

Global Cities

Geography 2500: Cities and Their Global Spaces (3 credits)

Course 26923

Spring 2016

TuTh 11:10 am – 12:30 pm

Arps Hall 388

Professor Ed Malecki

Office: 1056 Derby Hall

Phone: 688-5688

email: malecki.4@osu.edu

Office hours: 9:30 – 11:00 am Tu, W, Th

TA: Nora Sylvander

Office: 1155 Derby Hall

Email: sylvander.1@buckeyemail.osu.edu

Office hours: 1:00 – 2:00 pm M & F



Disability Services

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Course description

Where do you live? Chances are that you live in a city, since in high-income countries, the urban population exceeds 70% of the total population. However, in lower income countries, only half of the population lives in cities – although rapid urbanization ensures that this number will grow in the coming decades. The ways that cities have developed over time, and the rates at which they have grown, affect spatial forms and social situations in divergent cities. In turn the economic context of urban life and growth is a central concern to understanding urban futures. This course explains how economies, spaces, and people's lives have evolved in cities in a context of globalization. The course covers changes to urban function, form, and pattern, especially as economic change over the past several decades has shaped post-industrial and developing world cities. Examples range from megacities to ordinary cities, from suburbanization in the developed world, to the environmental challenges facing rapidly growing cities in developing countries. Topics include economic production, consumption, and urban entrepreneurialism and opportunity; the city as a place of work and innovation; urban nature and environments; social exclusion, segregation, and poverty; and the urban political struggles that shape communities and seek alternative urban futures.

General Education Goals & Expected Learning Outcomes

Geog 2500 meets General Education requirements in two areas: Social Science: Organizations and Politics and Global Studies.

Global Studies

Expected Learning Outcomes:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

This course examines the global system of cities in the world and primarily cities outside the United States. The political, economic, cultural, physical, social specificities of each country and city are prominent. Taken together, the cities and their settings comprise a highly diverse and international backdrop for us as global citizens to understand the world.

Social Science: Organizations and Politics

Goals: Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Expected Learning Outcomes:

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of organizations and politics.
2. Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.
3. Students comprehend and assess the nature and values of organizations and politics and their importance in social problem solving and policy making.

This course focuses on relevant organizations, such as transnational corporations, and relevant politics, such as nation-states and municipalities. Cities are foci of political, economic, and social organizing principles, seen in human population flows through migration, foreign direct investment by corporations, state regulation of people and corporations, and the networked organization of societies, economies and politics. Relevant collectives for social problem solving and policy include international organizations (governmental, non-governmental, and corporate) assembled for specific purposes.

Academic Misconduct

Plagiarism is the representation of another's works or ideas as one's own. You must acknowledge others' work when you quote them or paraphrase their ideas and words. All cases of suspected plagiarism, in accordance with university rules, will be reported to the Committee on Academic Misconduct. It is the responsibility of the Committee on Academic Misconduct 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). If you have questions about this or other rules of conduct for students, see the student affairs webpage concerning code of conduct at http://studentaffairs.osu.edu/resource_csc.asp.

This means that if you copy-and-paste material published on the Internet or elsewhere, you must cite the source – not only the web link, but also the author and organization which created or published it.

Required text

- A.J. Jacobs, ed. *The World's Cities*. London: Routledge, 2012.
- Taras Grescoe, *Straphanger: Saving Our Cities and Ourselves from the Automobile*. New York: Times Books, 2012.

Recommended but not required: Paul Knox, ed. *Atlas of Cities*. Princeton University Press, 2014 (on reserve at Thompson Library).

Course requirements

<u>Requirement</u>	<u>% of final grade</u>
1. Class attendance and participation	15
2. Comments on the readings for the day	15
3. Reports in class of entries in <i>CityLab</i> (3 @ 5% each)	15
4. Journal article reviews (2 @ 10% each)	20
5. Hometown paper	15
6. Final Paper	20

Attendance and participation. Reading is necessary, but not sufficient, for a grade of A. Come to class prepared, having read the reading for the day, for active discussion on the topics, readings, and videos of the day. A sign-in sheet will be circulated during each class to record attendance.

Comments on the readings for the day. An assessment (scale 1-5) and a brief summary (1-2 paragraphs) of the readings for each day's class are due to the Carmen Survey tab one hour before class (i.e. **no later than 10:10 am**) each class day.

Report on three entries in *CityLab*. *CityLab* [<http://www.citylab.com/>] is a blog devoted to cities with 4-6 new entries each weekday. You may choose a topic or city of interest, and cite *CityLab* entries in your final paper. On three class days (**January 28, February 9, and March 24**), you will summarize in one minute the *CityLab* entry you have chosen.

Reviews of two articles from urban journals. Choose an article on a city or topic, which might also be the focus of your final paper. The list of journals from which you may choose articles to review is not open-ended. It includes only these journals:

Cities, International Journal of Urban and Regional Research, Journal of Urban Affairs, Urban Affairs Review, Urban Geography, and Urban Studies.

All are among OSU Libraries' Online Journals; if you are off-campus remember to **sign in from off-campus**. Go to <http://library.osu.edu/>.

An article review must include one page that summarizes the article and 1-1/2 to 2 pages of your reaction and expansion on the ideas in the article. That is, the reaction and expansion must be longer than the summary. Do not criticize the style of the article (e.g. too many tables, too many equations), but feel free to suggest – with reasons – what was missing or what might have enhanced the article. In general, it's best not to use the first person too much; it's better to make a point based on evidence and references.

To repeat: The best reviews are entertaining and informative, and demonstrate scholarship, citing a source or two to back up and provide evidence for your opinion. I require hard copy – your paper and ink rather than mine – and no e-mail attachments, please. Try to beat, rather than merely to meet, deadlines. I accept reviews early – not only in class on the due dates. These are **due February 23 and March 10.**

Hometown paper. This is a short paper (1000-1200 words) on your hometown or home metropolitan region and its relationship to the global economy. That is, think about the city and suburb with which you most identify and set them in the context of recent urban trends. If you have lived in several places, choose one. Do not rely on – nor attempt to recreate – a Wikipedia account.

Why write a hometown paper? The paper lets you apply ideas from the textbooks, videos, and lectures to the city you know best. Summarize the past, present, and future of your hometown and home metropolitan region. The hometown paper should provide a geographical, historical and economic sketch of your hometown.

If your hometown is a suburb, focus on which metropolitan area is most important to your hometown.

Sources can include *CityLab*, journal articles, personal experiences and observations, and recollections from family members. Do not cite Wikipedia. Do not give a boring tourist description or a recitation of facts. The paper should be informative, entertaining, and well-written. It can be purely personal, research-based, or both. The paper lets you focus on the prominent economic and/or social changes that have taken place in your city. **Due April 5.**

Final Paper. Choose a city – one you have lived in or one where you would like to live. Your paper (1800-2000 words) must focus on how this city is *three-dimensional*, as discussed in the course. That is, it should have sections that address (1) the ways in which it is (or is not) a world or global city, (2) how it is nested or embedded in regional, national and supranational networks, and (3) the ways in which its local economy is (or is not) competitive in a changing world economy.

The paper must have evident organization (sections with headings) and at least six references, which may include the textbooks, articles published in the urban journals, in *CityLab*, news sources, or reports.

Due Thursday, April 28 (Monday, April 25 for graduating seniors).

Geog 2500 CLASS SCHEDULE (subject to change) T Th 11:10 am – 12:30 pm, Arps 388

Week	Date	Topic/Theme	Readings for the day's class	Assignments due
1	Jan 12	Cities and regions evolving in an ever-changing world	Jacobs, Overview, pp. 7-10	
	Jan 14	World city research	Friedmann, chapter 1 (14-23)	
2	Jan 19	Cities in a World Economy	Sassen, chapter 2 (24-34)	
	Jan 21	The World City Network	Derudder, Taylor, Witlox, and Catalano, chapter 3 (35-49)	
3	Jan 26	Making Mexico City a global city?	Parnreiter, chapter 4 (50-61)	
	Jan 28	Offshoring in Bangalore	Aranya, chapter 5 (62-76)	<i>CityLab</i> report 1 in class
4	Feb 2	Shanghai as China's Gateway	Denison, chapter 6 (77-85) and Grescoe Prologue	
	Feb 4	Race and Space in Johannesburg	Crankshaw, chapter 7 (86-99)	
5	Feb 9	Dubai and Dubaization	Elshehtawy, chapter 8 (100-109)	<i>CityLab</i> report 2 in class
	Feb 11	The Nested City	Hill and Fujita, chapter 9 (119-128) and Grescoe ch 1	
6	Feb 16	Global cities in the US	Reading: Abu-Lughod, chapter 10 (129-146) and Grescoe ch 2	
	Feb 18	Cities in the US and Canada: Race in Detroit and Toronto [film]	Jacobs, chapter 11 (147-164) and Grescoe ch 3	
7	Feb 23	Planning Taipei	Wang, chapter 12 (165-176)	Journal article review 1 due
	Feb 25	Rich and poor in Tokyo	Jacobs, chapter 13 (177-193) and Grescoe ch 7	
8	Mar 1	Planning Jakarta as a Global City	Silver, chapter 14 (194-205)	
	Mar 3	High Tech in Malaysia and New York	Indergaard, chapter 15 (206-221)	
9	Mar 8	Ulsan as a Great Industrial City	Jacobs, chapter 16 (222-236)	
	Mar 10	City-Regions as Economic Engines [film]	Scott and Storper, chapter 17 (244-252)	Journal article review 2 due
	Mar 15 & 17	Spring Break		
10	Mar 22	Capitalism in Bratislava	Jacobs, chapter 18 (253-267)	
	Mar 24	Boom & Bust in New York & London	Fainstein, chapter 19 (268-284)	<i>CityLab</i> report 3 in class
11	Mar 29	No Class: Work on your hometown paper		
	Mar 31	No Class: Work on your final paper		
12	Apr 5	Hong Kong: The Most Entrepreneurial City	Jessop and Sum, chapter 20 (285-296)	Hometown paper due
	Apr 7	Innovation in Europe's Pentagon	Simmie, Sennett, Wood and Hart, ch 21 (297-307) and Grescoe ch 4	
13	Apr 12	From World Cities to Gateway Cities	Short, Breitbach, Buckman and Essex, chapter 22 (308-317) and Grescoe ch 5	
	Apr 14	Socialism and Neoliberalism in Belgrade	Waley, chapter 23 (318-330) and Grescoe ch 6	
14	Apr 19	Portland [film]	Grescoe ch 9	
	Apr 21	Attracting Capital in the US South and Detroit and the Auto Industry	Jacobs, chapter 24 (331-347) and Jacobs, Conclusion (pp. 351-363)	
15	April 25	Final paper due: Graduating seniors	Due by 12 noon in 1056 Derby	Final papers from graduating seniors due
	April 28	Final paper due (exc graduating)	Due by 12 noon in 1056 Derby	Final paper due: All others