

Instructor: Dr. Madhumita Dutta
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Class: Tuesday&Thursday, 2.20-3.40 pm
Classroom: 214 Denney Hall
Office hours: Wednesday 10am – 12pm or
by appointment

Course description and objectives

What are 'Urban spaces'? How do we define them? How do these spaces 'look', 'live', 'feel' like across the globe? Why should we be interested in urban spaces in the first place? This course will broadly examine the processes - historical, social, economic, cultural and political that produces urban spaces. It will explore the interlinkages between these processes, focusing on the emerging urban spaces in the global south that are undergoing profound transformations in terms of patterns of urbanization, economic and social changes, modes of governance, notions of entitlement, citizenship and ecological transformations. The course will introduce some key concepts and debates in urban geography and case studies to examine some of these processes. Focusing on urban conditions and challenges, the course will cover topics on urban economy, ecology, work, labor, governance, infrastructure, housing, inequality, and social justice. In addition, the course will bring in some aspects of role of cities and social life in the present moment of global pandemic.

Students taking this course are highly encouraged to participate in the discussions, ask questions and offer comments at all times. The objective of the course is for students to develop critical thinking, writing and acting on complex economic, social and ecological issues in our society. The course is organized around interactive lectures, in-class group discussions, group work and sharing of experiences.

Reading materials

There is no text book for the course. There are a set of articles, internet links and films that are available on Carmen in the module section and in the syllabus.

You are expected to:

1. Read and submit comment on carmen on the day's reading at least one hour before class each class day (by 1:20 pm). Participate in class and speak out on all topics, contributing from what you have read recently;
2. Read and discuss in class at least two posts from CityLab;
3. Read and review 2 articles from journals where urban research is published;
4. Write a 2-3 page "hometown paper";
5. Complete a project that gathers and/or uses data for a city, suburb, or metropolitan area, compiled in a final paper; **(Group Project: Franklinton)**
6. Present a summary of your final project to class.

In your writing, the focus should be on what you have read and learned recently, not on what you already knew. Good papers demonstrate new knowledge gained in this course. Assignments need to be submitted via Carmen.

Grading will be based on 6 elements:

1. Attendance (sign in) each class day and participation on the topic of the day and your recent reading on urban issues, whether for assignments or otherwise. **(10%)**
2. Your summary and comments [what is new, confusing, or needing elaboration] on the day's assigned readings/films/discussion board. **(15%)**
3. Summary and comments on 4 posts in CityLab, a daily blog on cities [<http://www.citylab.com/>]. These can be shared in class early or on the due dates. **(15%)**
4. Reviews of 2 articles from any of the following journals **(15%)**– from any issue, any year (but the article must be at least 5 pages long, and not be a book reviews). All are available as electronic journals in OSU Libraries:

Cities

Journal of Urban Affairs

Urban Affairs Review

Urban Studies

International Journal of Urban and Regional Research

City, Culture and Society

Journal of Urban Economics

Urban Geography

A review must: include a full citation of the article (author, title, journal title, volume, issue, year, and page numbers), be **2 pages or 1000 words (1-1/2 or double-spaced)** long critique – that is, your thoughts and reactions and comparisons with other sources – that resulted from having read the article. The critique should not be focused on the article itself, and a point-by-point criticism is not what is meant by a critique. The best critiques draw on material from outside the article – from your life, your job, your family or friends, or material from this or other courses.

The two articles reviewed must be from two different journals – not just two different articles from different issues of the same journal title.

- Evaluation will be based on evident organization (including sections with section headings), quality of writing (spelling grammar, and punctuation), and quality and clarity of the summary and of the points you are make in the critique.
5. Hometown paper **(15%)**: A 2-3 page paper (1000-1200 words, 1-1/2 or double-spaced) that summarizes the past, present, and future of your hometown and home metropolitan region. That is, think about the city and suburb with which you most identify and set them in the context of recent urban trends. Do not rely on – nor attempt to recreate – a Wikipedia account.
- Evaluation is based on evident organization, quality of writing (spelling grammar, and punctuation), and quality and clarity of the points you are making in the paper.

- The hometown paper should provide a geographical, historical and economic sketch of your hometown (if you have lived in several places, choose one). Include which metropolitan area is most important to your hometown; that is, if your home is a suburb or a small town, where does your family shop and eat out, and which airport do they use? What was the local economy based on, say, 25 years ago? What is it based on now? What is the future of the place in a globalized world?
- 6. A final project presentation and report/product **(30%)** – by a group of 2-3 collaborators – on an urban issue. The presentation and final product combined are worth 20% of the course grade. The final product will be evaluated based on the completeness of the description of your research, your findings, and their significance or the “take home” point of your work.

****We will develop the final project in conversation and collaboration in class.**

Summary:

Attendance & participation: 10% – Come to class, sign in, and participate in each class day

Summary of readings: 15% - Summary and comments on the day’s assigned reading

CityLab reports (4): 15%

Article reviews (2): 15%

Hometown paper: 15%

Presentation/Final Paper: 30%

Grading policies:

- Make-up policy: Missed in-class activities cannot be made up as they are based on in-class, group activity.
- Late policy: Late assignments will lose 5% for every day they are late. To avoid losing points, you must make arrangements AHEAD OF TIME.
- To pass the course:
 - You must receive a total grade of at least 60%.
 - You must complete all major assignments. Regardless of how well you do on other parts of the course, you will not pass the course if you miss assignment or fail to turn in the final paper.

PLEASE SEE ME IF YOU ARE HAVING PROBLEMS THAT PREVENT YOU FROM MEETING COURSE REQUIREMENTS; WE MAY BE ABLE TO MAKE ALTERNATIVE ARRANGEMENTS.

Grading scale (Standard OSU scale): 93-100 A; 90-92 A-; 87-89 B+; 83-86 B; 80-82 B-; 77-79 C+; 73-76 C; 70-72 C-; 67-69 D+; 60-66 D

Accessibility accommodations for students with disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are

also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

Your mental health As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at suicidepreventionlifeline.org

Statement on title IX Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

HEALTH AND SAFETY REQUIREMENTS

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes **wearing a face mask in any indoor space at all times.**

ACADEMIC INTEGRITY (ACADEMIC MISCONDUCT)

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute "Academic Misconduct."

The Ohio State University's [Code of Student Conduct](#) (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism (see more below), collusion (unauthorized collaboration), copying the work of another

student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. Other sources of information on academic misconduct and academic integrity to which you can refer include:

- [The OSU Committee on Academic Misconduct](#) and its [Resources page](#)
- [Ten Suggestions for Preserving Academic Integrity](#)
- [Eight Cardinal Rules of Academic Integrity](#)

Plagiarism: Plagiarism encompasses all activities in which you use another person's ideas without acknowledging that you are doing so. Plagiarism ranges from direct copying of someone else's words to using someone else's ideas without being clear the ideas are not yours. Please use citations to differentiate between your ideas and those you got from other sources (such as books, articles, and webpages).

Schedule with topics, readings and assignments

(This schedule is subject to change, changes will be posted on Carmen.

Students are encouraged to share and discuss information that they have read, watched, heard in popular media related to topics being covered in the course at all time)

W K	Dat es	Topics	Readings
1	Aug 24 (Tu)	Introductions and planning the course	Some reflections on the present state of urban spaces, cities, personal experiences and general observations; cities, urban life during the pandemic. Discuss potential topics of interest, syllabus topics, field visits, class projects, expectations, student led class discussions.
		Theorizing the urban	
	Aug 26 (Th)	What is Urbanization? (Short trip around campus looking at the	The Urban Age Question Brenner and Schmid. 2013. The ‘Urban Age’ in Questions International Journal of Urban and Regional Research DOI:10.1111/1468-2427.12115 http://www.urbantheorylab.net/site/assets/files/1014/brenner_and_schmid_ijurr.pdf

		new developments)	<p>What Unites and Divides Urban, Suburban and Rural Communities https://www.pewsocialtrends.org/2018/05/22/what-unites-and-divides-urban-suburban-and-rural-communities/</p>
2	Aug 31 (Tu)	Urbanism as a way of life: Debates	<p>Wirth, L. (1938). Urbanism as a way of life. <i>The American Journal of Sociology</i>, Vol. 44, No. 1 (Jul., 1938), pp. 1-24 http://www.sjsu.edu/people/saul.cohn/courses/city/s0/27681191Wirth.pdf</p> <p>De Certeau M. (1988, 1988). 'Walking in the city' in <i>The Practice of Everyday Life</i></p> <p>Class activity: Imagining the urban (drawing from everyday experiences)</p>
	Sept 2 (Th)	Imagining the urban Guest talk by Larkin Cleland from Cairo Egypt	<p>Submission via Carmen: Comment CityLab report#1</p> <p>Koch and Latham. 2014. Representing and Imagining the City. (In <i>Cities & Social Change</i> by Paddison & McCann 2014, Chp. 2, 14-32).</p> <p>Valentine, 2014. Living with Difference: Reflections on geographies of encounters. (In <i>Cities & Social Change</i>, Chp. 5, 75-91)</p>
3	Sept 7 (Tu)	Sensing the City	<p>Massey, D. 1991. A Global Sense of Place. <i>Marxism Today</i>. 24-29</p> <p>Degen, M. 2014. The everyday city of the Senses. (In <i>Cities & Social Change</i> by Paddison & McCann 2014, Chp. 6, 92-112).</p>
	Sept 9 (Th)	Watch Film: Citizen Jane: Battle for the City Or Field trip to Franklinton	<p>Paletta, A. 2016. "Story of cities #32: Jane Jacobs v Robert Moses, battle of New York's urban titans". <i>The Guardian</i> 28 April https://www.theguardian.com/cities/2016/apr/28/story-cities-32-new-york-jane-jacobs-robert-moses</p> <p>Saskia Sassen. 2016. How Jane Jacobs changed the way we look at cities https://www.theguardian.com/cities/2016/may/04/jane-jacobs-100th-birthday-saskia-sassen</p> <p>Optional: Watch Film: Jane Jacob Urban Wisdom</p>

			https://digital-films-com.proxy.lib.ohio-state.edu/p_ViewVideo.aspx?xtid=32481
4	Sept 14 (Tu)	Planetary urbanization	Submission via Carmen: Comment CityLab report#2 Wilson, D. and Jonas, A.E., 2018. Planetary urbanization: new perspectives on the debate. <i>Urban Geography</i> , pp.1-5.
	Sept 16 (Th)	The Global City	Sassen, S. 2005. The Global City: Introducing a concept. http://www.saskiasassen.com/pdfs/publications/the-global-city-brown.pdf Saskia. Sassen., 2011. The Global City and the Global Slum https://www.forbes.com/sites/megacities/2011/03/22/the-global-city-and-the-global-slum/#2c40b6cd2647
5	Sept 21 (Tu)	Worlding Cities	Ong, Aihwa. 2011. Introduction: Worlding Cities, or the Art of being global. In <i>Worlding Cities: Asian experiments and the art of being global</i> edited by Ananya Roy and Aihwa Ong. Pg.1-26 Story of cities #39: Shenzhen – from rural village to the world's largest megalopolis https://www.theguardian.com/cities/2016/may/10/story-of-cities-39-shenzhen-from-rural-village-to-the-worlds-largest-megalopolis
	Sept 23 (Th)	Worlding the South	Submission via Carmen: Article review#1 Roy 2017 (2014). Worlding the South: Towards a post-colonial urban theory. In <i>The Routledge Handbook on Cities of the Global South</i> , edited by Susan Parnell and Sophie Oldfield. Chpt 3, pg 9-19.
6	Sept 28 (Tu)	Our Metropolis	Watch Film: <i>Our Metropolis</i> https://osu.kanopy.com/video/our-metropolis-what-does-it-take-build-globa (access via OSU id) Ghertner, Asher. 2011. Rule by Aesthetics: World Class City-Making in Delhi. In <i>Worlding Cities: Asian experiments and the art of being global</i> edited by Ananya Roy and Aihwa Ong.
		New Geographies of Urbanism	
	Sept 30	'Peripheral urbanism'	Caldeira, T. 2017. Peripheral urbanism. <i>Environment and Planning D: Society and Space</i> , 35(1), 3-20.

	(Th)		
7	Oct 5 (Tu)	Global comparative urbanisms	<p>Submission via Carmen: Comment CityLab report#3</p> <p>Robinson, J., 2016. Comparative urbanism: new geographies and cultures of theorizing the urban. <i>International Journal of Urban and Regional Research</i>, 40(1), pp.187-199.</p>
	Oct 7 (Th)	<p>Gentrification: Waves of gentrification in the US</p> <p>Project discussion</p>	<p>Kleniewski, N. 1984. From industrial to corporate city: the role of urban renewal. In <i>Marxism and the metropolis</i>, eds. W.K. Tabb and L. Sawers, pp. 205-222. New York: Oxford University Press.</p> <p>Jean-Paul, D. A. (2008). The rhetoric and reality of urban policy in the neoliberal city: Implications for social struggle in Over-the-Rhine, Cincinnati. <i>Environment and Planning A</i>, 40(11), 2674-2692.</p> <p>Watch Film: Flag Wars https://video-alexanderstreet-com.proxy.lib.ohio-state.edu/watch/flag-wars (access via OSU id)</p>
8	Oct 12 (Tu)	<p>Gentrification & Types of Displacement</p> <p>Project discussion</p>	<p>Maharawal, M. 2017. Black Lives Matter, Gentrification and the Security State in the San Francisco Bay Area. <i>Anthropological Theory</i>, 17(3), 338-364.</p> <p>How 'revitalization' is leading to displacement in Regent Park https://www.thestar.com/opinion/commentary/2014/05/05/how_revitalization_is_leading_to_displacement_in_regent_park.html</p> <p>August, M., & Walks, A. 2018. Gentrification, suburban decline, and the financialization of multi-family rental housing: The case of Toronto. <i>Geoforum</i> 89 (2018), 124-136.</p>
	Oct 14 (Th)	Fall break (No CLASS)	<p>Watch Film : A Tale of Two Americas- The Dark History Behind the US Housing Economy https://osu.kanopy.com/video/owned-tale-two-americas</p> <p>The sordid history of housing discrimination in America: Keeanga-Yamahtta Taylor on how the real estate industry undermined black homeownership. https://www.vox.com/identities/2019/12/4/20953282/racism-housing-discrimination-keeanga-yamahtta-taylor</p>

			<p>Black Homeowners Face Discrimination in Appraisals https://www.nytimes.com/2020/08/25/realestate/blacks-minorities-appraisals-discrimination.html?action=click&algo=bandit-all-surfaces&block=more_in_recirc&fallback=false&imp_id=817131931&impression_id=e3604190-e78e-11ea-abb2-030d620c6127&index=0&pgtype=Article&region=footer&req_id=101990041&surface=more-in-business</p>
		Urban processes in the global south	
9	Oct 19 (Tu)	Project discussion/visit to Franklinton	Submission via Carmen: Article review#2
	Oct 21 (Th)	People and cities	<p>Simone, AbdouMaliq. 2004 People as infrastructure: Intersecting Fragments in Johannesburg. Public Culture 16(3):407-429 https://research.gold.ac.uk/1946/1/Simone_2004a.pdf</p> <p>The Pandemic, Southern Urbanisms and Collective Life https://www.societyandspace.org/articles/the-pandemic-southern-urbanisms-and-collective-life</p> <p>Imagining street-markets as urban commons: The mother's market in Manipur http://journal.urbantranscripts.org/article/imagining-street-markets-as-urban-commons-the-mothers-market-in-manipur-swetha-rao-dhananka-and-leo-f-saldanha/</p>
10	Oct 26 (Tu)	Urban inequalities	<p>Roy, 2014. The Good City? (In <i>Cities & Social Change</i> by Paddison & McCann 2014, Chp. 12, 201-210)</p> <p>Coronavirus exposes 'brutal inequality' of S. Africa townships https://news.trust.org/item/20200612142951-tx2r5/</p> <p>'We have abandoned the poor': slums suffer as Covid-19 exposes India's social divide https://www.theguardian.com/global-development/2020/aug/03/we-have-abandoned-the-</p>

			poor-slums-suffer-as-covid-19-exposes-indias-social-divide
	Oct 28 (Th)	Informality & Urban Planning	<p>Submission via Carmen: Comment CityLab report#4</p> <p>Alsayyad, Nezar. 2004. "Urban Informality as a 'New' Way of Life." <i>Urban Informality: Transnational Perspectives from the Middle East, Latin America, and South Asia</i>. Lexington Books. Pp. 7-32.</p> <p>Roy, 2009 Why India cannot plan its cities: Informality, insurgence and the idiom of urbanization. <i>Planning Theory</i>, 8(1): 76-87.</p> <p>Packer, G. 2006. "The Megacity: Decoding the Chaos of Lagos", <i>The New Yorker</i> 13 November: http://www.newyorker.com/magazine/2006/11/13/the-megacity</p>
11	Nov 2 (Tu)	Urban political ecology	<p>Doshi, S. Greening displacements, displacing green: Environmental subjectivity, slum clearance, and the embodied political ecologies of dispossession in Mumbai <i>International Journal of Urban and Regional Research</i> 43 (1), 112-132.</p> <p>Tornaghi, Chiara. 2014. Critical Geography of Urban Agriculture. <i>Progress in Human Geography</i>.</p>
	Nov 4 (Th)	Urban land/Housing	<p>Submission via Carmen: Home town paper</p> <p>Bhan. 2013. Planned Illegalities: Housing and the 'failure' of Planning in Delhi: 1947-2010. <i>Economic & Political Weekly</i>, XLVIII (24), 58-70.</p> <p>Bayat, A. 2000. From dangerous classes to quiet rebels: politics of the urban subaltern in the Global South. <i>International Sociology</i> 15(3): 533-557.</p>
			Focus on final project work.
12	Nov 9 (Tu)	Informal work	<p>Devlin 2011. An Area that governs itself: Informality, Uncertainty and the management of street vending in New York City. <i>Planning Theory</i> 10(1) 55-65.</p> <p>Gidwani, 2015. The work of waste: Inside India's infra-economy. <i>Transactions of the Institute of British Geographers</i>.</p>

	Nov 11 (Th)	Veteran's Day NO CLASS	
13	Nov 16 (Tu)	Urban Citizenship	Miraftab, F. (2017). Right to the City and the Quiet Appropriations of Local Space in the Heartland. Bauder, H. 2014. Domicile citizenship, human mobility and territoriality. <i>Progress in Human Geography</i> 38(1): 91-106.
	Nov 18 (Th)	Gendered cities	Phadke, 2013. Unfriendly bodies, Hostile Cities. <i>Economic & Political Weekly</i> , 48 (39). What would a feminist city look like? https://www.publicbooks.org/what-would-a-feminist-city-look-like-talking-with-leslie-kern/
14	Nov 23 (Tu)	Gendered cities (continued)	
	Nov 24- 26	Thanksgiving NO CLASSES	
15	Nov 30 (Tu)	Project presentation	
	Dec 2 (Th)	Project presentation	
16	Dec 7 (Tu)	Last day of class	
	Dec 10 (Fri)	Final Project submission via carmen	

