

GEOG/URPL 305
Introduction to the City
Spring 2009

Lectures: TR 1:00-2:15pm @ 1101 HUMANITIES

Discussions: W 9:55 am (450 Science Hall); W 11:00 am (350 Science Hall); R 11:00 am (548 Science Hall); R 2:25 pm (548 Science Hall)

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London, November 2007

Welcome to GEOG/URPL 305!

You are attending university at an historic moment in human history in terms of habitat: just over half of the world's population is now living in cities. But mere statistics do not convey the increasingly hegemonic role of cities, and of city-dwellers, in shaping developmental dynamics across global space (including in the far most rural parts of Wisconsin and Minnesota!). As the United Nations Centre for Human Settlements (2001: 6) puts it:

When measured in knowledge, attitude, aspiration, commercial sense, technology, travel and access to information, even the most rural societies on earth are, to one extent or another, woven into a global network of cities.

This course is designed to provide a broad-based introduction to the city, and the process of urbanization. By broad-based I mean we will deal with economic, political, social, cultural dynamics, and at a range of scales (from the body to the global).

An 'introduction to the city' is a breathtakingly huge topic. There are industrial cities, postindustrial cities, Canadian cities, American cities, rustbelt cities, North American cities, European cities, developing (third world) cities, neoliberal cities, socialist cities, Chinese cities, Southeast Asian cities, East Asian cities, creative cities, declining cities, and so on, and so on...

We will explore the city, urban development dynamics, and urban thinking, through the lens of a conceptual and practical type of city – the '*global city*'. As you will discover there are many definitions of global city, and its brother/sister term (the 'world city'). The simplest definition, which is fine for a syllabus, is "the places where the work of globalization is done" (a phrase associated with Saskia Sassen). Chicago and New York are two global cities located in the USA.

Global processes of change are writ large in cities. Cities are increasingly delineated as the sites that material and non-material flows are directed towards, especially in a neo-liberal era that has seen the waning of equitable regional development policies and programs. But cities also function as the cauldron for new forms of economy and society: they act as the 'command points' in the organization of the world economy, as the local sites where diverse social and cultural geographies collide and mix, and as the highly charged symbolic spaces associated with the making of new types of people ('citizen-subjects' in social science jargon).

This course is designed to interrogate various aspects of the relationship between globalization and urban change, as analyzed by academics, urban planners, and other assorted urbanists. Particular attention will be devoted to developing a critical understanding of:

- How urbanists are engaging with debates about globalization, and how they are framing the relationship between globalization and urban change;
- Urbanism imported/exported;
- The network structure of global cities;
- Planning and governance in globalizing/global cities;

These diverse issues will be addressed via lectures, films, and analyses of articles, chapters, and policy reports. Particular effort will be made to highlight the role of global elites in the transformation of cities, the role of the state in the development process (especially from a comparative perspective).

Course Structure, Requirements and Evaluation

Here is how your requirements and the respective marks breakdown in this course:

Responsibilities	Percentage of Grade	Key Date
'Quality' Participation in Discussion Section	20%	All term
Midterm Exam	25%	Week 8, Thursday 12 March
Chicago 2016 Posterboard	30%	Week 14
Final Take-Home Exam	25%	Handed out Week 15, due 2:45 pm on 10 May
TOTAL	100%	

'Quality' Discussion Section Participation (20%)

While the TA (Jae-Youl Lee) is the ultimate arbiter on this issue, it is important to note that we both expect you to participate in discussion sections by showing up on time in a well-prepared state of mind. 'Quality' participation also implies that you contribute in a number of ways to discussion activities, which will include discussing readings, research projects, key concepts, the films and documentaries that will be shown in class, and so on. You are under no pressure to speak constantly, but you do have to speak up, write-up, correspond, dance, sing, whatever...

Exams (25% + 25%)

There are two exams in this course. The midterm exam will be held on Thursday 12 March during class-time, and the final is a take-home exam. Both are essay-style exams. You will be asked to answer two of six question options in each.

Chicago 2016 Project (30%)

Global cities, and wannabe global cities, are often cities of *spectacle*. Think of Times Square in New York, the Sydney Opera House and its annual New Year's Eve fireworks extravaganza, the skyline of Hong Kong, and the Beijing Olympic Games

Chicago, a global city (usually pegged at the 'second tier') is a city associated with both historic and contemporary spectacles. This has been the case for many years, with the World's Columbian Exhibition in 1893, a world's fair that forever changed the nature of planning in the United States and many other parts of the world, being a prime example.

Mega-events like the world's fair or the Olympic Games, are:

major one-time or recurring events of limited duration, developed primarily to enhance the awareness, appeal and profitability of a tourism destination in the short and/or long term. Such events rely for their success on uniqueness, status, or timely significance to create interest and attract attention. (Ritchie (1984, p. 2), cited in Olds, 1998)¹

Spectacular mega-events have had a major impact within global cities, and also in enabling cities to *become* global cities. Mega-events are key growth mechanisms in the global city formation process.

Your task is to develop a posterboard that examines one aspect of the Chicago 2016 Olympic Game bid.² For example, you could:

- Compare the nature of the objectives and impacts (actual and potential) of the 1893 Columbian exhibition with the 2016 Games
- Compare the nature of planning systems in Beijing and Chicago, and the role of the Olympic Games in helping these two cities to achieve their global city development objectives.
- Examine the nature of housing impacts (actual and potential) in Beijing or Seoul or Atlanta and Chicago. This is a topic of much debate right now.³
- Explore the concept of the ‘city as spectacle’, or ‘bread and circuses’ in relationship to the 2016 Games and Olympics more generally.
- Examine the nature of the economic impact of Olympic Games, and the estimates in the case of the Chicago 2016 bid.
- Examine the discursive legacy of industrial decline, films like the *Blues Brothers*, race riots, and so on, and the hoped-for role of the Olympics in transforming this legacy.
- Compare one aspect of the Chicago 2016 bid with the competitor bids (Madrid, Rio, Tokyo).
- Examine an interesting aspect of the planned development of venues in the Chicagoland region (including WI).
- Etc., etc.

The posters will be displayed and discussed in class during Week 14.

Format and Assessment Matters

- Do not prepare a poster as if it were a manuscript. You can use figures, tables, and limited text. Details of the work can be provided in discussions when we walk around

¹ Olds, K. (1998) 'Hallmark events, evictions and housing rights: the Canadian case', in A. Azuela, E. Duhau, and E. Ortiz (eds.) *Evictions and the Right to Housing: Experience from Canada, Chile, the Dominican Republic, South Africa, and South Korea*, http://web.idrc.ca/en/ev-9374-201-1-DO_TOPIC.html. Ottawa: International Development Research Centre (IDRC), pp. 1-45.

² The Chicago 2016 website can be found here <http://www.chicago2016.org/>.

³ See the Geneva-based Centre on Housing Rights and Evictions 2007 report *Fair Play for Housing Rights: Mega-Events, Olympic Games and Housing Rights* <http://www.cohre.org/mega-events>.

and review your poster during Week 14 in class.

- There is a variety of software (including Powerpoint) available these days to enable you to develop professionally looking posters. Unless you are a graphic artist I encourage you to consider these programs.
- You should keep in mind expense (\$\$) levels – printing out one large color poster at FedExKinko’s is not cheap. You can certainly develop graphic components, print these out, and then paste them to a poster if you wish. In other words, the poster has to look good, but do not go into debt producing it!
- The poster is expected to follow the International Standards Organization (ISO) poster size format (A0) in portrait or landscape orientation. The dimensions for A0 format are 84cm x 119cm, or approximately 33" x 47". The absolute minimum permitted size is 18" x 24".
- Lettering for text and illustrations should range in size between 6 mm and 12 mm.
- Make sure your name is on the poster.

The poster-board exercise is worth 30% of your mark so make sure that you take it seriously. The mark breakdown (assuming the project is worth 100 points) is as follows:

- Appearance of the Poster (20). The poster should be attractively displayed. Try to select complimentary colors or shades. Leave enough space between items in the poster so it does not become “cluttered”. Make the text, figures and tables large enough to be easily read from a suitable viewing distance. Try to avoid excessive text. This is a poster, not a paper. Check your spelling. Although appearance is only a small part of the overall evaluation of the poster, it is used to separate posters of equal substantive merit.
- Poster Organization and Content (50). The poster should be organized into a logical presentation. Do not make the reader “hunt” for information. Posters should include a title, abstract, some incisive analytical text, a suitable number of relevant graphics, and literature cited. Purely “informational” posters will not be judged as highly as those that use and convey an *analytical* approach.
- The Student (15). A poster should stand on its own merit, but each student’s enthusiasm for their study and their competence in the subject area also counts. This will be assessed during class time in Week 14.
- Student Evaluations (15). Evaluation forms will be handed out during the poster-board display sessions on Week 14. Student feedback on the displayed posters, and the quality of the verbal explanations and responses (to questions) will be assessed via these forms, and feed into the overall project grade.

Readings

There is one required text for this course:

Sassen, Saskia (2006) *Cities in a World Economy*, Third Edition, Thousand Oaks, CA: Pine Forge Press.

This book is available, for purchase, at **Rainbow Bookstore Cooperative, 426 W. Gilman** (just off of State Street). I have also placed one copy of the book on reserve in the Geography Library (280 Science Hall).

In addition to this text, this free on-line site:

Globalization and World Cities Research Network
<http://www.lboro.ac.uk/gawc/>

is a fantastic resource for the course.

Finally, please note that all other ‘required readings’ noted below in the week by week schedule will be made available via e-Reserves. To access these readings go to My UW <http://my.wisc.edu/portal/> and click on the Academic page. The Library Reserves link on this page has a list of courses – look for Geography 305, and you will be able to download the readings in pdf format.

Reading Policy

It is very simple: you are expected to read the associated readings for all lectures and discussion sections *before* coming to the class/section meeting. It is not worth attending this class if you are not willing to keep up on this front.

Code of Conduct

The formal UW-Madison code of conduct for students is available here: <http://www.wisc.edu/students/saja/misconduct/misconduct.html>, and I recommend that you review it if you have not seen it before. The rules that apply to student conduct relate to your right and responsibilities. The university’s Writing Center also has some nice tips on how to avoid plagiarism: http://www.wisc.edu/writing/Handbook/QPA_plagiarism.html.

In a more general sense, it is important to treat this course seriously, and treat your fellow students, and the instructor, with the same kind of respect you deserve and should receive. This includes not reading newspapers during class time, turning off hand phones during class, not emailing friends during lectures, showing up on time, and so on – all basic common sense ideas!



Paris, December 2007

SCHEDULE AND REQUIRED READINGS

PART I – OVERVIEW AND KEY ISSUES

Week 1: Introduction

20 & 22 January: lectures

Sassen, S. (2006) Chapter 1.

Pacione, M. (2005) *Urban Geography: A Global Perspective*, pp. 39-70.

Week 2: Historical Bases of the Global City

27 & 29 January: lecture + film

Berlin: Symphony of a Great City (1927), directed by Walter Ruttmann

Week 3: First Wave Contributions: World Cities, Global Cities, and the World-System
3 & 5 February: lectures

Cohen, R. (1981) 'The new international division of labour, multinational corporations and urban hierarchy', in M. Dear and A. Scott (eds.) *Urbanization and Urban Planning in Capitalist Society*, London: Methuen, pp. 287-315.

Friedmann, J. (1986) 'The world city hypothesis', *Development and Change*, 17: 69-83.

Friedmann, J., and Wolff, G. (1982) 'World city formation: an agenda for research and action', *International Journal of Urban and Regional Research*, 3: 309-344.

Week 4: Second Wave Contributions: Cities and Services Complexes in a World Economy

10 & 12 February: lectures

Sassen, S. (2006), Chapter 4.

Beaverstock, J.V.; Smith, R.G. and Taylor, P.J. (2000) 'World city network: A new metageography?', *Annals of The Association of American Geographers*, 90(1): 123-134.

Hamnett, C. (1995) 'Controlling space: global cities', in J. Allen and C. Hamnett (eds.) *A Shrinking World? Global Unevenness and Inequality*, Oxford: Oxford University Press and the Open University, pp. 103-142.

Week 5: But Wait I: Problematic Representations of the World/Global City?

17 & 19 February: lectures

Beauregard, R. (1995) 'If only the city could speak: the politics of representation', in H. Liggett and D. Perry (eds.) *Spatial Politics*, London: Sage.

Olds, K. and Yeung, H. (2004) 'Pathways to global city formation: a view from the developmental city-state of Singapore', *Review of International Political*

Robinson, J. (2002) 'Global and world cities: a view from off the map', *International Journal of Urban and Regional Research*, 26(3): 531-554.

Week 6: But Wait II: Counter-representations of the Global City

24 & 26 February: lecture + film

Chunking Express (1994), directed by Wong Kar Wai

Huang, T-Y. (2000) 'Hong Kong blue: flanerie with the camera's eye in a phantasmagoric global city', *Journal of Narrative Theory*, 30(3): 385-402.

Week 7: Unpacking the New Urban Economy in the Global City
3 & 5 March: lectures

Sassen, Chapter 5.

Hang Seng Bank (1999) 'Hong Kong: the road to becoming a world city', *Hang Seng Bank Economic Monthly*, November/December.

Week 8: Midterm Exam
10 & 12 March: review + exam

SPRING BREAK: 14-22 March

Week 9: Economic Forces and New Inequalities in Global Cities
24 & 26 March: lectures

Sassen, S. (2006) Chapters 6 & 7.

Davis, M. (2004) 'Planet of slums: urban involution and the informal proletariat', *New Left Review*, 26, March-April: 5-34.

Week 10: But Wait III: Economic Forces and New Inequalities in Global Cities?
31 March & 2 April: lecture + film

Fielder, A. (2001) Poaching on public space: urban autonomous zones in the French Banlieu films, in M. Shiel and T. Fitzmaurice (eds.) *Cinema and the City*, Oxford: Blackwell.

Logan, J. (2000) 'Still a global city: the racial and ethnic segmentation of New York', in P. Marcuse and R. van Kempen (eds) *Globalizing Cities: A New Spatial Order*, Oxford: Blackwell, pp. 158-185.

La Haine (1995), directed by Mathieu Kassovitz

**PART II – PLANNING, GOVERNANCE AND
DEVELOPMENT DEBATES**

Week 11: Planning Global Cities
7 & 9 April: lectures

Newman, P., and Thornley, A. (2005) *Planning World Cities: Globalization and Urban Politics*, Houndmills: Palgrave MacMillan, pp. 1-11; 32-53.

Week 12: Detailed Case Studies: Global Cities and Developmental States

14 & 16 April: lectures

Newman, P., and Thornley, A. (2005) *Planning World Cities: Globalization and Urban Politics*, Houndmills: Palgrave MacMillan, pp. 184-201; 227-254.

Olds, K. (1997) 'Globalizing Shanghai: the 'global intelligence corps' and the building of Pudong', *Cities*, 14(2): 109-123.

Olds, K. (2007) 'Global assemblage: Singapore, Western universities, and the construction of a global education hub', *World Development*, 35(6): 959-975.

Week 13: Posterboard prep

21 & 23 April

Week 14 Chicago 2016 Posterboard Sessions

28 & 30 April

Week 15: Review Lecture & Take-Home exam

5 & 7 May

Note: 20 January 2009 version