

Instructor: Dr. Madhumita Dutta

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Class: MW, 2.20-3.40 pm

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### **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, 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 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;
6. Present a summary of your final paper in class in November-December.

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 24 and October 24**. 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 **November 14** 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 report – individual or 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.

There are two kinds of projects.

Your paper should be based on or take off from an urban issue discussed in class.

The first type of project relies mainly on secondary (published, readily available) data and should, first, place the city in its regional, national, and international context, in terms of the strengths and weaknesses of its economy; and, second, describe the issues (political, social, economic), and its history, the protagonists, and resolution or current status of the issue. Examples include: examining the ethnic and social mix in a neighborhood, accounting for the growth or decline of jobs in a city, and identifying where suburban residents work.

The project could, but need not, use census data analyzed with GIS or spreadsheet software. It could be based on archival sources, such as newspapers or public documents. If your paper is mainly a review of published research or sources, it should cite at least 10 references.

The second type involves primary data collection: gathering your own data in the community from conversations with people and your own observations. Examples of topics for the project include: describing a cross-town ride (more than just High Street) on the COTA bus system, learning where your co-workers live and where they come from and where they shop, examining first-hand the ethnic and social mix in a neighborhood, identifying conflicts over housing decline and gentrification, documenting the sources of controversy over a new retail store or shopping center. Many other possibilities are out there. Even if using primary data, your paper must be connected to published research, citing at least 8 references.

The final report is worth 25% of the course grade. It 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.

**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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://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	Dates	Topics	Readings
1	August 22 (W)	Introduction to the course	
		<b>Theorizing the urban</b>	
2	August 27 (M)	What is Urbanization?	<p>Koch and Latham. 2014. Representing and Imagining the City. (In <i>Cities &amp; Social Change</i> by Paddison &amp; McCann 2014, Chp. 2, 14-32).</p> <p>Cities in numbers: how patterns of urban growth change the world  <a href="https://www.theguardian.com/cities/2015/nov/23/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</a></p>
	August 29 (W)	Sensing the City	<p>Degan, M. 2014. The everyday city of the Senses. (In <i>Cities &amp; Social Change</i> by Paddison &amp; McCann 2014, Chp. 6, 92-112).</p> <p>Massey, D. 1991. A Global Sense of Place. <i>Marxism Today</i>. 24-29</p>
3	September 3 (M)	Labor Day (No Class)	
	September 5 (W)	Watch Film: Citizen Jane: Battle for the City	<p>Paletta, A. 2016. "Story of cities #32: Jane Jacobs v Robert Moses, battle of New York's urban titans". The Guardian 28 April  <a href="https://www.theguardian.com/cities/2016/apr/28/story-cities-32-new-york-jane-jacobs-robert-moses">https://www.theguardian.com/cities/2016/apr/28/story-cities-32-new-york-jane-jacobs-robert-moses</a></p> <p>Saskia Sassen. 2016. How Jane Jacobs changed the way we look at cities  <a href="https://www.theguardian.com/cities/2016/may/04/jane-jacobs-100th-birthday-saskia-sassen">https://www.theguardian.com/cities/2016/may/04/jane-jacobs-100th-birthday-saskia-sassen</a></p>
4	September 10 (M)	<b>Globalization and the Urban</b>  The Global City	<p>Sassen, S. 2005. The Global City: Introducing a concept.  <a href="http://www.saskiasassen.com/pdfs/publications/the-global-city-brown.pdf">http://www.saskiasassen.com/pdfs/publications/the-global-city-brown.pdf</a></p>

	September 12 (W)	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  <a href="https://www.theguardian.com/cities/2016/may/10/story-of-cities-39-shenzhen-from-rural-village-to-the-worlds-largest-megalopolis">https://www.theguardian.com/cities/2016/may/10/story-of-cities-39-shenzhen-from-rural-village-to-the-worlds-largest-megalopolis</a></p>
5	September 17 (M)	<b>Third World Urbanization</b>	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.
	September 19 (W)	Film: Our Metropolis	Reading TBD
6	September 24 (M)	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.
	September 26 (W)	Urban Informalities	<p>Roy, 2005. Urban Informality Toward an epistemology of Planning. <i>Journal of the American Planning Association</i>, 71 (2), 147-158.</p> <p>Packer, G. 2006. "The Megacity: Decoding the Chaos of Lagos", <i>The New Yorker</i> 13 November:  <a href="http://www.newyorker.com/magazine/2006/11/13/the-megacity">http://www.newyorker.com/magazine/2006/11/13/the-megacity</a></p>
7	October 1 (M)	Informal work	<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>Gidwani, 2015. The work of waste: Inside India's infra-economy. (Transactions of the Institute of British Geographers)</p>
	October 3 (W)	Informal land/Housing	<p>Bhan. 2013. Planned Illegalities: Housing and the 'failure' of Planning in Delhi: 1947-2010. <i>Economic &amp; Political Weekly</i>, XLVIII (24), 58-70.</p> <p>Doshi, S and M Ranganathan. 2017. Contesting the Unethical City: Land Dispossession and Corruption Narratives in Urban India. <i>Annals of the American</i></p>

			<i>Association of Geographers</i> , 107 (1): 183- 199.
8	October 8 (M)	Urban Citizenship/ 'Political society'	Holston and Appadurai. 1996. Cities and citizenship. <i>Public Culture</i> , 8, 187-204.  Harvey? Harvey, D. 2008. The Right to the City. <i>New Left Review</i> , <a href="https://newleftreview.org/II/53/david-harvey-the-right-to-the-city">https://newleftreview.org/II/53/david-harvey-the-right-to-the-city</a>
	October 10 (W)	<b>New Geographies of Urbanism</b>  Gentrification	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.  The Complicated Link Between Gentrification and Displacement <a href="https://www.citylab.com/equity/2015/09/the-complicated-link-between-gentrification-and-displacement/404161/">https://www.citylab.com/equity/2015/09/the-complicated-link-between-gentrification-and-displacement/404161/</a>
9	October 15(M)	Film: Blindspotting: Gentrification-Daveed Diggs	The loneliness of being black in San Francisco <a href="https://www.nytimes.com/2016/07/21/us/black-exodus-from-san-francisco.html">https://www.nytimes.com/2016/07/21/us/black-exodus-from-san-francisco.html</a>
	October 17 (W)	'Peripheral urbanism'	Caldeira, T. 2017. Peripheral urbanism. <i>Environment and Planning D: Society and Space</i> , 35(1), 3-20.
10	October 22 (M)	Urban Enclaves	Donthi. 2014. The Road to Gurgaon: How the Brokers of land and power built the Millennium City. <a href="http://www.caravanmagazine.in/reportage/road-gurgaon">http://www.caravanmagazine.in/reportage/road-gurgaon</a>
	October 24 (W)	Urban Exclusions	Baviskar, A. 2003. Between Violence and Desire: space, power, and identity in the making of metropolitan Delhi. UNESCO. 89-98.  Baviskar, A. Cows, Cars and Cycle-rickshaws: Bourgeois Environmentalists and the Battle for Delhi's Streets. 391-419.
11	October 29 (M)	<b>Urban Ecologies</b>	Baviskar, A. What the Eye Does Not See: The Yamuna in the Imagination of Delhi. <i>Economic &amp; Political Weekly</i> . XLVI (50).



			Coelho, K. 2018. Reading History and Power in Urban Landscapes: The lens of political ecology (Forthcoming)
	October 31 (W)	Urban Commons	Sharma et al. 2014 Mapping the coastal commons: Fisherfolk and the Politics of Coastal Urbanisation. <i>Economic &amp; Political Weekly</i> , XLIX (48).
12	November 5 (M)	<b>The Urban Social</b>	Valentine, 2014. Living with Difference: Reflections on geographies of encounters. (In <i>Cities &amp; Social Change</i> , Chp. 5, 75-91)
	November 7 (W)	Gender, work and urban spaces	Phadke, 2013. Unfriendly bodies, Hostile Cities. <i>Economic &amp; Political Weekly</i> , 48 (39).
13	November 12 (M)	Veteran Day (No Class)	
	November 14 (W)	Urban Inequalities	TBD Guest Lecture Jason Recce Reading TBD
14	November 19 (M)	<b>Social justice in Cities</b>	Roy, 2014. The Good City? (In <i>Cities &amp; Social Change</i> by Paddison & McCann 2014, Chp. 12, 201-210)
	November 21 (W)	Thanksgiving Break	
15	November 26 (M)	Project Presentation	
	November 28 (W)	Project Presentation	
16	December 3 (M)	Project Presentation	
	December 5 (W)	Course Recap/synthesis	
	December 12 (W)	FINAL REPORT DUE	

### Suggested readings (Fiction):

Boo, K. 2012. *Behind the Beautiful Forevers: Life, Death, and Hope in a Mumbai Undercity*. New York: Random House. <http://www.behindthebeautifulforevers.com/about/>

Cole, T. 2014. *Every day is for the thief*. New York: Random House.

Cole, T. 2012. *Open City*. New York: Random House.

Calvino, I. 1997. *Invisible Cities*. Vintage Classics.

