

Instructor: Dr. Madhumita Dutta
Email: dutta.71@osu.edu
Phone: 614-292-0584
Office location: 1178 Derby Hall

Wednesday&Friday: 11:10am-12:30pm
Classroom: 030 Hitchcock Hall
Office hours: Wednesday 2-4 pm

Course description and objectives

You may have read, observed, experienced, consumed the 'urban' in myriad ways. You may have wondered whether 'urban' and 'cities' are the same thing or different?; Is urban a phenomenon/a process or is it an object?; What are 'Urban spaces'? How do we define them? How do these spaces get produced, what and who shapes them? How do they 'look' or 'feel' across the spaces/contexts? And most significantly, why should we be interested in urban spaces?

Together, we will explore these questions as we broadly examine the processes - historical, social, economic, cultural and political that produces urban spaces. For instance, we will explore if there are interlinkages between these processes?; Why and how some processes are (dis)similar and what makes them different? In exploring the interlinkages, not just amongst processes, but also places, we will focus on 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.

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, fieldtrips and archival research, collaboration and sharing of experiences.

Reading materials

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

You are expected to:

1. Participate in class and speak on all topics, contributing from what you have read recently; discussion board on readings.
2. Read and write four reflective posts from CityLab blog or The Guardian's 'Stories of the Cities' series;
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)**
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.

All assignments need to be submitted via Carmen. Check the detailed schedule below for submission dates.

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. **(20%)**
3. Summary and comments on 4 posts in CityLab (CityLab is a daily blog on cities <http://www.citylab.com/> Or The Guardian's 'Stories of the Cities' series <https://www.theguardian.com/cities/series/the-story-of-cities> . **(15%)**
4. Hometown paper: A **2-3 page or 1000 words (1-1/2 or double-spaced)** paper 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. **(15%)**
 - 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). Try to explore questions like - 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?
5. Field trip + reflection: There will be two field trips during classtime (extended time) – Weiland Park and Franklinton. These trips will involve neighborhoods walks, interacting with community members/organizations, observing/seeing/sensing lived urban environments. 1-page reflection. **(10%)**
6. A final project presentation and report/product **(30%)** – by a group of 2-3 collaborators – on an urban issue/or issues in particular neighborhoods. The presentation and final product combined are worth 30% 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%

Summary of readings/discussion board: 20%

CityLab/The Guardian series (4): 15%

Hometown paper: 15%
Field trip + 2 reflection: 10%
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).

USE OF AI

Forms of writing assistance that utilize artificial intelligence (AI) to proofread a student's own written work (such as spellcheck or Grammarly) are acceptable. However, tools that rely on generative AI (such as GPT-3, ChatGPT, and Bard) that actually "write" (or generate) text from a prompt are not to be used to generate drafts or written work for any assignment in this course.

Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor. If generative AI is used, *we will consider AI to be a secondary source, in line with all other secondary sources, which require proper citation.* If students are unsure which AI tools are acceptable, they should consult the instructor prior to using them.

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)

WK	Dates	Topics	Readings
1	Jan 10 (Wed)	Introduction 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	
	Jan 12 (Fri)	Walking on campus	Walk in/around the campus, observe new developments, observing changes, taking photos, hearing sounds, smells, people, look at bill boards, notice the pavements—sensing the Urban.
2	Jan 17 (Wed)	What is Urbanization?	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 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/
	Jan 19 (Fri)	Urbanism as a way of life: Debates	Wirth, L. (1938). Urbanism as a way of life. The American Journal of Sociology, Vol. 44, No. 1 (Jul., 1938), pp. 1-24 http://www.sjsu.edu/people/saul.cohn/courses/city/s0/27681191Wirth.pdf De Certeau M. (1988, 1988). 'Walking in the city' in The Practice

			<p>of Everyday Life</p> <p>Class activity: Imagining the urban (drawing from everyday experiences)</p> <p>Submission via Carmen: Comment CityLab/The story of cities#1</p>
3	Jan 24 (Wed)	Weiland Park Trip	Submission via Carmen: Field trip reflection 1
	Jan 26 (Fri)	Imagining the urban	<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>
4	Jan 31 (Wed)	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>
	Feb 2 (Fri)	Citizen Jane	<p>Watch: Citizen Jane: Battle for the City. Jane Jacob https://vimeo.com/408636441</p> <p>Paletta, A. 2016. "Story of cities #32: Jane Jacobs v Robert Moses, battle of New York's urban titans". The Guardian 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>
5	Feb 7 (Wed)	The Global City	<p>Sassen, S. 2005. The Global City: Introducing a concept. http://www.saskiasassen.com/pdfs/publications/the-global-city-brown.pdf</p> <p>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/?sh=5b91762f2647</p> <p>Submission via Carmen: Comment CityLab/The story of cities #2</p>
	Feb 9 (Fri)	Field trip: Franklinton	

		New Geographies of Urbanism	
6	Feb 14 (Wed)	Worlding Cities	<p>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</p> <p>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</p> <p>Watch Film: <i>Our Metropolis</i> https://osu.kanopy.com/video/our-metropolis-what-does-it-take-build-globa (access via OSU id)</p>
	Feb 16 (Fri)	Worlding the South	<p>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.</p> <p>The Pandemic, Southern Urbanisms and Collective Life https://www.societyandspace.org/articles/the-pandemic-southern-urbanisms-and-collective-life</p>
7	Feb 21 (Wed)	Our Metropolis	<p>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.</p> <p>Stein, Samuel. 2019. Capital City: Gentrification and the Real Estate State (ebook access via OSU ID)</p> <p>Read: Introduction (pg#9-17) and Chpt: 'The Rise of the Real Estate State' https://ebookcentral.proquest.com/lib/ohiostate-ebooks/detail.action?docID=6060401</p> <p>Submission via Carmen: Comment CityLab/The story of cities #3</p>
	Feb 23 (Fri)	'Peripheral urbanism' Project discussion	<p>Caldeira, T. 2017. Peripheral urbanism. <i>Environment and Planning D: Society and Space</i>, 35(1), 3-20.</p> <p>Bose, D. 2020. Where is the city in "The Right to the City"? The colliding politics of place-making in a resettlement colony in Delhi's periphery. <i>Area</i> https://doi.org/10.1111/area.12665</p>

			<p>Simone, AbdouMaliq. 2004 People as infrastructure: Intersecting Fragments in Johannesburg. <i>Public Culture</i> 16(3):407-429</p> <p>https://research.gold.ac.uk/1946/1/Simone_2004a.pdf</p>
8	Feb 28 (Wed)	<p>Gentrification: Waves of gentrification in the US</p> <p>Project discussion</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>Stein and Mironova. (2020). Public land revisited: municipalization and privatization in Newark and New York City. <i>International Planning Studies</i>, 25:3, 247-260, DOI: 10.1080/13563475.2018.1559043</p> <p>Watch Film: Flag Wars https://video-alexanderstreet-com.proxy.lib.ohio-state.edu/watch/flag-wars (access via OSU id)</p>
	Mar 1 (Fri)	<p>Gentrification & Types of Displacement</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> <p>Submission via Carmen: Comment CityLab/The story of cities #4</p>
9	Mar 6 (Wed)	<p>Race, Home ownership, home financing in the US</p> <p>Guest lecture on Ghost neighborhood project: Prof Harvey Miller, CURA</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>Home Appraised With a Black Owner: \$472,000. With a White Owner: \$750,000. https://www.nytimes.com/2022/08/18/realestate/housing-discrimination-maryland.html?smid=nytcore-ios-share&referringSource=articleShare</p> <p>Watch Film : A Tale of Two Americas- The Dark History Behind the US Housing</p>

			Economy https://osu.kanopy.com/video/owned-tale-two-americas
	Mar 8 (Fri)		Work on group project.
10	Mar 11-15	Spring BREAK	NO CLASSES
		Urban processes in the global south	
11	Mar 20 (Wed)	Urban inequalities	Roy, 2014. The Good City? (In <i>Cities & Social Change</i> by Paddison & McCann 2014, Chp. 12, 201-210) Coronavirus exposes 'brutal inequality' of S. Africa townships https://news.trust.org/item/20200612142951-tx2r5/ '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-poor-slums-suffer-as-covid-19-exposes-indias-social-divide
	Mar 22 (Fri)	Informality & Urban Planning	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. Roy, 2009 Why India cannot plan its cities: Informality, insurgency and the idiom of urbanization. <i>Planning Theory</i> , 8(1): 76-87. 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
12	Mar 27 (Wed)	NOT IN TOWN	Work on research project
	Mar 29 (Fri)	NOT IN TOWN	Work on research project Submission via Carmen: Home town paper
13	Apr 3 (Wed)	Urban political ecology	Doshi, S. Greening displacements, displacing green: Environmental subjectivity, slum clearance, and the embodied political ecologies of dispossession in Mumbai

			<p><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>
	Apr 5 (Fri)	Urban land/Housing	<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>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>
14	Apr10 (Wed)	Informal work	<p>Gidwani, 2015. The work of waste: Inside India's infra-economy. <i>Transactions of the Institute of British Geographers</i>.</p> <p>Imagining street-markets as urban commons: The mother's market in Manipur</p> <p>http://journal.urbantranscripts.org/article/imagining-street-markets-as-urban-commons-the-mothers-market-in-manipur-swetha-rao-dhananka-and-leo-f-saldanha/</p> <p>Miraftab, F. (2017). Right to the City and the Quiet Appropriations of Local Space in the Heartland.</p>
	Apr 12 (Fri)	Urban Citizenship	<p>Bauder, H. 2014. Domicile citizenship, human mobility and territoriality. <i>Progress in Human Geography</i> 38(1): 91-106.</p>
15	Apr 17 (Wed)	Gendered cities	<p>Phadke, 2013. Unfriendly bodies, Hostile Cities. <i>Economic & Political Weekly</i>, 48 (39).</p> <p>What would a feminist city look like?</p> <p>https://www.publicbooks.org/what-would-a-feminist-city-look-like-talking-with-leslie-kern/</p>
	Apr 19 (Fri)	Research Project presentation	
16	Apr 26 (fri)	Final Project submission via carmen	
