

**Федеральное государственное образовательное учреждение высшего
профессионального образования
«Национальный исследовательский университет "Высшая школа экономики"»**

**Подразделение «Высшая школа урбанистики»
в сотрудничестве с Институтом Медиа, Архитектуры и Дизайна «Стрелка»**

**Направление подготовки
«Градостроительство»
Степень (квалификация): магистр**

**ПРОГРАММА
«ADVANCED URBAN DESIGN»
«ПЕРЕДОВЫЕ ПРАКТИКИ ГОРОДСКОГО ПРОЕКТИРОВАНИЯ»**

**Аннотация учебной дисциплины
«Urbanization in Developing Countries»
«Урбанизация в развивающихся странах»**

Шифр направления 07.04.04

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Urbanization in Developing Countries

Title of the Course: Urbanization in Developing Countries

Duration: 1 semester, second year

Type: Non mandatory

Author/lecturer: Ronald Sean Wall

Invited speakers: Imraan Valodia (University of the Witwatersrand), Luca D'Acci
(Institute for Housing and Urban Development)

1. GENERAL DESCRIPTION

The course will be divided into two focal parts: firstly, a panorama of urbanization processes and related issues in developing countries, followed by a focus on urban inequality.

General Overview

Urbanisation and urban growth have accelerated in developing countries over the past few years. Although the benefits of planned efficient cities in the developed world is considered to be well understood, there is an urgent need to recognize that a large portion of the world is undergoing unplanned urbanization which is particularly exacerbated by an unprecedented transition from the rural to the urban.

This extraordinary shift brings with it the profound risk of economic upheaval, social instability, excessive urban concentration and dispersion, inadequate infrastructure, environmental calamity, booming informality, probable water crises, and the likelihood of emergent diseases. The costs of these dangers stem from the incomprehensibility of megacities, the mismatch between regional and urban development, alongside institutional underdeveloped and insufficient human resources for urban planning and management. Much of this has its roots in colonial and post-colonial forces, but also in contemporary indigenous contexts.

As such, this part of the course avoids a Western-centric view on these unfamiliar contexts and topics, instead broadly exploring the causalities behind developing world urbanisation and the differences between urbanism and urbanization, as well as outlining major patterns of modernization and urban development in post-colonial countries. The course also investigates the historically grounded opposition between East and West – along with the introduction of the notion of the Global South. Most importantly, it will illustrate that developing world urbanization relates to the changing geography of scarce resources, the increasing division between the ‘haves’ and ‘have-nots’, and the application of spatio-political instruments to enforce this.

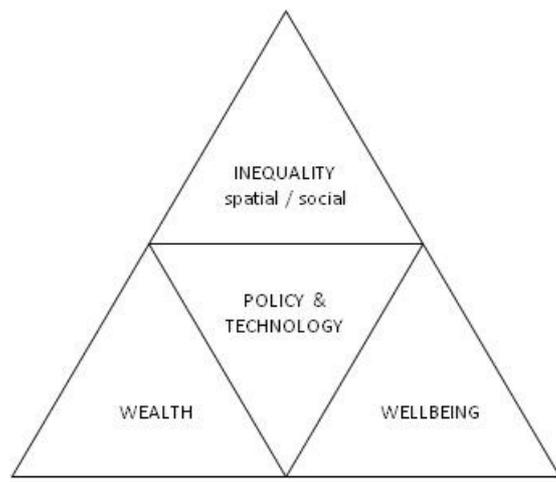
Specific Focus

On a global level, inequality is rampant. This is not only the case for the developing world but in most parts of the developed world too. Over a period of 250 years it has been witnessed that, on a global level, the accumulation of wealth has become increasingly unequally distributed. This points to the fact that the world is not becoming flat, as postulated by Thomas Friedman, but in fact spikier. Geographically speaking, only a handful of cities hold the majority of global wealth. New York, London, Paris and Tokyo control around 20% of global investments; multinational corporations located in these major financial hubs control production and market processes across the entire globe.

The disproportionate distribution of capital is not a random event but determined by the social, cultural, economic, political, and spatial characteristics of cities. Not only is this deformation seen *between* cities, but the same patterns are mirrored within developed and developing cities. In emerging markets—such as, for instance, Peru, Russia, and South Africa—inequality is, in fact, flourishing. Its rise perpetuates increased social unrest and conflict, fuelled by the IT revolution which makes the majority increasingly aware of the magnitude of their misfortune. In this sense, confronting the spatial and functional inequality of cities is one of the greatest global challenges. Tackling it will require a novel economic and spatial approach.

The core of the course will be in studying and comparing the inequality of Moscow and Johannesburg, each an extreme, from the northern and southern hemispheres. According to the Credit Suisse 2014 Wealth Report, Russia and South Africa have some of the highest levels of inequality in the world – South Africa, for example, has far more inequality today than during the apartheid regime. The disproportionate distribution of capital is most evident in Moscow and Johannesburg, but for different social, cultural, economic and political reasons. More importantly, these functional characteristics have crystallized into *spatial* inequality – ideal for economics and urban planning students to explore simultaneously.

The following diagram shows that urban inequality is based on the distribution of wealth and well-being, and how this is mediated through policy and technology (such as laws, regulations, infrastructure and communications). These main categories will form the organizational division of this part of the course.



Methodology

The course will consist of three blocks: [1] introductory period (teaching 4 days), [2] two week field trip to Johannesburg (teaching 4 days), and [3] synthesis period (teaching 3 days).

Block 1: Introduction

A

- a. *Globalization and scarcity*. In this part urban development is seen as a socio-economic process originating over centuries, but booming from the onset of industrialization in which the state of being ‘developed’ and ‘developing’ is a shifting phenomenon.
- b. *Urbanization and urbanism*. Shown as the spatial crystallization of the process of globalization, this will discuss the difference between urbanism (state of being – design) and urbanization (state of becoming – process).
- c. *Colonization and post-colonization*. These processes are discussed as the most aggressive culminations of globalization and urbanization. Rapid global economic expansion and enforced occupation. From Imperialism to current multinational neo-colonization.
- d. *Developed and developing*. Discusses the differences between developed cities of the ‘colonizers’ world and developing cities of the ‘colonized’ world.
- e. *Impact and challenges*. Discusses the impact of the aforementioned processes on development e.g. emerging competition, trade and investment legislation, innovation and technological progress, common goals, cultural generalization, terrorism and crime, informational integration, climate change, social upheaval, and environmental degradation.

B

This part of the introduction will focus on one of the topics central to urbanization in developing countries. Through the lenses of the ‘inequality’ theme, various phenomena, predicaments and paradoxes of development will be discussed. The choice of this theme is supported by the tutor’s specialisation and by the fact that

inequality is recognised as a significant issue both in Moscow and Johannesburg (the two territories selected for this course's critical inquiry). The focus on one major theme will not limit the understanding of the phenomenon of urbanization in developing countries; rather, it will offer an opportunity for an in-depth investigation during Block 2 (Field-trip) and Block 3 (Synthesis).

- f. *Inequality and wealth.* This will cover topics like economic globalization, growth and decline, production, markets, multinationals, socialism, national/urban competitiveness, economic networks, and foreign investment.
- g. *Inequality and wellbeing.* This will cover topics like quality of life, happiness economics, sustainability, climate change, and green cities.
- h. *Inequality and technology.* This will cover topics like public and private transport modes and systems, mobile and internet technology, and smart cities.
- i. *Inequality and space.* This will cover topics like accessibility, fragmentation and concentration, urban distribution of functions, and informal settlements.
- j. *Assignment.* In this section initial background information on South Africa and particularly Johannesburg will be given. The overall assignment for the students will be to research inequality in Johannesburg and to identify and develop projects that propose how to spatially reduce inequality by better distributing wealth and/or increasing the subjective wellbeing of citizens in neighborhoods. Spatio-economic solutions are sought in particular.

Block 2: Field trip

- k. Hosted by The University of the Witwatersrand, and combining students from Moscow and Johannesburg, spatial extremes of wealth, wellbeing and technology in the city will be explored – in short, the dysfunctional old central business district (migrants out of other African countries) versus the rich new satellite cities, such as Sandton (which is the most expensive real estate in Africa). Wealthy housing estates versus township housing; public and informal transport versus exuberant car culture.; blue collar and white collar business clusters.
- l. For well-being, the Johannesburg happiness survey (which was carried out this year for the first time) will be studied, exploring measures of quality of life, energy use, green space, entertainment, culture and, more importantly, how people access these in the city.
- m. In the case of technology, how townships (such as Soweto) were deliberately planned (in this case, through roads) by apartheid planners to disconnect black zones from white areas will be explored e.g. that minimal one-point road access was promoted, making townships inaccessible and controllable. Mobile phones and the internet are the most prized asset of black communities. How can this technology be used to encourage integration and opportunities?
- n. In this phase, students will visit parts of the city but also attend lectures given by local experts, and collaborate with Johannesburg students on workshop sessions. The students will also have to identify specific

themes which they will work out during the synthesis period.

Block 3: Synthesis

- o. In this phase (located in Moscow) students will start to work out their theme in detail, synthesizing it to an urban (spatio-economic) interventions. This can be done individually but preferably in pairs or groups that include both economics and urban planning students. This should be aimed at forming part of the overall publication, or a sub-publication on Johannesburg, which can be discussed with the tutor.

Formats

The introductory phase is aimed at giving a general (A) and specific insight (B) into the topic and upcoming field trip, allowing students to engage with one another around the topic. Students will also become acquainted with Moscow and Johannesburg during this phase.

It will include lectures given by experts alongside individual and/or group assignments. It is important that the students also commit to research prior to travelling to South Africa.

The format of the field trip will include excursions, lectures, and workshops. For Synthesis the format is group work or individual work, aimed at (spatio-economic) urban planning interventions. It could be about Johannesburg, or focus on the comparison with Moscow.

Main goals of course

1. To understand the relationship between globalization, urbanization, and development
2. To deepen the student's understanding of urban studies and design within developing countries, especially in those experiencing unprecedented urban growth
3. To discuss historical, cultural, political and economic issues affecting cities in transition
4. To offer trajectories for further independent research of cities in developing countries
5. To help students understand (or begin to understand) different value systems and norms as well as models of private and public space in non-Western countries
6. To understand the interdependence between social, economic and spatial inequality
7. To take on inequality, which is one of the world's most important challenges
8. To understand that urban design must emerge from empirical research
9. To compare Moscow and Johannesburg in terms of differences and similarities in inequality
10. To show that urban planning/design can contribute to increased equality
11. To get experience in the global south and north

12. To share cross disciplinary experience

Lectures, theory and empirical work will cross disciplines of sociology, economics, planning and urban design. Although the course will focus on Johannesburg, it will also include a Russian development expert who focuses on similar issues in Moscow.

After successful completion of the course, the students will be able to:

1. Understand the theoretical complexity of development and inequality
2. Understand extremes of inequality in Johannesburg and Moscow
3. Understand various concepts like happiness economics, quality of life, competitiveness, informality
4. Understand more about other disciplines
5. Understand how to integrate various knowledge into urban plans/interventions

Specific requirements

1. Funding to cover student and staff trips, external experts for GIS or statistics.
2. ArcGIS and STATA software.

2. STRUCTURE AND THEMATIC COMPOSITION

Originality of the course:

1. This course is original in that it involves both the disciplines of Economics, Sociology, and Urban Planning
2. This course argues that solving urban inequality requires spatial interventions, too
3. This course compares two highly skewed cities (Moscow and Johannesburg)
4. This course uses mixed methods and theory

Thematic structure

<u>#</u>	<u>Theme</u>	<u>Total hours</u>	<u>Lectures</u>	<u>Seminars</u>	<u>Practical/Field trips</u>	<u>Individual Workload, hours</u>
<u>1</u>	<u>Introduction wealth, wellbeing, technology and inequality</u>		<u>4</u>	<u>3</u>		
<u>2</u>	<u>Field trip excursions, workshops,</u>		<u>8</u>	<u>4</u>	<u>6</u>	

	<i>lectures</i>					
<u>3</u>	<i>Synthesis Statistics course GIS course design modules presentatio ns</i>		<u>3</u>	<u>3</u>		
<i>Total:</i>						

3. COURSE CONTENT

All themes are explained in a chronological order with a list of core and additional bibliography provided per theme.

3.1. Theme 1

1. Globalization and scarcity

- Stiglitz. J.E. (2003). Globalization and Its Discontents. W. W. Norton & Company.
- Stiglitz. J.E. (2013) The Price of Inequality: How Today's Divided Society Endangers Our Future.

2. Urbanization and urbanism

- Bairoch P. (1991) Cities and Economic Development: From the Dawn of History to the Present. University of Chicago Press.
- Dicken P. (2015). Global Shift, Seventh Edition: Mapping the Changing Contours of the World Economy. The Guilford Press.

3. Colonization and post-colonization

- Howe, Stephen (2002). *Empire: A Very Short Introduction*. United States: Oxford University Press.
- Ashcroft, B. (2006) *The Post-colonial Studies Reader*. Taylor & Francis
- Quayson, Ato (2000). *Postcolonialism: Theory, Practice, or Process?* Polity Press, Blackwell Publishers Ltd.
- Sassen S. (2014) *Expulsions: Brutality and Complexity in the Global Economy*. Cambridge, MA: Belknap Press.

4. Developed and developing

- Baker A. (2013) *Shaping the Developing World: The West, the South, and the Natural World*. Cq Pr.
- D. W. Drakakis-Smith (2000) *Third World Cities*. Routledge.
- J. Gugler. (1996) *The Urban Transformation of the Developing World*. Oxford University Press.

5. Inequality

- OECD (2011). *Special Focus: Inequality in Emerging Economies (EEs). Divided We Stand: Why Inequality Keeps Rising*, OECD Publishing, 47 – 84.

<http://dx.doi.org/10.1787/9789264119536-en>
- Atkinson, A. B. (1970). On the measurement of inequality. *Journal of economic theory*, 2(3), 244-263.
- Székely, M., & Hilgert, M. (2000). What drives differences in inequality across countries?.

6. Inequality and Economic Growth

- Dreher, A., & Gaston, N. (2008). Has Globalization Increased Inequality?*. *Review of International Economics*, 16(3), 516-536.

- Aghion, P., Caroli, E., & Garcia-Penalosa, C. (1999). Inequality and economic growth: the perspective of the new growth theories. *Journal of Economic literature*, 1615-1660.
- Bourguignon, F. (2004). The poverty-growth-inequality triangle. *Poverty, Inequality and Growth*, 69.

7. Inequality And Subjective Wellbeing

- Kingdon, G. G., & Knight, J. (2007). Community, comparisons and subjective well-being in a divided society. *Journal of Economic Behavior & Organization*, 64(1), 69-90.
- Oishi, S., Kesebir, S., & Diener, E. (2011). Income inequality and happiness. *Psychological science*, 22(9), 1095-1100.
- Alesina, A., Di Tella, R., & MacCulloch, R. (2004). Inequality and happiness: are Europeans and Americans different?. *Journal of Public Economics*, 88(9), 2009-2042.

8. Inequality and Technology

- Jaumotte, F., Lall, S., & Papageorgiou, C. (2013). Rising Income Inequality: Technology, or Trade and Financial Globalization? *IMF Economic Review*, 61(2), 271-309.
- Freeman, C. (2000). Social inequality, technology and economic growth. *Technology and inequality: Questioning the information society*. London: Routledge, 149-171.
- Van Reenen, J. (2011). Wage inequality, technology and trade: 21st century evidence. *Labour economics*, 18(6), 730-741.

9. Inequality and Space

- Vesselinov, E., Cazessus, M., & Falk, W. (2007). Gated communities and spatial inequality. *Journal of Urban Affairs*, 29(2), 109-127.

- Tickamyer, A. R. (2000). Space matters! Spatial inequality in future sociology. *Contemporary Sociology*, 805-813.
- Lobao, L., & Saenz, R. (2002). Spatial Inequality and Diversity as an Emerging Research Area*. *Rural Sociology*, 67(4), 497-511.

10. Inequality in South Africa

- Natrass, N., & Seekings, J. (2001). Democracy and distribution in highly unequal economies: the case of South Africa. *The journal of modern African studies*, 39(03), 471-498.
- Hoogeveen, J. G., & Özler, B. (2006). Poverty and inequality in post-apartheid South Africa: 1995-2000. *Poverty and policy in post-apartheid South Africa*, 59-94.
- Leibbrandt, M., Woolard, I., Finn, A., & Argent, J. (2010). Trends in South African income distribution and poverty since the fall of apartheid.

4. GRADING

Explanation of the grading system

40% - participation in discussions/seminars
 40% - research paper on the field trip
 20% - lecture attendance