

Spring 2017

**GEOG 494**  
**Global Urbanism**

Class meeting time: Mondays, 7-10 pm  
Class meeting location: Carnegie 105

Instructor: I-Chun Catherine Chang  
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**Course Introduction**

The 21st century is an urban century. Half of the world's population now lives in cities, with the most rapid growth happening in the developing world. The globalized urban processes compel us to rethink existing urban theories as well as the very definition of cities. In this senior capstone seminar, we will explore three strands of scholarly works that expand our knowledge about contemporary global urbanism. The first focuses on the scholarship of neoliberal urbanism, which prioritizes North American and Western European urban experiences and shapes the mainstream thinking of cities. The second consists of on-the-ground variegated contestations, which reveal diverse urban living experiences and propose alternative approaches to the capitalist urbanization process. Finally, there is the scholarship challenging mainstream urban theories with a different epistemological stance. Among other things, it seeks to re-conceptualize urbanization from the global South. In addition to studying these important ways of thinking about global urbanism, students will conduct individual research projects to develop deeper and more concrete understanding of the contemporary urbanization processes.

**Learning Objectives**

By the end of the course, you should be able to:

- Understand the major theoretical perspectives of global urbanism;
- Compare and contrast the major theoretical perspectives;
- Comprehend the social contexts in which the major theoretical perspectives have been developed;
- Apply different perspectives of global urbanism to analyze contemporary urban issues in your individual research;
- Demonstrate theoretical and normative concerns about diverse livelihoods across cities, especially in the global South;
- Complete an independent capstone research paper, and present it at a professional conference.

## Attendance

*Attendance is required.* This course is a research-oriented seminar, and you will learn through in-class discussions, workshops and various activities designed to help you improve your independent research project. Handouts will be distributed from time to time in class. *If you miss a class, it is your responsibility to catch up with the course materials. The instructor is not responsible for providing handouts for students who are absent from class.*

## Producing a Positive Learning Environment

To give students the opportunity to think about global urbanism in new ways, we will have to work together to create a positive learning environment. For this to happen, I expect your cooperation in at least three ways:

- The first expectation is respecting the rights of other students to learn.
- The second is to acknowledge and respect the diversity of participants in this class. Discussion of controversial issues is encouraged. Even if you do not agree with the points of view of others, as citizens of this class we all share a responsibility for respecting all individuals as fair-minded persons. Diversity is a strength in our society at large and here at Macalester College. In this class you will be asked to maintain an open mind to the differences around you, and place positive value on that diversity.
- The third expectation is attendance and participation. You are expected to be present at the beginning of class and stay until the end, and to fully participate in class discussions and activities. You are asked to turn off your cell phone before entering the classroom and not to use electronic devices for activities not related to the course.

In return, I promise to be on time, to address your questions and concerns, to give you feedback on your performance, and to return graded materials in a timely manner. You can expect I reply your emails in 48 hours, and you are encouraged to meet with me and discuss your questions and concerns during the office hours.

### Students with special needs

All of us learn in different ways and with varying degrees of success. If you know of any factors in your life that may hinder your abilities to learn up to your potential in this course, please notify me at once. You should also contact the Disability Services of Student Affairs (119 Weyerhaeuser Hall; Phone: 651-696-6220; Email: [studentaffairs@macalester.edu](mailto:studentaffairs@macalester.edu)), who have more expertise than me in determining what special steps need to be taken to enable you to participate fully.

## The Organization and Expectation of the Seminar, Student Work and Evaluation

The class will meet once a week on Monday evenings. Each class meeting comprises two parts. The first part is seminar discussion, focusing on key literatures of global urbanism; the second part of the class is research workshop, focusing on research methods and your independent research projects.

The readings for the seminar discussion of each week will be posted on the course Moodle site. For the research workshop we will use the following book:

Ward, Kevin (ed.) 2014. *Researching the City*. London: Sage.

Students are expected to have completed the required readings prior to each meeting, and will be responsible for formulating questions as the basis for in-class discussions and analysis of these materials. All students are expected to fully participate in all class activities.



### Seminar discussion

Each student is required to formulate three questions for discussion each week based on readings of the week. Discussion questions may seek for clarification, but it would be more meaningful if they can facilitate substantive and theoretical debates. Good discussion questions generally come from comparative analysis across the readings and tend to allow for different opinions to be introduced. Discussion questions should be posted to the Moodle site no later than 8pm on the Sunday prior to the class meeting.

Each week, two students will be designated as discussion leaders. The discussion leaders will develop a set of written questions for discussion based on the questions submitted by all students. The leaders should email questions to the participants by 5pm on Monday prior to the class meeting. The discussion leaders also will be responsible for leading discussion in class around those topics. Each student will lead the discussion at least once during the semester.

### Response paper to seminar readings

You are asked to also prepare a short response paper to the readings for the week when you are the discussion leader. The response paper should not exceed 1,500 words. It should include a summary of the main points of the readings as you perceive them, comparisons across the different readings, a critical assessment of the merits and clarity of the readings, and any questions that might have arisen. The response paper is due a week after the discussion. Late assignments will be penalized 10% per day.

### Research workshop discussion

We will read and discuss eight major urban research methods in our research workshops: archival research, interviews, urban ethnography, questionnaires, discourse analysis, diaries, GIS, and photography and videos. For each method, two students will be assigned to 1) lead the discussion about the method, focusing on its merits and limitations, and 2) use his/her own independent research as an example to explain how he/she may employ that method.

### Capstone research paper

A major component in this seminar is to undertake a research paper. This will entail posing an

interesting problem or question related to studies of global urbanism, and setting out to answer this question through library research, first- and second- hand data collection, and the analysis of relevant archives and data. For example, a capstone research paper can analyze a series of case studies (that other authors have published) in order to answer a question from a perspective that had yet to be examined in this manner. The research paper can also reinterpret a situation by analyzing a set of data (either quantitative or qualitative, or both) from a different angle. Primary data collected during a study abroad experience and/or in the Twin Cities area is also acceptable for the use in this paper. If you plan on interviewing persons during the term of this paper, you are required to get clearance from the Social Science Institutional Board (SSIRB). Information about the SSIRB review application and process at Macalester can be found here:

<https://www.macalester.edu/committees/irb/social-sciences-IRB/>. The deadlines for applications this semester are: the fourth Wednesday of the semester, the day before spring break, and the third Thursday in April. If your research needs SSIRB clearance, you would like to aim for the first deadline because you will not be able to start your research until your SSIRB application is approved.

Your capstone research paper will be graded for content and ideas as well as effectiveness of writing (organization, clarity, citations, spelling, punctuation). In order to facilitate the research and writing process, and limit the possibility of a last minute effort, a number of intermediary due dates are scheduled for the submission of: 1) the research topic and description, 2) the preliminary bibliography, 3) the annotated bibliography, 4) two research paper drafts, 5) two peer review exercises, and 6) the final research paper. All of the written assignments must be printed out and turned in during class. Late assignments will be penalized 10% per day. Your final research paper is expected to be a paper between 6,000 to 6,500 words and complies with an academic format (APA style preferred).

### Peer review exercise

In addition to receiving feedback on your draft paper from the course instructor, each of you will provide feedback for and receive comments from at least two other class members twice over the semester. Peer review will take place in class during the research workshops. The written comments are due at 5pm on the Thursday following the in-class peer review exercise.

### Research presentation

You will be required to present your research paper findings at the Midwest Undergraduate Geography Symposium on April 29th, 2017. You will have 15 minutes to make your presentation, followed by a 5 minute Q&A period. We will practice the presentation in class on April 24th.

## Academic Honesty

It is necessary to remind everyone that academic dishonesty in any form will not be tolerated. Honesty and integrity is expected at all times. Cases of academic dishonesty will be handled according to the College's guidelines. You are responsible for learning about these policies (<http://www.macalester.edu/academicprograms/academicpolicies/academicintegrity/>), so that

you can meet the responsibility. By participating in this course, *you agree to submit your assignments in digital form if requested*, enabling the instructor to ensure they are not plagiarized from other materials available on the Internet and elsewhere.

## Grading

Students taking the course on an A-F basis will be graded as follows:

- A – achievement that is outstanding relative to the level necessary to meet course requirements.
- B – achievement that is significantly above the level necessary to meet course requirements.
- C – achievement that meets the course requirements in every respect.
- D – achievement that is worthy of credit even though it fails to meet fully the course requirements.
- S – achievement that is satisfactory (equivalent to a letter grade of at least C-).
- F – NC, signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit, or (2) is incomplete, with no agreement between the instructor and the student that the student would be awarded an “I”.
- I – Incomplete. A grade of incomplete may be awarded at the discretion of the instructor, if requested by the student, under the following conditions: (1) at least three-quarters of the required work for the course has been completed, (2) unforeseen circumstances beyond the student's control (usually restricted to illness or family emergency) preclude completion of the remaining work for the course by the semester deadline, (3) the student is not on strict academic probation. Note that poor planning or having a lot of work to complete at the end of the term are not, in fairness to other students, considered circumstances beyond a student’s control.

Grades for the course will be assigned based on the following scale:

A 93-100%	B+ 87-89.9%	C+ 77-79.9%	D+ 67-69.9%	F 0-59%
A- 90-92.9%	B 83-86.9%	C 73-76.9%	D 60-66.9%	
	B- 80-82.9%	C- 70-72.9%		

## Grade Allocation and Deadlines

Participation and attendance	10%	
Discussion leadership	10%	Assigned
Response paper	10%	1 week after discussion
Topic and brief description	2%	01/30
Preliminary bibliography	3%	02/13
Annotated bibliography	5%	03/06
Draft 1	10%	03/20
Peer review 1	5%	03/23, 5pm, mailbox
Draft 2	10%	04/10
Peer review 2	5%	04/13, 5pm, mailbox
Final paper	30%	05/01

## Course Outline and Readings

*Any suggestions that will enhance the learning are welcome. Please note that the class schedule and readings may be subject to change. It is your responsibility to keep up with any changes.*

### 01/23: Course overview

Syllabus, discussion assignments.  
Preparation for Karen Seto's visit.

### 01/26: Lanegran day (required)

Lunch with Karen Seto, 01/26, 11:30am-1pm @ Carnegie 105.  
Karen Seto's keynote address, 01/26, 4:45-6pm @ Weyerhaeuser Boardroom.  
Fragkias, M. (forthcoming) "Karen C. Seto", in R. Koch and A. Latham (eds.) *Key Thinkers on Cities*, London: SAGE.

### 01/30: Global urbanism and the Southern perspectives

Sheppard, E. 2014. Globalizing capitalism and southern urbanization, in S. Parnell and S. Oldfield (eds) *The Routledge Handbook on Cities of the Global South*. New York: Routledge, pp. 143-154.  
Derickson, K. D. 2014. Urban geography I: locating urban theory in the "urban age", *Progress in Human Geography*, 39 (5): 647-657.  
Sheppard, E., Leitner, H., and Maringanti, A. 2013. Provincializing global urbanism: a manifesto, *Urban Geography*, 34(7): 893-900.

#### *Research workshop:*

Ward, K. (ed) 2014. *Researching the City*, London: Sage. (Chapter 1 & 2).

#### *Assignment due in class:*

A paragraph describing your capstone research project that includes answers to the following questions:

- What is your planned topic? Why do you think this topic is important and worth your time to conduct a capstone research?
- What kinds of first- and second-hand materials do you plan to use?
- What kinds of research methods will you apply?
- At the end of the paragraph, please list three key words for your capstone research.

### 02/06: Framing the mainstream perspectives

Florida, R. 2002. The economic geography of talent, *Annals of the Association of American Geographers*, 92(4): 743-755.  
Sassen, S. 2005. The Global City: Introducing a Concept, *Brown Journal of World Affairs*, XI(2): 27-43.  
Peck, J., N. Theodore and N. Brenner. 2009. Neoliberal urbanism: models, moments, mutations. *SIAS Review*, XXIX, 1, 49-66.

#### *Research workshop:*

Library research session: meet at Library Instruction Room 206 at 7pm.

02/13: The contested and “actually existing” Neoliberal urbanism

- Brenner, N. and T. Theodore. 2002. Cities and the geographies of “actually existing neoliberalism”, *Antipode*, 34 (3): 349-379.
- Leitner, H., K. Sziarto, E. Sheppard and A. Maringanti. 2007. Contesting urban futures: decentering neoliberalism, in H. Leitner, J. Peck and E. Sheppard (eds.) *Contesting Neoliberalism: Urban Frontiers*, New York: Guilford Press, pp. 1-25.
- Lauermann, J. 2016. Municipal statecraft: revisiting the geographies of the entrepreneurial city, *Progress in Human Geography*, doi: 10.1177/0309132516673240.

*Research workshop:*

Ward, K. (ed) 2014. *Researching the City*, London: Sage. (Chapter 3 & 4).

*Assignment due in class:*

Preliminary bibliography

02/20: Post-structural urbanism I: relationality, territoriality and mobility

- McCann, E. and K. Ward. 2010. Relationality/territoriality: towards a conceptualization of cities in the world, *Geoforum*, 41:175-184.
- Baker, T. and C. Temenos. 2015. Urban policy mobilities research: Introduction to a debate, *International Journal of Urban and Regional Research*, 39 (4): 824-827.
- McCann, E. and K. Ward. 2015. Thinking through dualisms in urban policy Mobilities, *International Journal of Urban and Regional Research*, 39 (4): 828-830.
- Robinson, J. 2015. ‘Arriving at’ urban policies: the topological spaces of urban policy mobility, *International Journal of Urban and Regional Research*, 39 (4): 831-834.
- Cook, I. R. 2015. Policy mobilities and interdisciplinary engagement, *International Journal of Urban and Regional Research*, 39 (4): 835-837.
- Kuus, M. 2015. For Slow Research. *International Journal of Urban and Regional Research*, 39 (4): 838-840.
- Temenos, C. and T. Baker. 2015. Enriching urban policy mobilities research, *International Journal of Urban and Regional Research*, 39 (4): 841-843.

*Research workshop:*

Ward, K. (ed) 2014. *Researching the City*, London: Sage. (Chapter 5 & 6).

02/27: Post-structural urbanism II: assemblage

- Farias, I. 2010. Decentering the object of urban studies, in I. Farias and T. Bender (eds.) *Urban Assemblages: How Actor-Network Theory Changes Urban Studies*, London: Routledge, pp. 1-24.
- McFarlane, C. 2011. The city as assemblage: dwelling and urban space, *Society and Space* 29(4): 649-671.
- Brenner, N., D. Madden and D. Wachsmuth, 2011. Assemblage urbanism and the challenges of critical urban theory, *City*, 15 (2) 225-240.

*Research workshop:*

Ward, K. (ed) 2014. *Researching the City*, London: Sage. (Chapter 7 & 8).

03/06: Postcolonial urbanism

Robinson, J. 2002. Global and world Cities: A view from off the map, *International Journal of Urban and Regional Research*, 26: 531-554.

Roy, A. 2011. Slumdog cities: rethinking subaltern urbanism. *International Journal of Urban and Regional Research*, 35(2): 223-238.

Scott, A. J. and Storper, M. 2015. The nature of cities: the scope and limits of urban theory, *International Journal of Urban and Regional Research*, 39(1): 1-15.

*Research workshop:*

Ward, K. (ed) 2014. *Researching the City*, London: Sage. (Chapter 9 & 10).

*Assignment due in class:*

Annotated bibliography (with at least 15 academic papers)

03/13: Spring break: not meeting in class

*Research workshop:*

Ward, K. (ed) 2014. *Researching the City*, London: Sage. (Chapter 11).

Write your research paper!

03/20: Comparative urbanism: strategies, methods and methodologies

Ward, K. 2010. Towards a relational comparative approach to the study of cities, *Progress in Human Geography*, 34(4): 471-487.

Robinson, J. 2011. Cities in a world of cities: the comparative gesture, *International Journal of Urban and Regional Research*, 35(1): 1-23.

Robinson, J. 2016. Thinking cities through elsewhere: comparative tactics for a more global urban studies, *Progress in Human Geography*, 40(1): 3-29.

*Research workshop:* Peer review draft 1

*Assignment due in class:*

Draft 1: Paper structure and major arguments, with a completed draft of introduction, literature review and methods section.

03/27: Guest lecture

Readings TBD.

04/03: Not meeting in class. Work on your paper!

Catherine will be away for the AAG.

04/10: Anthropocene urbanism

Derickson, K. D. 2017. Urban geography III: Anthropocene urbanism, *Progress in Human Geography*, doi: 10.1177/0309132516686012.



Hodson, M. and S. Marvin. 2010. Urbanism in the Anthropocene: Ecological urbanism or premium ecological enclaves? *City*, 14 (3): 299-313.  
Leszczynski, A. 2016. Speculative futures: cities, data and governance beyond smart urbanism, *Environment and Planning A*, 48(9): 1691-1708.

*Research workshop*: Peer review draft 2

*Assignment due in class*:

Draft 2: Revised paper structure and major arguments, with a complete draft of data analysis and conclusion.

04/17: Life after Macalester

Readings TBD

*Research workshop*: Where and how to publish your paper?

Chang, I. C. forthcoming. Failure matters: reassembling eco-urbanism in a globalizing China, *Environment and Planning A*. (First submission manuscript, reviewers' comments, and final paper).

04/24: Prepare for the presentation at MUGS.

*Research workshop*: Practicing presentations in class.

*Assignment due in class*: Draft of presentation slides

04/29 (Saturday): Midwest Undergraduate Geography Symposium

05/01: Concluding the course: what is next?

*Assignment due in class*: Final paper