Pacific. We will stress the rivalries between France and England in creating and developing urban structures in the island countries of the planet.

- Primacy at its zenith
- The colonial past and present: Nouméa, New Caledonia; Primate of Fiji and Vanuatu
- Some views of the Indian Ocean: Reunion Island and Mauritius.
- Honolulu: An American Pacific Island City.
- Cities in Australia: Sydney, Melbourne and Canberra
- New Zealand: Auckland

Reading: Text Chapter Twelve

12: SUB-SAHARAN AFRICAN CITIES: HISTORICAL OVERVIEW

Several Sub-Saharan African countries border on the desert of North Africa. Therefore, the Northern portion of this broad geographical area has some cities influenced by dry climatic conditions; wetter conditions prevail further south. The cities of the broader Sub-Saharan zone are the subject of this segment of the course. It is possible to generalize about Sub-Saharan African cities up to a point, but they do vary substantially in their economic development and their physical appearances and scales. Because of its very special nature and history, it is best to exclude South Africa from our general deliberations, leaving it to be discussed on its own after we have discussed cities in Sub-Saharan Africa at large... The African cities in this part of the continent exhibit a number of distinct traits created by the forces of colonialism and racism; and by the ongoing processes of urbanization. Land use in the cities reflects their, sometimes tumultuous, origins. We shall examine models of the colonial city and the dual city; and reflect on the role of racism and urbanization in creating the human geography of contemporary Sub-Saharan cities.

- Urban development in Sub-Saharan Africa prior to the arrival of the Europeans.
- Urban development during the greater colonial period.
- Racial segregation in urban land use.
- Models of Sub-Saharan African cities.

Reading: Text pages 331-350

13: CONTEMPORARY URBAN SUB-SAHARAN AFRICA

Most Sub-Saharan countries gained their independence from European powers from the 1960s onward. The arrival of political freedom brought a host of new problems for the cities of the greater region. Dependent on the colonial power involved; and on the value of each country, to its occupiers; some countries had head starts on the creation of their urban structures, while others had cities that hardly fit the description of urban spaces. Money was spent on “peacock” projects, to create structures that would be striking in the eyes of the world. Public transportation was never fully developed anywhere, leaving patchworks of more or less reliable services. Foreign powers interfered in the affairs of the countries after independence, some putting in money and infrastructures in the form of foreign aid. Rural push factors catapulted masses of people into the cities; they brought their own peculiarities

to the city scene, including forms of urban agriculture. Some cities acquired fisheries villages as enclaves within their jurisdiction.

- The legacy of colonialism: a continuum of infrastructural development.
- The creation of monuments and structures to reflect national pride.
- Post colonial presence and influence: competitive foreign aid.
- Sub-Saharan public transport systems.
- Agriculture in the city.
- Fisheries enclaves in urban areas.

Readings

Chinese aid to Africa

<http://www.gmfus.org/doc/Brautigam0410aFINAL.pdf>

Transportation in Africa:

<http://www.ppiaf.org/documents/Reports/Africa/stuckintrafficAICDP101096.pdf>

14: A CLASSIFICATION OF SUB-SAHARAN AFRICAN CITIES AND AN OVERVIEW OF SOUTH AFRICA

In Sub-Saharan-Africa, what one sees on the ground is a reflection, among other variables, of the state of economic development of the countries that house the cities; one can almost read the economic development status of a country by walking through its cities. The correlation is striking enough to warrant the creation of a classification of African cities to put them into perspective in regards to each other and to measure them in terms of the conditions of the cities of the world. The classification proposed here is forged wholly from my own field observations in a representative sample of East and West African cities. There are three groupings to the classification, in descending order of economic development; a number of key variables are used to place cities into each of the three groups.

- A typology or classification of Sub-Saharan African cities.
- Modern South Africa: New names for provinces, cities and urban areas.
- The genesis of apartheid in South Africa.
- Apartheid as a principal factor in the urban development of South Africa.

Readings

Text: pages 350-379

Electronic File: Cecil, R.G., [A Classification of Sub-Saharan African Cities](#)

Lemon, A., "Urbanization and Urban Forms", in Fox, Roddy and Rowntree, Kate (Editors), [The Geography of South Africa in a Changing World](#), Oxford, 2000, 509 pages, 186-210..

Lester, Alan, "Historical Geography" in Fox, Roddy and Rowntree, Kate (Editors), The Geography of South Africa in a Changing World, Oxford, 2000, 509 pages, 60-85.

McDonald, David, A., World City Syndrome: Neoliberalism and Inequality in Cape Town, Routledge, New York, 2008, 355 pages

Murray, J., Taming the Disorderly City: The Spatial Landscape of Johannesburg after Apartheid, Cornell University Press, 2008, 261 pages.

Naude, W.A. and Krugell, W.F., "Are South Africa's cities Too Small?", Cities, Volume 20, Issue 3, 2003, 175-180.

15: THE ROLE OF ISLAM IN THE DEVELOPMENT OF THE CITIES OF NORTH AFRICA

Our focus is on the cities of North Africa and the key role played by Islam in the development of those cities. Through time; and this is an ongoing process; Islam has diffused into Sub-Saharan Africa bringing its cultural-religious norms; and the influences of those norms on the physical structures of that region. Islamic cities show rational adaptation to drier environments and illustrate the role of religious norms in fostering those adaptations.

- The role of Islam in creating the forms and structures of Islamic cities.
- The nature of the Islamic city.
- Islam and dryness: southward diffusions.
- The urban scene in the dry zone: Mali as an example.

Reading: Text Chapter Seven

16: CITIES OF SOUTH ASIA: EXAMPLES FROM INDIA

With the exception of India, the phenomenon of one dominant primate city characterizes the city distributions in South Asia. The region has three basic types of cities: traditional, colonial and planned. Two models are used to illustrate the urban form of South Asian city: the colonial-based city model and the bazaar-based city model. Those models allow us to examine the major components parts of the region's cities. We shall take the opportunity to also introduce the role of ocean ports in city formation and, by extension, in national economic development. Also, we shall focus on the role of ethnic tensions and warfare as impediments to the rational development of many cities in the region.

Urban areas in the Indian subcontinent illustrate the common traits found throughout the region, along with diverse landscape components that give particular cachets to specific cities. Poverty, penny economies, middle class life and affluence all blend in an ever changing kaleidoscope of Indian land use. The cities of India represent the human condition found throughout South Asia. Religion has shaped the history of the subcontinent and continues to do so today. Reflecting the country as a whole, Indian cities display the

extremes of the human conditions that result from the juxtaposition in the same greater spaces of the very rich, the middle class and masses of poor people.

- Models of South Asian cities.
- Typological characteristics of the cities.
- The diversity of the component parts of Indian cities.
- Traditional and modern parts of Indian cities.
- Traffic patterns, gridlock and chaos: apoplectic dismay for transport planners.
- Legacies of the British era in the landscapes.
- Cultural and ethnic diversity and spatial segregation.
- The micro-geography and sociology of shanty towns.
- Some characteristics of specific cities

Readings:

Text: Chapter Nine.

Tipple, Graham, “The Place of Home-based Enterprises in the Informal Sector: Evidence from Cochabamba, New Delhi, Surabaya and Pretoria”, Urban Studies, Volume 42, Number 4, April 2005, 611-632.

Davis, Mike, Planet of Slums: Read Chapter 2: Prevalence of Slums

17: CITIES OF SOUTHEAST ASIA: THE SPECIAL CASE OF SINGAPORE

The cities of Southeast Asia reflect the legacies and continuity of their own ancient civilizations and of elements added to urban landscapes by colonial administrators prior to independence. The urban landscapes represent the inputs of a wide range of cultures and incorporate traits that reflect the powerful influence of the world’s major religions. Despite the diversity of forces that have created Southeast Asian cities, land use patterns in the cities are very similar throughout the region. Paradoxically there are sharp contrasts in the urban expressions of the politics and social norms of the peoples of Southeast Asia. All of the region’s cities are experiencing ongoing rapid population growth and the wide range of problems that accompany it. Parts of the area display characteristics that are in tune with Western norms and thinking, while other cities have undergone different, and at times traumatic, paths to development, decay and redevelopment. We will begin by an overall view of the cities of the greater Southeast Asia region, followed by an examination of the special case of Singapore, notably its status as a vanguard society in modern innovations.

- City development and colonial history.
- A model of Southeast Asian cities.
- Population and environmental problems in modern Southeast Asian cities: Bangkok
- Singapore: A high profile city state.

Readings

Text: Chapter Ten

Yuen, Belinda; Yeh, Anthony; Appold, Stephen John ; Earl, George; Ting, John, and Kwee, L.K. , “High-rise Living in Singapore Public Housing”, Urban Studies, Volume 43, Number 3, March 2006, 583-600.

18: TRAUMATIZED CITIES: VIETNAM, KAMPUCHEA AND MYANMAR

Some cities in Southeast Asia have gone through a “traumatic form of urban cycle”. Cities, such as Ho Chi Min City and Phnom Penh went through a phase of development in the colonial era, followed by a phase of "de-urbanization", during which masses of people were relocated out of the cities. Currently, those places are being “re-urbanized”, as capitalism creeps back slowly. The cities of Vietnam, Kampuchea and Myanmar belong to Southeast Asia, but their development histories have taken radically different paths; especially in the recent past; than those elsewhere in the region. This lecture will examine the inhuman conditions and political horrors that destroyed the essence and substance of cities caught in the paths of ideological nightmares.

- The trauma of the “de-urbanization” of cities.
- Ho Chi Min City: crossroads of colonialism and communism.
- Phnom Penh: residence in the city was once equivalent to a death warrant.
- Yangon: a city that showcases an ongoing modern human tragedy.

Readings:

Text: Chapter Ten: The cities we cover in lecture.

Shatkin, Gavin, “Fourth World Cities in the Global Economy: The Case of Phnom Penh, Cambodia, in Brenner, Neil and Kell, Roger, The Global Cities Reader, Routledge, 2004, 436Pages; 210-216.

19: HONG KONG: A CAPITALIST ENCLAVE IN COMMUNIST CHINA

Communist China gave Hong Kong a special territorial status within the country, after it acquired the former British colony in 1997. Hong Kong is the financial and banking centre for China’s trade. It is a world class city, with a per capita income on a par with Europe and the United States. Also, Hong Kong’s public housing and new town programs are eye catching, and impressive. One of the most populated places on earth, Hong Kong is a city that works. There are parallels with Singapore, as both cities have similar problems and follow similar solutions in dealing with teaming populations living in very restricted spaces.

- The juxtaposition of free enterprise and socialism.
- Housing: the most important element in the city.
- Housing estates: packing many people into vertical spaces.
- The sense of neighborhood in Hong Kong.
- A parallel with Singapore.

Readings:

Text: See relevant materials in Chapter Eleven

Tai, Po-Fen, Social Polarization: Comparing Singapore, Hong Kong and Taipei. Urban Studies, Vol. 43, Issue 10, September, 2006, 1737 – 1756.

20: THE SOCIALIST CITY: CHINA

Socialism in its communist incarnation has put specific cachets in the landscapes of China. Beijing has many similarities to Moscow, the cradle of the forms of urban communism. There are certain standard “ingredients” in the socialist city; that seem to be repeated anywhere that communism takes hold. We shall use our study of China to examine the particular forms and functions of the city landscapes created by governments dedicated to communist ideologies.

Topics

- The forms of Chinese cities.
- Communal multi-story housing projects.
- Transportation networks and problems.
- Beijing and Shanghai.

Readings:

Text: The material on China in Chapter Eleven

Friedman, John: “Four Theses in the Study of China’s Urbanization”, International Journal of Urban and Regional Research, Vol. 30.2, June, 2006, 440-451.

21: CONURBATION AND SUPER METROPOLITAN REGIONS: JAPAN

Cities in the most developed countries tend to coalesce into massive giant urban complexes. Japan typifies the process. Japan is a modern nation and a leader in technological advances. Urban planning and development are very advanced in the country, where entire cities have been rebuilt after WWII; and after major earthquakes, that seem to hit the country far too frequently. Rebuilt cities are showpieces of modern urban development.

Reading: The material on Japan in Chapter Eleven

- Conurbation, super-metropolitan region and megalopolis: forms and functions.
- Transportation and connectivity.
- Managing coalescing spaces.
- The Tokaido megalopolis: Tokyo, Osaka, Kobe and Kyoto.
- Some notes on Tokyo.

