

Instructor: Dr. Madhumita Dutta
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Class: Mon & Wed., 2.20-3.40 pm
Classroom: 251 Journalism Bldg
Office hours (via zoom): Thursday 10am –
12pm 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 economy, ecology, work, labor, governance, infrastructure, housing, inequality, and social justice. In addition, the course will bring in some aspects of role of cities and social life in the present moment of global pandemic.

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 on Mondays/4 pm on Wednesdays). Participate in 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;
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 product (could be a paper/video/radio podcasts or combination of all)
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. 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 readings/films/discussion board.
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. 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 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/product – by a group of 2-3 collaborators – on an urban issue. The presentation and final product combined are worth 20% 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: 15% (Mondays in-person(or zoom)/Wednesday-virtual discussion board)

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

CityLab reports (2): 10%

Article reviews (2): 20%

Hometown paper: 15%

Presentation/Final product: 20%

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.

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 and maintaining a safe physical distance at all times**. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.

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)

WK	Dates	Topics	Readings
1	Aug 26 (W)	Introduction to the course	Reflections on the present state of the cities: personal experiences and general observations; reflection on the present moment of living with the pandemic and protests.
2		Theorizing the urban	
	Aug 31 (M)	What is Urbanization? (in-person lecture)	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/
	Sep 2 (W)	Online discussion (Readings and prompts)	Pandemic and Cities Health and Disease Have Always Shaped Our Cities. What Will Be the Impact of COVID-19?

		posted on Carmen)	https://www.architecturaldigest.com/story/how-will-coronavirus-impact-cities The spectre of crowds in the COVID city https://www.thehindu.com/opinion/op-ed/the-spectre-of-crowds-in-the-covid-city/article32186256.ece
3	Sep 7 (M)	NO CLASS	Labor Day
	Sep 9 (W)	Imagining the urban (in-person lecture)	Koch and Latham. 2014. Representing and Imagining the City. (In <i>Cities & Social Change</i> by Paddison & McCann 2014, Chp. 2, 14-32).
4	Sep 14 (M)	Sensing the City (in-person lecture)	Massey, D. 1991. A Global Sense of Place. <i>Marxism Today</i> . 24-29 Degen, M. 2014. The everyday city of the Senses. (In <i>Cities & Social Change</i> by Paddison & McCann 2014, Chp. 6, 92-112). Submission via Carmen: Comment CityLab report#1
	Sep 16 (W)	Online discussion (Reading and prompts posted on Carmen)	Pandemic and cities How Cities Shape Epidemics https://www.theatlantic.com/health/archive/2016/02/urban-ization-pandemic-excerpt/470214/ How pandemics have changed American cities https://theconversation.com/how-pandemics-have-changed-american-cities-often-for-the-better-137945 America's College Towns Are Facing an Economic Reckoning https://www.bloomberg.com/news/articles/2020-08-21/what-the-pandemic-is-doing-to-college-towns
5	Sep 21 (M)	Planetary urbanization (in-person lecture)	Wilson, D. and Jonas, A.E., 2018. Planetary urbanization: new perspectives on the debate. <i>Urban Geography</i> , pp.1-5.
	Sep 23 (W)	Online discussion (Film/Reading and	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

		prompts posted on Carmen)	<p>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>
6	Sep t 28 (M)	The Global City And Worlding Cities (in-person lecture)	<p>Sassen, S. 2005. The Global City: Introducing a concept. http://www.saskiasassen.com/pdfs/publications/the-global-city-brown.pdf</p> <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>Submission via Carmen: Article review#1</p>
	Sep t 30 (W)	Online discussion (Film and prompts posted on Carmen)	<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>
		New Geographies of Urbanism	
7	Oct 5 (M)	'Peripheral urbanism' (in-person lecture)	<p>Caldeira, T. 2017. Peripheral urbanism. <i>Environment and Planning D: Society and Space</i>, 35(1), 3-20.</p>
	Oct 7 (W)	Online discussion (Film/Reading and prompts posted on Carmen)	<p>Watch Film: Flag Wars https://video-alexanderstreet-com.proxy.lib.ohio-state.edu/watch/flag-wars (access via OSU id)</p> <p>Valentine, 2014. Living with Difference: Reflections on geographies of encounters. (In <i>Cities & Social Change</i>, Chp. 5, 75-91)</p>

8	Oct 12 (M)	Gentrification: Waves of gentrification in the US (in-person lecture)	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. Submission via Carmen: Comment CityLab report#2
	Oct 14 (W)	Online discussion (Film/Reading and prompts posted on Carmen)	Watch Film : A Tale of Two Americas- The Dark History Behind the US Housing Economy https://osu.kanopy.com/video/owned-tale-two-americas 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
9	Oct 19 (M)	Gentrification & Types of Displacement (in-person lecture) (START FINAL PROJECT DISCUSSION. See Nov 25 project ideas)	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. 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 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.
	Oct 21 (W)	Online discussion (Film/Reading and prompts posted on Carmen)	Watch film: Left Behind America https://library.ohio-state.edu/record=b8834158~S7 (access via OSU id) Black Homeowners Face Discrimination in Appraisals https://www.nytimes.com/2020/08/25/realestate/blacks-minorities-appraisals-discrimination.html?action=click&algo=bandit-all-surfaces&block=more_in_recirc&fallback=false&imp_id=8171

			31931&impression_id=e3604190-e78e-11ea-abb2-030d620c6127&index=0&pgtype=Article&region=footer&req_id=101990041&surface=more-in-business
10	Oct 26 (M)	Urban processes in the global south Worlding the South (in-person lecture)	<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>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>Simone, AbdouMalig. 2004 People as infrastructure:Intersecting Fragments in Johannesburg. <i>Public Culture</i> 16(3):407-429 https://research.gold.ac.uk/1946/1/Simone_2004a.pdf</p> <p>Submission via Carmen: Article review#2</p>
	Oct 28 (W)	Online discussion (Reading and prompts posted on Carmen)	<p>Covid 19 and economic/social divide</p> <p>Coronavirus exposes 'brutal inequality' of S. Africa townships https://news.trust.org/item/20200612142951-tx2r5/</p> <p>'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</p>
11	Nov 2 (M)	Informality & Urban Planning (in-person lecture)	<p>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.</p> <p>Roy, 2009 Why India cannot plan its cities: Informality, insurgence and the idiom of urbanization. <i>Planning Theory</i>, 8(1): 76-87.</p> <p>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</p>
	Nov 4 (W)	Online discussion	Urban political ecology/Urban agriculture

		(Reading and prompts posted on Carmen)	Doshi, S. Greening displacements, displacing green: Environmental subjectivity, slum clearance, and the embodied political ecologies of dispossession in Mumbai <i>International Journal of Urban and Regional Research</i> 43 (1), 112-132. Tornaghi, Chiara. 2014. Critical Geography of Urban Agriculture. <i>Progress in Human Geography</i> .
12	Nov 9 (M)	Informal land/Housing (in-person lecture)	Bhan. 2013. Planned Illegalities: Housing and the 'failure' of Planning in Delhi: 1947-2010. <i>Economic & Political Weekly</i> , XLVIII (24), 58-70. 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. Submission via Carmen: Home town paper
	Nov 11 (W)	Veteran's Day NO CLASS	
13	Nov 16 (M)	Informal work (in-person class)	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. <i>Transactions of the Institute of British Geographers</i> .
	Nov 18 (W)	Online discussion board Project discussion online	Kilburn Manifesto https://www.lwbooks.co.uk/soundings/kilburn-manifesto
14	Nov 23 (M)	Urban Citizenship (in-person lecture)	Miraftab, Faranak and Neema Kudva. 2015. "Urban Citizenship". In <i>Cities of the Global South Reader</i> . New York: Routledge. Pp. 270-276. Bauder, H. 2014. Domicile citizenship, human mobility and territoriality. <i>Progress in Human Geography</i> 38(1): 91-106.
	Nov 25 (W)	Project discussion (in-person)	Suggested ideas: (you can come up with your own ideas) -Urban Evictions (Franklin county) -Urban Renewal/investments (Franklinton) -Urban Housing -Urban Farming (Franklinton) -Urban Sustainability/energy projects (Columbus)

**Geog 5501: Urban Spaces in the global economy
2020**

Fall

			-Mutal community aid/care/neighbor networks during Covid-19 (think about social infrastructure, informal work, caring geographies) -Urban Manifesto
15	Nov 30 (M)	Project group work	
	Dec 2 (W)	Project group work	Presentations (online)
16	Dec 7 (M)	Project group work	Presentations (online)
	Dec 9 (W)	Final Project Due	Submission via carmen