



SYLLABUS

GEOGRAPHY 2500:

Cities and their Global Spaces (counts toward Lived Environments GE theme)

Spring 2023 – Full Term – In-Person T/Th 9:35am – 10:55am

Mendenhall Rm. 191

COURSE OVERVIEW

Instructor

Instructor: Max D. Woodworth

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Phone number: (614) 247-6899

Office hours: Tu 11am-1pm or by appointment

Teaching Assistant

Caroline Atwood

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Course description

Airports, shipping depots, logistical hubs, financial centers, research and development zones, iconic skyscrapers designed by global “star-architects” – these are just some of the prominent and highly visible spaces in metropolitan areas that symbolize our era’s globalization. But there are countless other features of our urban surroundings that express aspects of globalization as well. They are perhaps less visible, but they are no less important. Some examples include telecommunications switching stations stashed discreetly in buildings disguised as apartments, oil and gas pipelines, “underground” sweatshops and boarding homes for migrant laborers. Lists like these could go on. And, indeed, we can observe traces of globalization in even the most mundane moments and everyday spaces of urban life today, from the media produced and consumed in cities, to globalized gastronomical trends, to heavily visited tourist sites.

This is a course in social and economic geography that explores relationships between cities and globalization. Through close examination of key spaces, it is designed to help students reach a deep conceptual understanding of how we inhabit an interconnected and interdependent world, where flows of capital, people, ideas, and goods concentrate in cities and link their inhabitants to far-flung places and communities. It is also geared toward helping students understand how cities are “global” in many different senses of the word. Though Columbus is generally not seen as a “global city,” it is nonetheless deeply and intensively

globalized – and has been since its founding. We will take time during this course to explore how Columbus is both *in* and *of* the world. Students will end the course with a much stronger appreciation of the commonalities and differences that define globalized and urbanized life today and a fuller understanding of the nature and implications of globalization in a world of cities.

The goals of this course are as follows:

- (1) to improve students' knowledge about the global geography of cities,
- (2) to develop students' conceptual understanding of globalization, and
- (3) to foster intellectual engagement with the political, economic, cultural, and environmental transformations remaking the world today.

This is an in-person course. We will use a range of materials: scholarly texts, exceptional journalistic work, films, artworks, policy reports, etc. Students are expected to attend all classes, complete all assigned readings and audio-visual viewings, and participate actively in class discussions.

Course-specific expected learning outcomes

By the end of this course, successful students should be able to:

- Understand the forces of globalization from a variety of perspectives
- Assess contemporary patterns of urban development
- Analyze modes of urban governance
- Critically interpret representations of the city in different creative works
- Develop analytical language to assess built environments
- Identify cultural trends in urban design
- Understand the role of the informal sector in global cities
- Articulate their own relations to cities and their global spaces
- Develop skills as self-directed learners by conducting original research, working in groups, presenting findings, and completing writing assignments of different lengths

The goals and expected learning outcomes of this course align with the general expectations of GE theme courses and of the “Lived Environment” theme specifically. The goals and expected learning outcomes are as follows:

GE Theme Courses	
Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.	Successful students are able to

	<p>1.1 Engage in critical and logical thinking about the topic or idea of the theme.</p>
	<p>1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.</p>
<p>Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.</p>	<p>2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.</p> <p>2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>

GE “Lived Environment”	
<p>Goal 1: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g., agricultural, built, cultural, economic, intellectual, natural) in which humans live.</p>	<p>Successful students are able to</p> <p>1.1 Engage with the complexity and uncertainty of human-environment interactions.</p>
	<p>1.2 Describe examples of environmental change and transformation over time and across space.</p>
<p>Goal 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.</p>	<p>2.1 Analyze how humans’ interactions with their environments share or have shaped attitudes, beliefs, values, and behaviors.</p> <p>2.2 Describe how humans perceive and represent the environments with which they interact.</p>

	<p>2.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments.</p>
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How does this course meet the Goals and Expected Learning Outcomes of the Lived Environments theme of the GE program?

This course meets the Goals and Expected Learning outcomes of the Lived Environment theme, shown in the above table, by engaging with a broad spectrum of spaces – or lived environments – in contemporary, globalizing/globalized cities. Specifically, students will use a variety of texts, documentary and drama film, news reporting, art, and policy reports to assess from different geographical and intellectual perspectives how globalization is reshaping cities and how everyday people interact with global urban spaces (Goal 1; ELO 1.1). The framing concepts of this course – globalization and urbanization – are hotly contested and have inspired a wide array of theoretical debates and discourses. Students will read selections of key texts to gain understanding of the relevant intellectual debates about globalization and urbanization and will be prompted in journal entries to analyze and critique these perspectives (Goal 1; ELO 1.2; Goal 2; ELO 2.2, 2.3). Case studies will ground the exploration of global cities and enable up-close analysis of the relations among the physical infrastructures, regulatory apparatuses, political regimes, and representational regimes that make globalization work (Goal 2; ELO 2.1, 2.2). Further, students will explore globalization in its top-down manifestations (i.e., financial centers, airports, iconic skyscrapers) as well as its bottom-up ones (i.e., slum areas, shipping docks, refugee sites) in order to develop and complete understanding both of globalization and urbanization in different settings. In the process, students will develop awareness of the complexity of global urban spaces and their multiple meanings, functions, and forms (Goal 1; ELO 1.1, 1.2; Goal 2, ELO 2.3).

GRADING AND INSTRUCTOR RESPONSE

How your course grade is calculated

ASSIGNMENT CATEGORY	POINTS
10 Writing Assignments	50
Attendance and Participation	10
Poster Project	40
Total	100

Explanation of graded assignments

Writing Assignments: Students must submit short pieces of writing. Most are short, critical essays (about 1 page, single-spaced, or about 500 words) about the readings or films. Prompts will be provided for all assignments. A sample writing assignment will be available in Carmen. Writing assignments are graded on a 0-100 scale.

Attendance and Participation: Attendance will be taken in every class session. Students are permitted three unexcused absences per semester. After the third unexcused absence, each absence results in a percentage point deduction from the final grade. Everyone is also expected to participate actively in class. This means asking questions, offering constructive responses to classmates' discussion, and/or taking part during in-class activities. There may be occasional pop reading quizzes or short, end-of-class writing exercises. These will be collected and graded and will count toward your attendance and participation grade.

Poster Project: This course will culminate in a poster project. For this project, students will select a specific type of city space that reflects the forces of globalization covered in this class. The specific space need not be a type of place covered in the class, though it certainly can be. Students will put together a poster for presentation at the last day of class. Detailed description of the assignment will be provided in Carmen. In Week 9, students will submit a short write-up of the selected topic and provide a preliminary bibliography. Posters will be graded on a 0-100 scale.

Late assignments

I try to be flexible and understanding about people's busy schedules, so I can grant two late submissions without deducting grade points. Starting with the third late assignment, five

percentage points are deducted for each day of lateness. Family or medical emergencies are acceptable excuses for lateness and will not result in point deductions. Please provide documentation so I can record an excused lateness.

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

Instructor feedback and response time

- **Grading and feedback:** For any written assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.

HOW THIS COURSE WORKS

Mode of delivery: This course is offered in person.

Communication: The instructor will communicate with the class about assignments, deadlines, and any other crucial information for the course during class and through Carmen Announcements. It is the responsibility of students to read Announcements promptly.

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 time spent on direct instruction in the classroom in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a C grade.

Attendance and participation requirements:

- **Attend lecture periods**
You are expected to be present during class sessions. After three unexcused absences, final grades will drop by a percentage point per class period missed.
- **Participate in class**
You are expected to actively participate in class-time activities and discussions. I urge everyone to speak voluntarily during class times, but will call on students, as well.

Excused absences

Absences can be excused for medical reasons or family emergencies. Please take initiative to provide the instructor with documentation verifying your reason for absence. If the matter is private, please simply email me indicating such.

Office hours

I will hold office hours every Tuesday from 11am to 1pm, or by appointment. Please simply send an email to me with three half-hour periods convenient to you and I will respond with a preferred time or a request to provide a few more options in case I'm having a particularly busy week.

COURSE SCHEDULE

WEEK	TOPIC	READING, VIEWING	ASSIGNMENT	
WEEK 1	Jan. 10	Introduction to the course; review of syllabus	N/A	
	Jan. 12	Global Cities: What makes a city “global?” How can we measure or conceive of city spaces as “global?”	Globalization and World Cities Research Network , The World According to GaWC (peruse 2000 – 2020); Derudder, DeVos & Witlox	N/A
WEEK 2	Jan. 17	The Iconic Tower	Sklair & Gherardi	
	Jan. 19	The Iconic Tower	Grant	In-class quiz on syllabus; Written Assignment (WA) 1
WEEK 3	Jan. 24	The Iconic Tower	Ong	N/A
	Jan. 26	Global Columbus, Stop #1: The Columbus skyline	N/A	WA 2
WEEK 4	Jan. 31	NOTE: NO CLASS, INSTRUCTOR IS AWAY		N/A
	Feb. 2			N/A
WEEK 5	Feb. 7	The Logistical Hub: International communications	Greengard (IoT); Gallagher & Moltke	WA 3

	Feb. 9	and surveillance stations; logistical hubs	Horseman	N/A
WEEK 6	Feb. 14	The Airport: Non-place of Globalization?	Augé	WA 4
	Feb. 16	The Container and the Cargo Port	Levinson; Khafagy	N/A
WEEK 7	Feb. 21	The “New “City”	Murray	WA 5
	Feb. 23	Global Columbus, Stop #2: New Albany	N/A	N/A
WEEK 8	Feb. 28	The Offshore Financial Center	The Panama Papers (peruse the site, read some of the linked pieces, watch some of the linked videos)	N/A
	Mar. 2			WA 6
WEEK 9	Mar. 7	Global Columbus, Stop #3: Historical Rewind – Flytown, Africa	N/A	N/A
	Mar. 9	Poster Project Workshop	N/A	N/A
WEEK 10	SPRING BREAK			
WEEK 11	Mar. 21	The Manufacturing and Export Processing Zone	Ng	N/A
	Mar. 23	Global Columbus, Stop #4: Industrial Columbus	N/A	WA 7
WEEK 12	Mar. 28	The Sweat Shop	Motlagh	N/A

Mar. 30	Global Columbus, Stop #4: Fashion Design	N/A	WA 8
WEEK 13 Apr. 4	The Refugee Center	Dickerson	N/A
Apr. 6	Global Columbus, Stop #5: Refugee Road & Morse Road	N/A	WA 9
WEEK 14 Apr. 11	The Luxury Enclave	Bagaeen	N/A
Apr. 13	The Global “Slum”	Watch: Welcome to Lagos, Ep. 1; Arabindoo	N/A
WEEK 15 Apr. 18	The Tourist Site	Watch: Is Tourism Killing Venice? (Deutsche Welle)	WA 10
Apr. 20	Poster Project Forum	N/A	Submit poster

CHRONOLOGICAL READING AND VIEWING LIST (FULL CITATIONS)

WEEK 1

Derudder, B., De Vos, A., and Witlox, F. 2012. Global city/world city. In. B. Derudder (ed.), *International Handbook of Globalization and World Cities* (London: Taylor and Francis): 73-82.

WEEK 2

Augé, M. 1995. *Non-Places: Introduction to an Anthropology of Supermodernity* (trans. John Howe. London: Verso. Chapter 3, “From Places to Non-Places”: 75-115.

WEEK 3

Levinson, M. 2016. *The Box: How the Shipping Container Made the World Smaller and the World Economy Bigger, 2nd ed.* Princeton, NJ: Princeton University Press. Chapter 1, “The World the Box Made”: 1-20. Available online through library site.

Khafagy, A. 2022. “The Hidden Costs of Containerization: How the unsustainable growth of the container ship industry led to the supply chain crisis.” *The American Prospect*, February. <https://prospect.org/economy/hidden-costs-of-containerization/>

WEEK 4

N/A

WEEK 5

Greengard, S. 2022. *The Internet of Things, revised edition.* Boston: MIT Press. Chapter 1, “Introduction”: ix – xvi. Available online through library site.

Gallagher, R. and Moltke, H. 2016. “Titanpointe: The NSA’s Spy Hub in New York, Hidden in Plain Sight.” *The Intercept*, November 16. <https://theintercept.com/2016/11/16/the-nsas-spy-hub-in-new-york-hidden-in-plain-sight/>

Horseman, J. 2021. “Inland Empire is Warehouse Central, but How did it Happen?” *The Press-Enterprise*, September 29. <https://www.pe.com/2021/09/29/inland-empire-is-warehouse-central-but-how-did-it-happen/>

WEEK 6

Sklair, Leslie, and Laura Gherardi. 2012. ‘Iconic architecture as a hegemonic project of the transnational capitalist class.’ *City* 16(1-2): 57-73.

Grant, Bruce. "The edifice complex: Architecture and the political life of surplus in the new Baku." *Public Culture* 26.3 (2014): 501-528.

Ong, A. "Hyperbuilding: spectacle, speculation, and the hyperspace of sovereignty." In A. Roy and A. Ong, eds. *Worlding Cities: Asian experiments and the art of being global* (Malden, MA: Wiley-Blackwell): 205-225.

WEEK 7

Murray, Martin J. 2015 "'City doubles': Re-urbanism in Africa." In F. Miraftab, D. Wilson, and K. Salo, eds. *Cities and inequalities in a global and neoliberal world* (London: Routledge): 106-123.

WEEK 8

"The Panama Papers: The Secrets of Dirty Money." International Consortium of Investigative Journalists, Washington, DC. 2016. <https://panamapapers.org/>

WEEK 9

N/A

WEEK 10

Spring Break

WEEK 11

Ng, M.K. 2003. "City Profile: Shenzhen." *Cities* 20(6): 429-441.

WEEK 12

Motlagh, J. 2014. "The ghosts of Rana Plaza." *Virginia Quarterly Review*, Spring. <https://www.vqronline.org/reporting-articles/2014/04/ghosts-rana-plaza>

WEEK 13

Dickerson, C. 2022. "'You cannot host guests forever.' How long will Polish solidarity with Ukrainian refugees last?" *The Atlantic*, May 3. <https://www.theatlantic.com/magazine/archive/2022/06/ukraine-refugees-warsaw-polish-border/629630/>

WEEK 14

Bagaeen, S. 2007. "Brand Dubai: The Instant City; or the Instantly Recognizable City" *International Planning Studies* 12(2): 173-197.

Arabindo, P. 2017. "Outlining the global fault lines of the 'slum' narrative." *The Conversation*, December 12. <https://theconversation.com/outlining-the-global-fault-lines-of-the-slum-narrative-88499>

WEEK 15

N/A

STUDENT SUPPORT FOR SUCCESSFUL LEARNING

Students are encouraged to make use of the university's support services. These can be very helpful as you navigate the significant challenges of university life in all its dimensions.

Please visit the Academic Advising website to obtain tips for success in this and other courses, information about academic affairs and regulations, and general advising about majors, minors, careers, and other aspects of academic life. Through the website you will be able to schedule appointments with advisors who can assist with specific issues. See here:

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

For guidance and access to resources in all areas of student life, please visit the Student Services Center. You can visit their website here for complete information: <http://ssc.osu.edu>

COURSE MATERIALS AND TECHNOLOGIES

Textbook, articles, audio-visual materials

- All readings for this course are available through hyperlinks provided in the syllabus or will be available in PDF format on Carmen.
- Audio-visual material will be available through links.

Course technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

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

BASELINE TECHNICAL SKILLS FOR THIS COURSE

- Basic computer and web-browsing skills

- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).

CARMEN ACCESS

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to 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 Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful. A fruitful learning environment is achieved when everyone knows that their contributions to discussions are welcomed and that their peers are ready to listen with open hearts and minds to what we each have to say.

- **Writing style:** In any written communications and assignments, you should remember to write using correct grammar, spelling, and punctuation. A crucial part of this course is learning to be a better writer.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels they can express themselves freely and where people can disagree amicably and allow classmates time and space to talk through challenging ideas without feeling judged or demeaned. Though I have never faced any problems of this sort in any of my classes during my ten years here, and Buckeyes are invariably a kind and thoughtful bunch, I would like to put here an obvious reminder that intentionally demeaning language will not be tolerated in the class.

- **Citing your sources:** Please make it a regular practice to cite sources whenever appropriate. Use parenthetical citations, which look like this: “Globalization is characterized by a process known as a ‘time-space compression’ (Harvey, 2005).” When you cite a source, you must always also include the full bibliographical reference at the end of your document. For consistency, use MLA style for bibliographic citations.

OHIO STATE’S ACADEMIC INTEGRITY POLICY

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, 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 (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

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 at titleix@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](tel: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](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Support and Resources

For further detailed information and access to helpful resources related to all of the policies listed above, please visit Academic Advising (<https://advising.osu.edu/>) and the Student Services Center (<http://ssc.osu.edu>).

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 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.