



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

SYLLABUS: GEOG 2500 CITIES AND THEIR GLOBAL SPACES SPRING 2022

COURSE OVERVIEW

Instructor

Instructor: Dr. Ariel Rawson (rawson.29, Derby Hall, room 1020)

Teaching assistant: Alejandro (andonaegui.1, Derby Hall, room #)

Days: Tuesdays and Thursdays

Time: 9:35-10:55am

Location: Stillman Hall 235

Office hours: Over zoom anytime by appointment (see details in [“Faculty feedback and response time”](#) and for more on Zoom see [“Necessary software”](#))

COVID policy and practices

My policies!

- First two weeks of class will be online only!!!
- After the first weeks, we will be fully in-person. Whenever you are feeling well, please come to class!
- If you are unable to come to class, please use the livestream link to watch the lectures virtually!

University policies! ([see full updates for returning to campus this spring](#))

- Vaccines are *required* and boosters are *highly recommended*

- *Masks are required* in classrooms and other indoor spaces (double masking or KN95 masks are recommended)
- Individuals should not eat in classrooms. Individuals can take an occasional drink, but should take masks off only as necessary
- *Weekly required testing for specific groups only*: students living on campus, members of sororities and fraternities, and those who have received exemptions for vaccinations
- Hand sanitizing stations are available in every building
- Daily health checks when *well* are no longer required
- Physical distancing (of six feet) is no longer required
- Student Life Disability Services (SLDS), in conjunction with the Office of Institutional Equity, works with students who are vulnerable to COVID-19 or face particular challenges because of the pandemic to ensure that they have the necessary resources to participate in university life as safely as possible (see details in section on [Accessibility](#)).

Course description

This class introduces you to the study of ‘urban spaces’. Urban spaces not only concern the study of urban form and processes of urbanization, but urbanism as a way of life, that ‘looks’, ‘feels,’ ‘imagined’ and is ‘lived’ differently across the globe. In recent years, the study of ‘urbanization’ has become a planetary topic of interest that emphasizes the dynamic restructuring of city boundaries and a world-wide trajectory of rural-to-urban migration. This essential opposition between urban and rural spaces emerges from the origins of urban studies, elaborated upon during the postwar boom with American statistical tools for demography. Yet, notions of the city emerging from the global South are challenging the universal applicability of ideas about the urban, which came out of academic and policy interests in the global North. As global projections on the future growth in the number and size of cities are disproportionately concentrated in the developing world, theories of the urban from the global South are all the more important today.

This course will examine the history and context of the emergence of ‘urban’ concepts, why and how ‘the urban’ has become interchangeable with global studies, central themes in urban studies that persist to today and lastly new and emerging themes. After introducing key themes and concepts (informality vs planning, urban v rural, segregation v integration/diversity, suburbanization v gentrification, etc), we examine their significance across various topics associated with urban spaces. These include citizenship and public spaces, the environment, transportation and infrastructure, housing and land-use, street culture and informal work, gender and sexuality, as well as surveillance, policing and militarization of cities. In covering these topics through case studies across the globe, this course takes up the historical, social, economic, cultural and political as interdependent processes that produce urban spaces.

This is a relatively small in-person course during the late stages of the covid pandemic. That said, I believe everyone is a bit desperate for non-distanced interactions

and therefore this course is designed to facilitate and encourage in-class participation, discussions, and questions, personal experiences, or comments that are at all related to course material 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.

GE Course Information

Diversity Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Global Studies-- Expected Learning Outcomes

- 1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
- 2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Rationale: This course examines the global system of cities in the world and primarily cities outside the United States. The political, economic, cultural, physical, social specificities of each country and city are prominent. Taken together, the cities and their settings comprise a highly diverse and international backdrop for us as global citizens to understand the world.

Social Science Goals: Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Organizations and Politics—Expected Learning Outcomes

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of organizations and politics.
2. Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.
3. Students comprehend and assess the nature and values of organizations and politics and their importance in social problem solving and policy making.

Rationale: This course focuses on relevant organizations, such as transnational corporations, and relevant politics, such as nation-states and municipalities. Cities are foci of political, economic, and social organizing principles, seen in human population flows through migration, foreign direct investment by corporations, state regulation of people and corporations, and the networked organization of societies, economies and politics. Relevant

collectives for social problem solving and policy include international organizations (governmental, non-governmental, and corporate) assembled for specific purposes.

How this course works

This course is **in-person**. Lectures will be given live during scheduled class time on Tuesdays and Thursdays.

Credit hours and work expectations: This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of direct instruction (online instructor content and Carmen activities, for example) and 6 hours of independent work (reading and assignment preparation, for example).

Course materials (no purchases required!)

Rather than use a single textbook this course will draw on various material. All required material (books, films, articles, and podcasts) will be accessible in Carmen. However, we will frequently use the text below for short intros to topics.

Gottdiener, Mark, and Leslie Budd. 2016. [Key Concepts in Urban Studies](#). London.

SEE [COURSE SCHEDULE](#) BELOW FOR LIST OF MATERIALS

NOTE: All Films are available through either DocuSeek, Secured Media Library, or Kanopy (all streaming platforms are OSU supported and have been vetted for accessibility standards, including adequate captioning, please contact the instructor if you need alternative assignments)

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills necessary for this course

- Basic computer and web-browsing skills
- Navigating Carmen

- Basic Microsoft skills with Word and PPT
- Zoom skills

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Recommended: built-in or external webcam, fully installed
- Recommended: built-in laptop or tablet mic or external microphone

Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
 - Students can access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
 - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.
- [Zoom](#) is the academic audio web conferencing solution for Ohio State
 - [Getting started with CarmenZoom](#)

Carmen Access

You will need to use [BuckeyePass](#) multi-factor authentication to access your course in Carmen. To ensure that you can connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass-Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click "Enter a Password" and then click the "Text me new codes" button that appears. This will text you ten passcodes good for 365 days that can be each used once.
- [Download the Duo Mobile application](#) to all your registered devices for the ability to generate one-time codes if you lose cell, data, or wi-fi service.

If none of these options will meet your needs, contact the IT Service Desk at 614-688-4537 (HELP) and the IT support staff will work out a solution with you.

Grading and faculty response

Grades

Assignment or category	Percent
Attendance and participation (includes pre-knowledge activities)	5 (discretionary)
Current event check-ins (3x)	15
Concept reviews	15
Image analysis	15
Hometown map and paper	20
Columbus as global city group project	30
Total	100

See [course schedule](#) for due dates

Assignment information

There are no timed quizzes or exams in this class. The assignments are organized to provide multiple lower stakes opportunities that reward participation and engagement. See details on all assignments below.

Attendance, participation and pre-knowledge activities: Attendance is required but will be determined through in-class participation on the topic of the day: for example, your recent reading on urban issues, whether for assignments or otherwise, as well as your engagement with peers and instructors. Participation also includes spontaneous pre-knowledge activities. These fast-write and sharing activities might be built into the digital infrastructure of carmen but will mostly be used casually during class. There are no wrong answers. Grading is based on participation. Questions will mostly adhere to the following template: What do you anticipate will be covered based on the topic or the article title? What is your pre-existing knowledge of X, Y, and Z, which we will cover in this module?

Current event check-ins: Over the course of the semester, you will each provide 3 short current event summaries. Every Tuesday and Thursday we will start class with current event check-ins from 3-4 students. **See sign-up sheet to schedule your dates.** This assignment requires you to select one news article on urban issues and to present to the class (1) a brief oral summary of the article, including a comment on the source and author (2) one connection to course material, and (3) one question you generated as a reaction. If you do not come upon an article via your own interactions with the news, I recommend searching CityLab, a daily blog on cities [<http://www.citylab.com/>].

Concept reviews (from class, readings, films, etc): After every class you are required to post your summary and comments (e.g. what is new? confusing, or in need of more elaboration?) about a concept, theme, or trend we covered that day, whether from in-class lecture or from assigned material not covered in class. The required word count is 200-300

words. These are due midnight the day after class: Wednesdays at 11:59pm and Fridays at 11:59 pm. I recommend you complete this as soon after class ends as possible. While this may seem like a lot of work, these assignments contribute to the 6 hours of out of class-time work required for this 3 credit class. I will also likely provide some time at the end of every class to begin these assignments.

Image analysis—Global Cities in the Media: Curate a collection of at least eight images that relate to and provide real-life representations of concepts, processes, theories, experiences, or things described in the course. These images can be in advertisements, magazines, films, art, blogs, posted on an Instagram feed, etc. For each image provide a unique descriptive caption (at least three sentences) and an analysis which connects your description of the image to course material (at least three sentences). Together, the eight images must directly speak to at least *three different* themes of the course. Further details and a rubric will be provided on 1/20. This is due on 1/31 at midnight in order to share with the class on 2/1.

Hometown project: This project asks you to *reflect* on 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. The hometown project should provide a geographical, historical, socioeconomic, and symbolic 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? This paper component should be 2-3 pages (1000-1200 words, or 1.5 spaced or double-spaced). Do not give a boring tourist description or a recitation of facts. The paper component should be informative, entertaining, and well written. It should be both *personal* (based on memories, reflections on your memories, photos, etc.) and *research-based* (articles, news, etc). Use both types of sources to write a reflection on the prominent economic and/or social changes that have taken place in your city. This also includes a creative map component that reflects on your personal relationship to place. Further details and a rubric will be provided on 2/8. This is due 3/23 at midnight in order to share with the class on 3/24.

Food and Migration project—Columbus as a ‘global city:’ This is a group project (3-4 people per group), which includes fieldwork, research, writing, and presentation components. The goal of this project is to reflect on how Columbus is a global city through the lens of food and migration. Central to the way Columbus represents itself as a global city is through its food culture, but who makes Columbus’s cosmopolitan food scene possible? What can food tell us about the people and the places that make Columbus ‘global? What stories does food hold? Each group will focus on a different immigrant community in Columbus. *Fieldwork will include visits* to grocery stores, restaurants, etc and will include gathering both *observational* and *interview material*. Research includes the use of news articles, documentaries, academic articles, books, novels, films, etc. The culmination of this project is a two class period workshop (4/19 and 4/21) in which you

will present to other groups and maybe a broader audience your project on global Columbus from the perspective of a different immigrant community. In addition to the audiovisual component each group will submit a paper. The length of the paper will vary depending on the number of students in the group (each student will contribute 1000 words). Detailed instructions and a rubric for this assignment will be provided on 2/15.

Extra credit—Book discussion group: There will be two opportunities for extra credit. For the first book group you need to notify me of your interest by 2/1. For the second book group you need to notify me of your interest by 3/1. Everyone interested will receive a group email from me connecting you with others in the group and providing you with a list of book options. You will need to set up weekly reading deadlines as a group and schedule 2-3 group discussions. During the last group discussion you will also plan for a brief presentation to the class.

Late assignments

Late submissions will be accepted up to a week past the due date, with penalties. One day late will incur a 10% penalty. Two days late will incur 20% penalty. Three days will incur a 30% penalty. Four days late will incur a 40% penalty. Five to seven days late will only receive 50% credit of the grade you would have received if it was submitted on time. **There are no penalties if you contact an instructor ahead of time for deadline adjustments.** Please refer to Carmen for due dates.

Standard OSU grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Faculty feedback and response time

The information here gives you an idea of our intended availability throughout the course. Remember that you can call **614-688-HELP** at any time if you have a technical problem.

Grading and feedback

Assignments will generally be graded within **7 days**. For additional feedback please reach out individually.

Discussion board

Consult the **DISCUSSION: Course Q&A** in Carmen and use the search function. I check and respond to these messages regularly and you may find that I've already addressed your question. If you don't find an answer, post your question to the discussion board. Your classmates may provide an answer before me. The open discussion is not appropriate for questions about your grade, illness, etc. In those situations, an e-mail is the best way to contact me.

Email

We will reply to messages within **48 hours, we will aim for 24 hours during school days**. Feel free to address me by my first name in email communications (i.e. Dear Ariel), but **please do address me by name**. When emailing me, **please include "GEOG 2500"** in the subject line so that I know it is regarding this class. The exception is if you are messaging me on Carmen, in that case it will automatically let me know

Office Hours

Office hours are by appointment only. Office hours will be held on Zoom and require at least **24 hours notification**. Scheduling will be limited to **school days**. To schedule office hours, please contact me through carmen messaging or direct email.

Attendance, participation, and discussions

Attendance and participation requirements

- **In-person: TWICE WEEKLY**
You are expected to attend both sessions of class (Tues and Thurs). If you cannot make it to class, I will set up a live stream so you can attend virtually or watch later asynchronously.
- **Online: AT LEAST ONCE A WEEK**
All material will be posted online at the beginning of the week. The majority of assignment submissions will also be online through Carmen.
- **Office hours: OPTIONAL**
There are optional office hours. Please contact me to schedule office hours by appointment. See details under "[Discussion board](#)"

Consult the **DISCUSSION: Course Q&A** in Carmen and use the search function. I check and respond to these messages regularly and you may find that I've already addressed your question. If you don't find an answer, post your question to the discussion board. Your classmates may provide an answer before me. The open discussion is not appropriate for questions about your grade, illness, etc. In those situations, an e-mail is the best way to contact me.

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Discussion and communication guidelines

The following are our expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to support your argument. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.) See below for more on citation styles.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, then copy into the Carmen discussion.

Other course policies

Academic integrity policy

Policies for this course

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow The Chicago Manual of Style 17th edition ([click here for online version](#)) to cite the ideas and words of your

research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.

- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with an instructor.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was. Falsifying could lead to penalties.
- **Collaboration and informal peer-review:** The course includes opportunities for peer engagement but remember that comparing answers on an assignment is not permitted. If you're unsure about a particular situation, please feel free to ask ahead of time.

Ohio State's academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

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

Diversity statement

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all

members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit:

- <https://odi.osu.edu/>
- <https://odi.osu.edu/racial-justice-resources>
- <https://odi.osu.edu/focus-on-racial-justice>
- <http://mcc.osu.edu/>

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

Accessibility accommodations for students with disabilities

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. 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. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. 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 online 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.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video (Kanopy, DocuSeek, Secured Media Library, Zoom)

Additional Student Support Services

Student Advocacy Center: Answer students' questions, direct students to appropriate resources and departments, provides general university guidance

- 614-292-1111 <http://advocacy.osu.edu/>

Student Wellness Center: Promoting student wellness through nine dimensions of wellness

- 614-292-4527 <http://swc.osu.edu/>

Multicultural Center: Offering programs, services and outreach for all OSU students; supporting and celebrating all students through an intercultural model

- 614-688-8449 <http://www.mcc.osu.edu/>

Academic Advising: Advising for undergraduate students on the Columbus campus is provided by the individual college or department that offers the program of study you are pursuing. This allows you to get advice from someone who knows the specifics of your curriculum

- <https://advising.osu.edu/>

Student Academic Services: Find information by topic and take care of your personal Buckeye business (i.e. Financial Aid and other services) online at buckeyelink.osu.edu. Or speak with someone in person.

- Student Academic Services Bldg., Lobby
281 W. Lane Ave. [\[map\]](#)
Monday–Thursday: 9 a.m. to 5 p.m.
Friday: 9 a.m. to 4 p.m.

Academic Support Services: This includes various resources for learning support from tutoring and study strategies to stress management and confidence building.

- <http://younkinsuccess.osu.edu/academic-services/>

Course schedule (subject to change)

Weeks & Dates	Assignments and material	Topics
Week 1: Jan 11 Jan 13	Read: syllabus Find: article on “urban age” as example to think about concepts Read: Gottdiener, Mark, and Leslie Budd. 2016. “Urbanization and Urbanism.” In Key Concepts in Urban Studies . London.	Intro to instructors/peers Intro to course (syllabus) Intro to Geography Intro to Urban studies
Week 2: Jan 18 Jan 20	Read: Koch, Regan, and Alan Latham. 2014. “Representing and Imagining the City.” In <i>Cities and Social Change: Encounters with Contemporary Urbanism</i> , 14–32. PDF. Read: Till, Karen, Jennifer Cousineau, Emanuela Guano, Swati Chattopadhyay, Setha Low, Lisa Silverman, and Arijit Sen. 2013. Making Place: Space and Embodiment in the City . Bloomington: Indiana University Press. Intro, Ch1-2. pp 1-68. Introduce image analyses and cities 1/20 (assignment due on 2/1)	Representing and imagining the city Embodied Placemaking
Week 3: Jan 25 Jan 27	Read: “Inequality and Poverty” “Segregation and Hypersegregation” and “Slums and Shanty Towns” in <i>Key Concepts</i> Read: Auyero, Javier. 1999. “‘This Is a Lot like the Bronx, Isn’t It?’ Lived Experiences of Marginality in an Argentine Slum.” <i>International Journal of Urban and Regional Research</i> 23 (1): 45–69.	Inequality, dispossession, and marginality

<p>Week 4: Feb 1 Feb 3</p>	<p>Share image analyses</p> <p>Read: “The Informal Economy,” “Modern Urban Planning,” “Planning and Public Spaces” and “Models of Urban Growth” in <i>Key Concepts</i></p> <p>Guest talk by Madhu (article TBD)</p>	<p>Informality and planning</p>
<p>Week 5: Feb 8 Feb 10</p>	<p>Introduce hometown project</p> <p>Read: “Suburbs and Suburbanization, Sprawl” and “Gentrification and Urban redevelopment” in <i>Key Concepts</i></p> <p>Read: Pew Research Center “5 facts about US suburbs” (2018)</p> <p>Read: Vox article “Remote work is bringing the city to the suburbs” (2021)</p> <p>Watch: Flag Wars (SML, 2003, 1 hour 26 min)</p>	<p>Suburbanization and Gentrification</p>
<p>Week 6: Feb 15 Feb 17</p>	<p>Introduce Columbus project on 2/15</p> <p>Read: “Global Cities and Regionalization” in <i>Key Concepts</i></p> <p>Read: Global City, Global Slum (Sassen, Forbes, 2011)</p> <p>Read: Till, Karen, Jennifer Cousineau, Emanuela Guano, Swati Chattopadhyay, Setha Low, Lisa Silverman, and Arijit Sen. 2013. Making Place: Space and Embodiment in the City. Bloomington: Indiana University Press. Intro, Ch4. pp 95-125)</p>	<p>Worlding cities and Becoming Global</p>
<p>Week 7:</p>		

<p>Feb 22 Feb 24</p>	<p>Read: Mitchell, Don. 2003. <i>The Right to the City: Social Justice and the Fight for Public Space</i>. 1st edition. New York: The Guilford Press. Introduction and maybe chapter 1. PDF</p> <p>Read: Paletta, Anthony. 2016. "Story of Cities #32: Jane Jacobs v Robert Moses, Battle of New York's Urban Titans." <i>The Guardian</i>, April 28, 2016, sec. Cities.</p> <p>Watch: Urban Wisdom (Vimeo, 2003, 44 min)</p>	<p>Urban citizenship and "Right to the city"</p>
<p>Week 8: Mar 1 Mar 3</p>	<p>Group Field Trip to Saraga International grocery store on 3/1</p> <p>Read: Jakarta residents to sue government over sever air pollution (The Guardian, 2019)</p> <p>Read: Climate change: the cities most at risk (The Week, 2021)</p> <p>Read: What does sustainability mean in the Bronx? In the face of environmental racism, sustainability isn't about what you buy (Vox, 2021)</p>	<p>Environment and the City</p>
<p>Week 9: Mar 8 Mar 10</p>	<p>Read: Archer, Deborah N. 2020. "White Men's Roads Through Black Men's Homes': Advancing Racial Equity Through Highway Reconstruction." SSRN Scholarly Paper ID 3539889. Rochester, NY: Social Science Research Network.</p> <p>Read: King, Noel. 2021. "A Brief History Of How Racism Shaped Interstate Highways." <i>NPR</i>, April 7, 2021, sec. History.</p> <p>ARTICLE ON GLOBAL SOUTH TBD</p>	<p>Transportation/Infrastructure and the City</p>

Week 10: SPRING BREAK	Work on Columbus project and hometown reflection	NO CLASS
Week 11: Mar 22 Mar 24	<p><i>(possibly remote week)</i></p> <p>Read: "Nightscares and Urban Escapades" in <i>Key Concepts</i></p> <p>Read: Jacobs, Jane. The Use of Sidewalks (1961). In the Death and Life of Great American Cities. pp 55-73.</p> <p>Hometown reflection due 3/23 at midnight (share with class on 3/24)</p>	Street Life
Week 12: Mar 29 Mar 31	<p>Read: Taylor, Keeanga-Yamahtta. 2018. "How Real Estate Segregated America." <i>Dissent Magazine</i> (blog). Fall 2018.</p> <p>Read: The housing shortage makes housing discrimination much easier (Vox, 2021)</p> <p>ARTICLE ON PUBLIC HOUSING TBD/POTENTIAL GUEST LECTURE</p>	Housing and the City
Week 13: Apr 5 Apr 7	<p>Read: "Gendered spaces" in <i>Key Concepts</i></p> <p>Read: Gonick, Sophie. 2020. "What Would a Feminist City Look Like? Talking with Leslie Kern." <i>Public Books</i> (blog). September 11, 2020.</p> <p>Watch: Tangerine (SML, 2015, 56 min)</p> <p>Listen: Before Stonewall (Throughline podcast, 40 minutes)</p> <p>[Optional: watch Wexner Film (1/10 - 2/28) Bad Grrrls (1993)]</p>	Sex and the City

<p>Week 14: Apr 12 Apr 14</p>	<p>Read: Balko, Radley. 2013. "Why Did You Shoot Me? I Was Reading a Book': The New Warrior Cop Is out of Control." <i>Salon</i>, July 7, 2013.</p> <p>ARTICLE OR FILM TBD</p>	<p>War and the city</p>
<p>Week 15: Apr 19 Apr 21</p>	<p>Columbus as global city due 4/18 Class presentations</p>	<p>Presentations (food and migration)</p>
<p>FINALS WEEK: May 2</p>	<p>HAVE A GOOD BREAK!</p>	<p>NO CLASS!</p>