

Instructor: Dr. Madhumita Dutta
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Class: Tuesday & Thursday, 2.20-3.40 pm
Classroom: 214 Denney Hall
Office hours: Wednesdays - 10-11am/3-4pm or by appointment

Course description and objectives

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

Reading materials

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

You are expected to:

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

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

Grading will be based on 6 elements:

1. Attendance (sign in) each class day and participation on the topic of the day and your recent reading on urban issues, whether for assignments or otherwise.
2. Your summary and comments [what is new, confusing, or needing elaboration] on the day's assigned reading, no later than 1.20pm each class day. Also comments on each film shown in class with your summary and comments.
3. Summary and comments on 2 posts in CityLab, a daily blog on cities [<http://www.citylab.com/>]. These can be shared in class early or on the due dates.
4. Reviews of 2 articles from any of the following journals – from any issue, any year (but the article must be at least 5 pages long, and not be a book reviews). All are available as electronic journals in OSU Libraries:

Cities

Journal of Urban Affairs

Urban Affairs Review

Urban Studies

International Journal of Urban and Regional Research

City, Culture and Society

Journal of Urban Economics

Urban Geography

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

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

- Each review is worth 10% of the course grade, or 20% combined. The article reviews are due on **September 19 and October 17**. Evaluation will be based on evident organization (including sections with section headings), quality of writing (spelling grammar, and punctuation), and quality and clarity of the summary and of the points you are make in the critique.
5. Hometown paper: A 2-3 page paper (1000-1200 words, 1-1/2 or double-spaced) that summarizes the past, present, and future of your hometown and home metropolitan region. That is, think about the city and suburb with which you most identify and set them in the context of recent urban trends. Do not rely on – nor attempt to recreate – a Wikipedia account.

- Your hometown paper is due **October 31st** and is worth 15% of the course grade. Evaluation is based on evident organization, quality of writing (spelling grammar, and punctuation), and quality and clarity of the points you are making in the paper.
- The hometown paper should provide a geographical, historical and economic sketch of your hometown (if you have lived in several places, choose one). Include which metropolitan area is most important to your hometown; that is, if your home is a suburb or a small town, where does your family shop and eat out, and which airport do they use? What was the local economy based on, say, 25 years ago? What is it based on now? What is the future of the place in a globalized world?
- 6. A final project presentation and report – by a group of 2-3 collaborators – on an urban issue in a particular city. The presentation and final report combined are worth 25% of the course grade. **THIS YEAR WE WILL BE WORKING ON FRANKLINTON AREA IN COLUMBUS.**

The final report should be 2500-3000 words (8-10 pages) plus appendices if appropriate. Evaluation is based on evident organization (that means sections with section headings), correct spelling, grammar and punctuation, completeness of the description of your research, your findings, and their significance or the “take home” point of your work.

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

Summary:

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

Summary of reading and films: 20% - Summary and comments on the day’s assigned reading, and on films shown

CityLab reports (2): 10%

Article reviews (2): 20%

Hometown paper: 15%

Presentation/Final Paper: 25%

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

DISABILITY SERVICES

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.

OSU COUNSELING AND CONSULTATION SERVICES

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises are encouraged to contact the OSU Counseling and Consultation Services (292-5766; <http://www.ccs.ohio-state.edu>) for assistance, support, and advocacy. This service is free to students and is confidential.

ACADEMIC INTEGRITY (ACADEMIC MISCONDUCT)

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

The Ohio State University's [Code of Student Conduct](#) (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism (see more below), collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

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

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

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

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

Schedule with topics, readings and assignments

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

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

W K	Date s	Topics	Readings
1	Aug 20 (Tu)	Introduction to the course	Representation of cities/urban spaces in fictional writings. Please come prepared to discuss any fictional novels that you may have read based on cities.
		Theorizing the urban	
	Aug 22 (Th)	What is Urbanization?	Koch and Latham. 2014. Representing and Imagining the City. (In <i>Cities & Social Change</i> by Paddison & McCann 2014, Chp. 2, 14-32). Cities in numbers: how patterns of urban growth change the world https://www.theguardian.com/cities/2015/nov/23/cities-in-numbers-how-patterns-of-urban-growth-change-the-world
2	Aug 27 (Tu)	Sensing the City	Degen, M. 2014. The everyday city of the Senses. (In <i>Cities & Social Change</i> by Paddison & McCann 2014, Chp. 6, 92-112). Massey, D. 1991. A Global Sense of Place. <i>Marxism Today</i> . 24-29
	Aug 29 (Th)	Watch Film: Citizen Jane: Battle for the City	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

			<p>-cities-32-new-york-jane-jacobs-robert-moses</p> <p>Saskia Sassen. 2016. How Jane Jacobs changed the way we look at cities https://www.theguardian.com/cities/2016/may/04/jane-jacobs-100th-birthday-saskia-sassen</p> <p>Submission via Carmen: Comment CityLab report#1</p>
3	Sept 3 (Tu)	Urbanism as a way of life: Debates	<p>Wirth, L. (1938). Urbanism as a way of life. <i>The American Journal of Sociology</i>, Vol. 44, No. 1 (Jul., 1938), pp. 1-24 http://www.sjsu.edu/people/saul.cohn/courses/city/s0/27681191Wirth.pdf</p>
	Sept 5 (Th)	Planetary urbanization	<p>Wilson, D. and Jonas, A.E., 2018. Planetary urbanization: new perspectives on the debate. <i>Urban Geography</i>, pp.1-5.</p>
4	Sept 10 (Tu)	Global comparative urbanisms	<p>Robinson, J., 2016. Comparative urbanism: new geographies and cultures of theorizing the urban. <i>International Journal of Urban and Regional Research</i>, 40(1), pp.187-199.</p>
	Sept 12 (Th)	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/#2c40b6cd2647</p>
5	Sept 17 (Tu)	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>
	Sept 19 (Th)	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>Submission via Carmen: Article review#1</p>
		New Geographies of Urbanism	

6	Sept 24 (Tu)	'Peripheral urbanism'	Caldeira, T. 2017. Peripheral urbanism. <i>Environment and Planning D: Society and Space</i> , 35(1), 3-20.
	Sept 26 (Th)	Gentrification: Waves of gentrification in the US	Kleniewski, N. 1984. From industrial to corporate city: the role of urban renewal. In <i>Marxism and the metropolis</i> , eds. W.K. Tabb and L. Sawers, pp. 205-222. New York: Oxford University Press. 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.
7	Oct 1 (Tu)	Watch in class Film: <i>Flag Wars</i>	Valentine, 2014. Living with Difference: Reflections on geographies of encounters. (In <i>Cities & Social Change</i> , Chp. 5, 75-91) Submission via Carmen: Comment CityLab report#2
	Oct3 (Th)	Gentrification & Types of Displacement	Davidson, M., & Lees, L. (2005). New-build 'gentrification' and London's riverside renaissance. <i>Environment and planning A</i> , 37(7), 1165-1190. Joseph, M. L., Chaskin, R. J., & Webber, H. S. (2007). The theoretical basis for addressing poverty through mixed-income development. <i>Urban affairs review</i> , 42(3), 369-409. 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.
8	Oct 8 (Tu)	Gentrification in the Global South	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.
	Oct 10 (Th)	Autumn break	
		Urban processes	
9	Oct 15(Tu)	Urban Informalities	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.

	Oct 17 (Th)	Watch In Class Film: <i>Our Metropolis</i>	Submission via Carmen: Article review#2
10	Oct 22 (Tu)	Informality & Urban Planning	Roy, 2009 Why India cannot plan its cities: Informality, insurgence and the idiom of urbanization. <i>Planning Theory</i> , 8(1): 76-87. Packer, G. 2006. "The Megacity: Decoding the Chaos of Lagos", The New Yorker 13 November: http://www.newyorker.com/magazine/2006/11/13/the-megacity
	Oct 24 (Th)	Informal land/Housing	Bhan. 2013. Planned Illegalities: Housing and the 'failure' of Planning in Delhi: 1947-2010. <i>Economic & Political Weekly</i> , XLVIII (24), 58-70. Doshi, S and M Ranganathan. 2017. Contesting the Unethical City: Land Dispossession and Corruption Narratives in Urban India. <i>Annals of the American Association of Geographers</i> , 107 (1): 183- 199.
11	Oct 29 (Tu)	Informal work	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. Gidwani, 2015. The work of waste: Inside India's infra-economy. (Transactions of the Institute of British Geographers)
	Oct 31 (Th)	Urban Ecologies/Com mons	Coelho, K. 2018. Reading History and Power in Urban Landscapes: The lens of political ecology. Sharma et al. 2014 Mapping the coastal commons: Fisherfolk and the Politics of Coastal Urbanisation. <i>Economic & Political Weekly</i> , XLIX (48). Submission via Carmen: Home town paper
12	Nov 5 (Tu)	Urban Citizenship	Miraftab, Faranak and Neema Kudva. 2015. "Urban Citizenship". In <i>Cities of the Global South Reader</i> . New York: Routledge. Pp. 270-276. Harvey, D., 2003. The right to the city. <i>International journal of urban and regional research</i> , 27(4), pp.939-941.
	Nov 7 (Th)	Gender, work and urban spaces	Phadke, 2013. Unfriendly bodies, Hostile Cities. <i>Economic & Political Weekly</i> , 48 (39).

13	Nov 12 (Tu)	Urban inequalities Project discussion: Franklinton	Roy, 2014. The Good City? (In <i>Cities & Social Change</i> by Paddison & McCann 2014, Chp. 12, 201-210)
	Nov 14 (Th)	Project discussion: Franklinton	Visit to Franklinton
14	Nov 19 (Tu)	Project discussion/gr oup work: Franklinton	
	Nov 21 (Th)	Smart Urbanism	Luque-Ayala, A. and Marvin, S., 2015. Developing a critical understanding of smart urbanism?. <i>Urban Studies</i> , 52(12), pp.2105-2116. Kitchin, R., 2014. The real-time city? Big data and smart urbanism. <i>GeoJournal</i> , 79(1), pp.1-14.
15	Nov 26 (Tu)	Project Discussion: Franklinton	
	Nov 28 (Th)	Thanksgiving break	
16	Dec 3 (Tu)	Final presentation by groups: Franklinton	
	Dec 6 (Fri)	FINAL REPORT DUE	