



SYLLABUS

GEOG 2500

Cities in their Global Spaces

Autumn 2024 – Course # 35051

247 Townsend Hall, 9:35am-10:55am

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COURSE OVERVIEW

Course Information

- Geography 2500 is a *Lived Environments* GE course

- Class lecture periods: Tuesdays and Thursdays, 9:35am – 10:55am
- Credit hours: 3
- Prerequisites: None
- Mode of delivery: In Person

Instructors

- **Instructor:** Dr. Nancy Ettliger, she,her, hers
- Phone number: 614-292-2573
- Email: ettlinger.1@osu.edu
- Office: 1100 Derby Hall
- Office hours: 11:00am – 12:30pm, Tuesdays and Thursdays or by appointment

If you are unable to come to office hours, I am happy to set up appointments to accommodate schedules. To set up an appointment, please let me know before or after class, email, or stop by my office to chat or to set up a time to meet.

- **Teaching Assistant/Grader:** Marc Arenberg, he, him, his
- Email: arenberg.3@buckeyemail.osu.edu
- Office: 009 Dulles Hall
- Office hours: 12:30-2:00, Fridays; 11:00am – 12:30pm, Tuesdays or by appointment to accommodate schedules

Course Description

This course focuses on cities in the 21st century and examines them as places with specific social, economic, political, cultural, and ecological histories. Despite their uniqueness, individual cities both affect and are affected by global processes and events that sweep across space, affecting all cities. Such processes include, for example, modes of governance that produce inequalities, colonial relations and racial capitalism, developments in artificial intelligence, geopolitical tensions, climate change, pandemics. The histories of each city and context-specific lived experiences of actors in cities affect reactions to these global dynamics; context matters and helps to explain variation in practices and behavior across space.

Following an introduction to geographic thinking regarding place and space and issues confronting cities in the 21st century, the course focuses on select topics: visions of modernity, global discourses, and local dynamics; legacies of colonialism & racial segregation and capitalism; localized gentrification in a 21st century globalized context; the 'proptech' industry in cities and effects on digital labor globally; refugee urbanism; public space in cities as crucial nodes in transnational social movements in the digital era; urban planning for climate change and the linkage between climate and social justice; and urban planning for pandemics.

GOALS and EXPECTED LEARNING OUTCOMES (ELOs)

Course-based Goals

1. Students can grasp global processes that affect all cities while discerning the context-specific uniqueness of individual cities.
2. Students can identify and exemplify the main points of arguments about urban issues in the global economy.
3. Students can conduct urban research as self-directed learners and as partners in a research team.
4. Students can connect their knowledges learned in the course with their lived experience.
5. Students can apply knowledges about the complexity of urban life to holistic approaches to planning for uncertain futures, notably regarding climate change and pandemics.
6. Students can grasp how their and others' individual behaviors in urban living affects people in other cities around the world.
7. Students can assess the effects of global discourses about modernity on urban planning and local realities.
8. Students can examine the ways in which various colonialism, racial segregation and capitalism affect lived experience in cities and materialize differently across cities.
9. Students discern new processes of gentrification and migration and their effects in the new millennium.
10. Students appreciate the role of public spaces in cities in transnational social movements.

GE Goals & ELOs for All Themes

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

ELO 1.1 Engage in critical and logical thinking about the topic or idea of lived environments: Over the course of the semester, students write 10 critical essays that respond to prompts on assigned reading. Prompts will be posted most Thursdays by 5:00pm and will be due by the following Monday at 9:00am to help students solidify knowledges gained in the previous week before moving on to the next week. Prompts will vary, but common to all of them will be questions about: (1)

how the assigned material casts a city or cities relative to global processes and (2) how the main points in reading assignments are exemplified in the development of a *substantiated* arguments. In addition, prompts will include questions about issues specific to particular topics (see ELO 4.3)

ELO 1.2 Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme: Students conduct research that is partially collaborative and independent. Students get into small groups, decide on a city on which they want to focus, conduct preliminary research on the city to identify specific issues/problems their group will cover, and develop a division of labor so that each member of a group has specific responsibilities. The group project will culminate in (1) a poster developed by all members of a group to be presented in a poster session just before Thanksgiving, and (2) independent papers by *each* student on their specific focus. The independent papers include discussion of linkage with the other papers produced by group members. Although the ‘product’ of the group is a poster, the research group also functions for discussion in which each member discusses their part of the group project and receives feedback from other members.

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.

ELO 2.1 Identify, describe and synthesize approaches or experiences as they apply to the theme: Students write an essay on the connection(s) between an assigned reading and what they have observed/experienced/read about regarding their hometown. This essay is due by the start of class on the day the assigned reading is due; students choose which issues they would like to connect with their hometown dynamics. If a student has lived in different places, they select which hometown on which to focus; if a student is from a rural area, they select a city near their hometown or a city they have visited or in which they have lived temporarily.

ELO 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: Students write a reflection essay that (1) summarizes what they have learned from the course about cities as places in global space; (2) indicates how their views have changed through engagement with course material, using examples from assigned reading and personal experience; and (3) how they might use their knowledges and views pertaining to the course towards constructing an agenda for positive, constructive change. The reflection essays are due on the last day of class (*before class, by 9:00am*), and the last class is dedicated to small-group and whole-class discussion on class members’ reflections.

Lived Environments Goals & ELOs:

Goal 3: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environments (e.g., agricultural, built, cultural, economic, intellectual, natural).

ELO 3.1 Engage with the complexity and uncertainty of human-environment interactions: Students read journal articles (Shatkin and Attuk and Cradock) and write a critical essay on urban planning for pandemics. The assigned texts go beyond technocratic and biological fixes to incorporate the complexity of lived experiences in particular cities, including histories of inequalities, in planning adequately for pandemics in the future. The approach of the readings is proactive rather than reactive.

ELO 3.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space: Students read journal articles (Rice et al. and Hofmann et al.) and write a critical essay on urban planning for climate change. The assigned texts go beyond technocratic and biological fixes to incorporate the complexity of lived experiences in particular cities, including histories of inequalities, in planning adequately for climate change in the future. The approach of the readings is proactive rather than reactive.

Goal 4: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

ELO 4.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values, and behaviors: Students read a journal article (McElroy) and write an essay about how conveniences in urban life rendered by artificial intelligence produce continual demand for highly exploitative digital labor that is invisible to them and affects digital workers worldwide.

ELO 4.2 Describe how humans perceive and represent the environments with which they interact: Students read journal articles (Harris, Roast, Boyle et al., Nixon and Schwanen) + 2 short articles from the *Columbus Dispatch*) and write 2 critical essays on visions of modernity and global discourses about what cities ought to look like and how they should function relative to local, on-the-ground realities in specific cities.

ELO 4.3 Analyze and critique conventions, theories and ideologies that influence discourses around environments: In weekly critical essays (see ELO 1.1), students respond to prompts that engage questions about conceptualizations of urban issues or problems and how they affect lived experience.

HOW THIS COURSE WORKS

Mode of delivery

This course is delivered in-person. Class periods will feature a combination of lecture, small-group discussion, and general (whole-class) discussion.

Activities and materials

Students access all course materials on OSU's Carmen Canvas interface; no purchases are required. The course Carmen page includes modules for:

- the syllabus and schedule
- topics and the content and requirements for each class with links to assigned texts
- rubrics for writing assignments (other than the weekly essays, to be posted weekly)
- class outlines in Word, posted about a half hour before each class (see below)

Just before each class, an outline of class content is posted on Carmen Canvas. *The outlines are not notes! Students are responsible for taking notes in class; bring your laptops to class so you can take notes on the outline, which is why the outlines are posted in Word.* The outlines have several purposes. They:

- serve as a guide for the content of a class
- indicate what students need to know from each class
- serve as a review when students are preparing written assignments.

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 (instructor content and Carmen activities, for example) in addition to 6 hours of homework (assigned texts, Carmen Canvas posts, writing assignments, discussion facilitations) to receive a passing grade.

Attendance and participation requirements: Attendance is mandatory because class content goes beyond the assigned texts due for each class; students need to 'be there' physically and mentally to grasp course material and apply it in writing assignments and preparing for class discussion. Students are expected to participate in small-group discussions and responsibly share their thoughts in whole-class discussions; 'responsible' discussion means (1) informed participation based on adequate class preparation and (2) an appreciation of limited class time to avoid dominating class with their thoughts that leaves little time for other students to express themselves.

As indicated in the section on Grading, attendance accounts for 5% of the final grade. Attendance is taken at the start of each class and is evaluated on a presence/absence basis.

COURSE MATERIALS AND TECHNOLOGIES

Texts

Assigned texts for this course include *reading* (journal articles or chapters from books); *films*; and *podcasts*. No purchases are required. Links to all assigned texts are on Carmen Canvas for each class. Generally, 1 reading is assigned for each class; if a second text is assigned, it is brief and an important complement to the other assigned text. Texts for the course also include 1 podcast and 1 film. The bibliographic information (including page numbers for reading assignments and duration for films and podcasts) for all assigned texts is indicated below in alphabetical order for the (a) reading, (b) film, and (c) podcast.

(a) Reading

- Attuk, T. and Craddock, S.L. 2023. Social pathologies and urban pathogenicity: Moving towards better pandemic futures. *Urban Studies* 60: 1668–1689.
- Boeing, G., Besbris, M., Wachsmuth, D., and Wegmann, J. 2021. *Urban Transformations* 36: 1-10.
- Darling, J. 2024. The urbanisation of asylum. In *Migration and Cities: Conceptual and policy advances*, pp. 243-258. Cham, Switzerland, Springer.
- Fields, D. 2017. Rent, datafication, and the automated landlord. In J. Shaw and M. Graham, eds, *Our Digital Rights to the City*, pp. 16-22. London: Meatspace Press.
- Fluri, J., Hickcox, A., Frydenlund, S., and Zachary, R. 2022. *Geoforum* 132: 238-246.
- Frazier, M. 2024. The eviction experts. *Harper's Magazine* 348 (2087): 39-47.
- Garay, L, Morales, S. and Wilson, J. 2020. Tweeting the right to the city: Digital protest and resistance surrounding the Airbnb effect. *Scandinavian Journal of Hospitality and Tourism* 20: 246-267.
- Harris, A. 2015. Vertical urbanisms: Opening up geographies of the three-dimensional city. .39: 601–620. In A. Triandafyllidou, A.M.M. Kelly, and Z. Şahin-Mencütek (eds.)
- Hatuka, T. 2023. Public space and public rituals: Engagement and protest in the digital age. *Urban Studies* 60: 79–392.
- Herbert, C.W. and Ricketts, A.V. 2024. *Social Problems*: 20: 1-17.
- Hofmann, S.V., Ponder, C.S., Herrera, H., De Vera, M., Rodriguez, A.D. & Buyana, K. 2024. The 'colorblindness' of climate finance: How climate finance advances racial injustice in cities. *City*, DOI: 10.1080/13604813.2024.2348209, pp. 1-21.
- King, D. 2023. Were Latitude Five25 apartments always 'a towering problem'? *Columbus Dispatch*, March 7, <https://www.dispatch.com/story/news/2023/03/07/the-problematic-history-of-columbus-latitude-five25-apartment-towers/69954406007/>.
- Massey, D. 1993. Power-geometry and a progressive sense of place. In *Mapping the futures: local cultures, global change*, eds. J. Bird et al., pp. 59-69. New York: Routledge.

- McElroy, E. 2024. The work of landlord technology: The fictions of frictionless property management. *Environment & Planning D: Society and Space*. DOI: 10.1177/027637758241232758, pp. 1-20.
- McElroy, E. 2019. Digital nomads in siliconising Cluj: Material and allegorical double dispossession. *Urban Studies* 57: 3078-3094.
- McElroy, E. and Vergerio, M. 2022. Automating gentrification: Landlord technologies and housing justice organizing in New York City homes. *Environment & Planning D: Society and Space* 40: 607-626.
- Melgaço, L. and Pinto Coelho. 2022. Race and space in the postcolony: A relational study on urban planning under racial capitalism in Brazil and South Africa. *City & Community* 21: 214–237.
- Ohio Memory. 2023. The star of the capital city's skyline. *Ohio Memory*, February 10, <https://ohiomemory.ohiohistory.org/archives/5851>.
- Nixon, D.V. and and Schwanen, T. 2024. *Journal of Urban Technology*. DOI: 10.1080/10630732.2024.2324851, pp. 1-20.
- Rice, J.L., Long, J., and Levanda, A. 2022. Against climate apartheid: Confronting the persistent legacies of expendability for climate justice. *Environment & Planning E: Nature and Space* 5: 625–645.
- Ranganathan, M. 2018. Rule by difference: Empire, liberalism, and the legacies of urban “improvement.” *Environment and Planning A: Economy and Space* 50: 1386-1406.
- Roast, A. 2024. Towards weird verticality: The spectacle of vertical spaces in Chongqing. *Urban Studies* 61: 636–653.
- Shatkin, G., Mishra, V., and Alvarez, M.K. 2023. COVID-19 and urban informality: Exploring the implications of the pandemic for the politics of planning and inequality. *Urban Studies* 60: 1771–1791.
- Sigler, T. and Wachsmuth, D. 2020. New directions in transnational gentrification: Tourism-led, state-led and lifestyle-led urban transformations. *Urban Studies* 57: 3190–3201.

(b) Films – access links for films on Carmen page

- Drowning, kidnap and jaguars – travelling the deadly Darien Gap migrant route to the USA. 2023, Channel 4 News (15 min)
- Death toll surges as migrants try to reach Europe. 2020, PBS News Hour (8.09 min)
- Climate refugee: A new term to be identified. 2020. TRT World (2.40 min)
- Extreme weather events fueling ‘climate refugee’ crisis. 2022, MSNBC (4.30 min)
- How ICE drives immigrants to self-deport. 2018, The Atlantic (9.21 min)

(c) Podcast

- Doreen Massey on Space. 2013, *Social Science Bites*, February 1 (18.24 min).

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

Basic computer and web-browsing skills are expected, and navigating Carmen is an essential skill for this course. For questions about specific functionality, see the [Canvas Student Guide](#).

Required Technology Skills Specific to This Course

None

Required Equipment

You will need a mobile device to:

- take notes in class - laptop, Mac (OS) or PC (Windows)
- authenticate for BuckeyePass
- view a film and listen to a podcast. The film may require high-speed internet connection; if you don't have a device with high-speed connection, use the facilities at any of the OSU libraries

Required Software

[Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](#).

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.

GRADING AND RESPONSE TIME

How Your Grade is Calculated (% breakdown)

ASSIGNMENT CATEGORY	% OF FINAL LETTER GRADE
Attendance	5%
Hometown essay: Essay connecting an issue in a reading assignment with your observations/experience/reading re: your hometown	10%
10 essays (500 words each) responding to prompts	50% (5% each)
Reflection essay (500 words)	15%
Global city collaborative project (poster w/ research team + independent paper)	20% (10% poster; 10% paper)
Total	100%

Assignment Descriptions

Attendance (5%)

Attendance is required for all classes. **If you are unable to come to class or if you must leave class early** for something beyond your control (sickness, doctor's appointment, job interview...), you must **let me know in advance of the class; otherwise, you will be marked as absent.**

Attendance is graded on a presence/absence basis. If there are 28 classes and a student is present at 21 classes, then they have attended 75% of the classes, which would be a C.

10 Short Weekly Essays (50%)

Please look at the Schedule (pp.13-14), which indicates weekly essays; prompts along with rubrics will be posted by email most Thursdays by 5:00pm, and the essays (500 words) are due the next Monday by 9:00am via direct email to Marc (arenberg.3@buckeyemail.osu.edu) - see shaded rows in the Schedule table. You will see 12 indications of prompts and due dates on the Schedule: you are required to complete 10, and if you like, you can complete all 12 and the lowest 2 grades will be dropped.

The essays cover the material you have learned in the previous week to solidify your knowledges before moving on to new material. They may straddle two different topics, and in this case, questions will pertain to both. Prompts will vary from week to week but common to all will be (1) a question that requires you discuss the material relative to the overarching themes of *place* and *space* that frame the course and as articulated by Doreen Massey (1st reading and podcast), and (2) a question that requires you to identify the main points in the reading *and* connect them with example(s) from the reading to enable informed and substantiated argumentation. There may be other questions pertinent to the specific issues in the articles; a particular question may pertain to both the weekly readings, or may entail connection with issues previously covered.

NOTE: Using ChatGPT or another generative AI tool for an understanding of the articles and writing the essays will not serve you because (1) its coverage of points tends to be incomplete and (2) it typically does not connect points with empirics in a text (that is, on-the-ground examples). For this course you need to commit to thorough reading of the articles.

STRATEGY: Read each article thoroughly with notetaking for each class so that (1) you are prepared for class discussion, and (2) writing the essay will be helpful, not stressful. If you leave reading until 'later,' class lecture and discussion will have little meaning, you will be unable to participate responsibly in discussions, and you will have too much work to do to complete the essays on time. Even if you are granted an extension, a habit of lateness would result in a piling-up of essays to complete the course and will interfere with your other work. Stay on track!

Hometown Essay: Connect an issue in a reading assignment with your observations/experience/reading re: your hometown (10%)

You will write a short essay of 350 words connecting an issue discussed in an assigned reading with what you have observed or experienced or read about regarding your hometown. If you have lived in more than one place, then select one on which you choose to focus.

*This essay is due at 9:00am the day of the class following the day on which the assigned article is discussed. You choose *when* and on *which* issue you would like to write. A rubric is posted on the Carmen page for the course.*

Reflection essay (15%)

A 500-word reflection essay is due on the last day of class **before** class by 9:00am, and class that day is dedicated to small-group and whole-class discussion of class members' reflection. In your essay you reflect on what you have learned, how your views have changed through engagement with course material, and how your knowledges in the course can be useful in constructing an agenda for positive and constructive change. A rubric is posted on the Carmen page.

Global city Project (20%)

Students work in groups and (1) decide on a city on which they would like to research, (2) conduct preliminary research to decide on the range of issues to cover, (3) develop a division of labor so that each member of a research team has their own responsibilities, (4) work collaboratively on a poster for a poster session in the class before Thanksgiving, and (5) each member of the team works independently on a 500-word paper on their part of the project and link their part to the other parts.

* collaborative poster: 10%

* independent paper: 10% (rubric posted on Carmen page)

The research team serves towards collaboration on the poster as well as a study group and source of feedback for each member regarding their independent parts of the project; all parts of the project should be clearly linked to provide flow among the individual parts so that the overall project coheres around an overall theme, organized relative to different dimensions (the different parts researched by each member).

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

Student-Instructor Communication

The following list indicates instructors' availability throughout the course. (Remember that you can call 614-688-HELP at any time if you have a technical problem.) Please contact us:

* in person at the beginning or end of class.

* in our offices (1100 Derby; 009 Dulles) during office hours or at some other time that we can arrange by email or at class.

* via email: *Please contact instructors directly by email, not via the Carmen Canvas page:* ettlinger.1@osu.edu; arenberg.3@buckeyemail.osu.edu

Turnaround Time on Written Assignments

* 1 week for weekly essays

* 2 weeks for all other written assignments

COURSE SCHEDULE

Assigned texts (last column) are all reading, indicated by the last name of the author of a journal article or book chapter except if indicated as film or podcast (see bibliographic information, including year of publication and page numbers for reading, and duration for the film and podcast in the Text section, pp. 7-8).

date	general topic	class	assignment
T Aug 20	introduction	introduction to the course, syllabus	
Th 22		introduction to geographic thinking: place & space	Massey (podcast; article) <i>prompt posted by 5:00pm</i>
M 26		weekly essay due - arenberg.3@buckeyemail.osu.edu	
T 27		contextualizing 21 st century cities	
Th 29	visions of modernity, global discourses, and local dynamics	introduction to 'vertical urbanism' & its significance	Harris; 2 articles from <i>Columbus Dispatch</i> ; <i>prompt posted by 5:00pm</i>
M Sept 2		weekly essay due	weekly essay due - arenberg.3@buckeyemail.osu.edu
T 3		an ethnographic approach to vertical urbanism: Chongqing	Roast
Th 5		the exclusionary basis of smart-city development	Boyle et al; <i>prompt posted by 5:00pm</i>
M 9		weekly essay due	weekly essay due - arenberg.3@buckeyemail.osu.edu
T 10		smart-city development 'from below'	Nixon & Schwanen
Th 12		legacies of colonialism & racial segregation and capitalism	housing and informality
M 16	weekly essay due		weekly essay due - arenberg.3@buckeyemail.osu.edu
T 17	gentrification, housing, and race		Fluri et al
Th 19	property & infrastructural development		Ranganathan; <i>prompt posted by 5:00pm</i>
M 23	weekly essay due		weekly essay due - arenberg.3@buckeyemail.osu.edu
T 24	colorblind urban planning		Melgaço & Pinto Coelho
Th 26	localized gentrification	transnational gentrification	Sigler & Wachsmuth; <i>prompt posted by 5:00pm</i>

M	27	in a 21 st century global context	weekly essay due weekly essay due - arenberg.3@buckeyemail.osu.edu		
T	Oct 1			McElroy	
Th	3		datafication, global proptech, and local housing issues	Fields; Boeing et al.; <i>prompt posted by 5:00pm</i>	
M	7		weekly essay due weekly essay due - arenberg.3@buckeyemail.osu.edu		
T	8			McElroy & Vergerio; Frazier	
Th	10	Autumn break! – no class			
T	15		overtourism	Garay et al.	
Th	17	the significance of urban proptech for global digital labor		McElroy 2019; <i>prompt posted by 5:00pm</i>	
M	21	weekly essay due weekly essay due - arenberg.3@buckeyemail.osu.edu			
T	22	class workshop –formation of groups for collaborative project and initial determination of topic and research plans			
Th	24	refugee urbanism	refugees in the 21 st century	5 short films; <i>prompt posted by 5:00pm</i>	
M	28		weekly essay due weekly essay due - arenberg.3@buckeyemail.osu.edu		
T	29		urban tensions of asylum: cities as policy battlegrounds	Darling	
Th	31	public space in cities as crucial nodes in transnational social movements in the digital era		Hatuka; <i>prompt posted by 5:00pm</i>	
M	4	weekly essay due - arenberg.3@buckeyemail.osu.edu			
T	Nov 5	election day – research groups meet independently			
Th	7	urban planning for climate change	climate apartheid	Rice et al; <i>prompt posted by 5:00pm</i>	
M	11		weekly essay due weekly essay due - arenberg.3@buckeyemail.osu.edu		
T	12		case studies	Hofmann et al	
Th	14	urban planning for pandemics	inequality and the politics of planning for pandemics	Shatkin et al; <i>prompt posted by 5:00pm</i>	
M	18		weekly essay due - arenberg.3@buckeyemail.osu.edu		
T	19		social pathologies and urban pathogenicity	Atuk & Craddock;	
Th	21	class workshop – collaborative projects; <i>prompt posted by 5:00pm</i>			
M	25	weekly essay due – arenberg.3@buckeyemail.osu.edu			
T	26	poster session!			
Th	28	Thanksgiving - no class			
T	Dec 3	last class: small group and whole class discussion on reflections reflection essay due before class, by 9:00am – arenberg.3@buckeyemail.osu.edu			
M	9	independent global city papers due – arenberg.3@buckeyemail.osu.edu			

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 and thoughtful.

- **Writing style:** Students should use proper grammar, spelling, and punctuation. Make sure to proof your writing assignments.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Basic expectations include respect for others and interest in learning from others.
- **Citing your sources:** It makes sense to develop the habit of proper referencing to avoid issues of plagiarism and ensure professionalism in presenting concepts and empirics. The guidelines for the writing assignments include instructions for citing your sources. See also the academic integrity policy in the section of this syllabus on Campus Policies as well as on the left column on the course Carmen Canvas page.

Late Policy on Writing Assignments

Due dates for writing assignments are indicated on the course schedule and on the Carmen Canvas page. It is understood that sometimes a student may need extra time to perform to the best of their abilities on a writing assignment. If you are pressed for time and cannot meet a deadline, you may request an extension without penalty IF you send Marc an email *before the deadline to let him know it will be late + your requested deadline (day and time)*; otherwise, a failing grade will be recorded.

Use of Electronic Devices In Class

Use of computers, cell phones or other electronic devices in class for any reason other than course engagement is considered disrespectful and unacceptable.

Course Policy on the Use of Generative AI (ChatGPT and Related Products) – see also University policy on use of AI

Requirements for use of generative AI are indicated below. *Failure to comply will result in a failing grade on the assignment in question.*

If you use generative AI for an assignment, you must: 1) indicate so at the outset, and 2) indicate *how* you used it as a complement to your own work (see below for more details). *Under no circumstances is generative AI acceptable on its own without indication of your own work and the nature of the complementarity.*

Using generative AI as a complement to your own work & documenting the complementarity

Your assignments *always* need to connect with course material – the readings as well as class lectures and discussions. A generative AI product may have an assigned article in the database, but it does not account for class discussions and the contextualization of assigned reading in course material. Further, generative AI products are well known for making up references and information, and more generally being ‘off’ despite producing narratives that sound professional and are well written. Therefore, if you use a generative AI product, you will need to fact check and document your fact checking, as well as modify the narrative relative to the course context.

UNIVERSITY ACADEMIC POLICIES

Ohio State’s Policy on AI (<https://oaa.osu.edu/artificial-intelligence-and-academic-integrity>)

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite and others. These tools will help shape the future of work, research and technology — but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the [Code of Student Conduct](#) to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use “unauthorized assistance in the laboratory, on field work, in scholarship or on a course assignment” unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing” of writing, ideas or other work that is not your own. These requirements apply to all students — undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. 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.

Ohio State’s Policy on Academic Integrity (see also ‘Academic Policies’ on the left column of the Carmen Canvas page)

It is the responsibility of the Committee on Academic Misconduct (COAM) 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).

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.

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](#))

Plagiarism is the act of stealing the ideas and/or the expression of another and representing them as your own. It is a form of cheating and a kind of academic misconduct, which can incur severe penalties. It is important, therefore, that you understand what it consists of, so that you will not unwittingly jeopardize your college career. Plagiarism includes, but is not limited to: word-for-word copying of someone else's work, in whole or in part, without acknowledgment, whether that work be a magazine article, a portion of a book, a newspaper piece, another student's essay, or any other composition not your own without proper citation. Changing a few words of another's composition, omitting a few sentences, or changing their order does not constitute original composition. If you have any doubts about the originality of a paper/assignment you have written, see your instructor before you turn it in (*Colleges of the Arts and Sciences Degree Planning Manual 2006-7*, pp. 34-35).

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.

CIVIL RIGHTS, UNIVERSITY RESOURCES FOR DISABILITY, MENTAL HEALTH & WELLNESS

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

Disability Services, Office of Student Life

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you have a mental or physical condition that impacts your ability to succeed in the classroom, please register with the Student Life Disabilities Services (SLDS) in Baker Hall 009. Once registered, you can receive services that will level the playing field with your peers. The SLDS will provide a letter listing only the services you need; you have every right to keep your health conditions private from me. Please bring the letter with you, and we will discuss the ways Marc and I can help you to maximize your success and participation.

Counseling and Consultation Service - Office of Student Life

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. OSU 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 through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Student Advocacy Information & Other Resources

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/>

ACCOMMODATIONS

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#).

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.

- Carmen Canvas accessibility
- Streaming audio and video (Kanopy & DocuSeek)
- Synchronous course tools