

Oakland University
College of Arts and Sciences
International Studies Program

Course # and Credits: IS 2060
Course Title: Global Cities
Class Day/Time: TTh 1:00-2:47pm
Class Location: 113 Hannah Hall

Instructor: Annalie L. Campos, Ph. D.
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Course Description

As the world has become increasingly interconnected, the uneven development patterns and the vast iniquity of human condition have become much more apparent in urbanized places. Some cities exude power and wealth, are globally connected, and are magnets of talent while others are impoverished and have stark hierarchies and disparities with reference to class and gender, and overall quality of life. Yet, cities remain as popular destination places on earth and the centers of economic, cultural, and political life. Today, cities throughout the world are home to more than half of the world's population and are expected to attract more as rural to urban migration intensifies in the years to come. The need for a better understanding of cities and their transformation have become even more important.

This course introduces students to various aspects and processes that characterize rapid urbanization and the stark socio-spatial inequalities that exist between and within urban places. Students will explore notions of globalization, urban structure and spatial organization, and the powerful and diverse socio-spatial, cultural, economic, and natural forces, and processes that transformed urbanized places into a hierarchy of cities. The course will emphasize a comparative analysis of cities in the global North and South, the more developed versus the less developed. In addition, students will become more familiar with the lived and ordinary cities as layers and intersections of culture and religion, conflicts and risks, wealth and talents, as well as sites of co-creation where both challenges and hope are shared by both urban residents and the transients.

Learning outcomes:

As a course designed to satisfy the General Education requirements in the global perspective knowledge exploration area, students are expected to gain knowledge of the environments, political systems, economies, societies and religions of one or more regions outside the United States and be aware of the transnational flow of goods, peoples, and ideas and values. In addition, students are expected to better understand the role that different cultural heritages (past and present) play in forming values in another part of the world and be a more well-rounded and informed global citizen.

Specifically, students are expected to:

- explain globalization and the role that social, economic, political, cultural, and environmental contexts play in the emergence of global cities;
- articulate the links between geopolitical and economic processes of globalization and socio-spatial inequalities between cities in the Global North and South;
- analyze the “builders” of cities and processes of city formation—agents and governance,
- demonstrate the role of cities as nodes and embodiment of dual relationships between people and culture, and the environment; and
- increase their appreciation for global citizenship and individual responsibility for addressing socio-spatial inequalities in cities.

Required Readings and other Course Resources:

There are no required textbooks for this class but weekly reading assignments in pdf files and URL links are available as listed in the Course Schedule or on OU's Course Reserves Online using the link <https://www2.oakland.edu/secure/library/ereserves/> . Some assigned readings come from these two readers:

Brenner, N. & Keil R. (Eds.). (2006). *The Global City Reader*. New York, NY: Routledge.

Miraftab, F & Kudva, N. (Eds.). (2015). *Cities of the Global South Reader*. New York, NY: Routledge

Recommended text:

To explore the patterns and socio spatial and cultural contexts of various cities in different world-regions, I recommend that you read:

Stanley D Brunn; Jessica K Graybill; Maureen Hays-Mitchell (Eds. (2016) *Cities of the World: regional patterns and urban environments*, 6th ed. Lanham: Rowman & Littlefield.

Data for research and other resources: Globalization and World Cities Research Network, Loughborough University: <http://www.lboro.ac.uk/gawc/>

You are welcome to bring or suggest additional resource (films, videos, music, images, text) that you think connects to or relevant to the course topic/s.

Course Format, Requirements, and Grading

This course utilizes lectures, readings, discussions, short films, and various active learning approaches in class and online. As a member of the learning community, you are expected to actively participate in class discussions, complete a semester-long group project, a midterm exam, short exercises and assignments, and critical/analysis short papers. In addition, attendance in class is monitored through an Attendance Sheet. If you miss a class/es, you may miss important course materials and an opportunity to earn extra credits. You are responsible for all course information and announcements whether you are present in class.

The specific requirements include:

1. Discussions and Attendance (20%)

In this course, you will not be a passive learner. For this course to be successful, you will need to interact with each other including myself. My role is to facilitate interactions in the course, but your participation is required. As a “knowledge-generator”, you will be responsible for constructing and managing your own learning. This will make you an active partner in generating knowledge. Therefore, as you are learning, so are your peers. So, it is important for us to commit to a learning environment that is relaxed, respectful, and conducive to quality and engaging interactions.

2. Assignments and Class Exercises (30%)

To enhance and evaluate students’ comprehension and retention of concepts and themes covered in class, there will be assignments and short exercises throughout the semester. Some will be completed in-class and others as homework or for completion outside of class.

Summary and Critique (S&C)

You will read all assigned materials prior to coming to class, write a page to critique or analyze the materials, and be ready to participate in the class discussion. Your 1-page S&C should highlight the main theme(s) or arguments of the reading(s), and your analysis or critique. Your analysis may include links to the topic of the week, concepts or theories covered in class and other readings. Your critique should help you engage in the discussion, raise questions, and contribute to a deeper in-class exchange or dialogue. A guide for writing the analysis/critique will be discussed in class and posted on Moodle.

Your S&C is worth 10 points and must be submitted via Moodle before the beginning of each week. I will grade 5 critiques, which will count toward 20% of your total grade. I will not grade any critique submitted to me by email and/or critiques submitted late from past class discussions.

Cities of a World-Region

At one point in the semester, you will have an opportunity to lead the class discussion and present highlights of cities in a given world-region including the Cities of Canada and United States, Middle America and the Carribean, South America, the Greater Middle East, the East, South and Southeast Asia, Russia, Europe, Subsaharan Africa, and Oceania. Using a Powerpoint or a preferred

multimedia presentation, you will have a 15-20 minutes to highlight features of the regional cities and briefly describe the (distinctive) city within the region that you will analyze for your Global City Project. On another note, you are not required to submit a critique (S&C assignment) the day/week of your presentation. Details of this assignment will be discussed in class.

3. The Global City Project (30%)

The Global City project provides students with opportunities to gain an in-depth knowledge and understanding of the interdependencies of social and physical characteristics that shape global cities. You will use concepts and themes from class discussions and readings. On your own, you will conduct a study of a global city in a specific world region. In this study, you will describe and analyze the social, cultural, economic, and political dynamics as well as challenges facing your city. In addition, you will analyze the city's linkages to other places, and its significance within a system or networks of cities at different scales. Based on your analysis, you will write a paper that will be posted online for the entire class to read. The instruction for planning and completing the Global City project will be discussed in more detail during class.

4. Midterm (20%)

You will be required to take a midterm exam consisting of multiple choice, true or false, short answer, fill-in-the-blank questions and a section that tests your ability to locate and identify places or features on a map. The exam is worth 100 points.

Summary of Course Requirements

| Requirement | % |
|--|-----|
| Assignments/Class exercises (i.e. 5 S&C, cities of a region) | 30 |
| Exam/Midterm (1) | 20 |
| The Global City Project (1) | 30 |
| Discussions, Attendance | 20 |
| TOTAL | 100 |

Grading Scale

| | | | | | | | | | | | |
|-----------------|--------|----------|----------|----------|----------|----------|----------|----------|----------|----------|---------------|
| Numerical Grade | 4.0 | 3.7 | 3.3 | 3.0 | 2.7 | 2.3 | 2.0 | 1.7 | 1.3 | 1.0 | 0 (No credit) |
| Letter Grade | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | F |
| Percent% | 92-100 | 90-91.99 | 85-89.99 | 80-84.99 | 77-79.99 | 73-76.99 | 70-72.99 | 67-69.99 | 63-66.99 | 60-62.99 | <60 |

Course Management and Communication

When you enroll in this course, you are automatically granted access to the course page on Moodle. To login to the page, please go to Moodle and login with your OU webmail username and password. Emails, assignments, and selected course readings will be available through Moodle. So, **be sure to check Moodle daily.**

You are welcome to email me and I will try to respond within 48 hours. However, you will need to restrict your emails to administrative issues and questions related to class materials such as lecture, project, or other requirements. If you encounter difficulties particularly with the material or are generally concerned about your performance in the course, please see me in person. It is important that we discuss these issues before the problem becomes severe and affects your grade.

Classroom Policies

Class etiquette

All students are expected to demonstrate respect for one another always whether in class or communicating with others via Moodle. Please use professional and appropriate language. Also, **you must turn electronic gears (e.g. iPod, computers) off** and keep **cell phones on vibrate mode** before the class starts. And, arrive and leave the class at the designated time.

Missed exam, assignments, exercises

It is important that all students take exam/s at the same time. However, I understand that emergencies happen. Make-up exams will not be given except in the event of serious illness or personal/family emergency on the day of the exam. You must provide a valid documentation or proof of such emergency (i.e. a signed doctor's note) before I can arrange a suitable alternative schedule. Absolutely no exceptions will be made for other reasons that I deem are unacceptable.

No make-up for missed assignments or exercises will be allowed unless it is due to an emergency or health related situation preventing you to complete a class exercise or assignment, or due to an official or school-related excused absence. You will need to provide a valid note (i.e. doctor's certification) before I can arrange a make-up date. It is your responsibility to request opportunity to complete missed assignments, exam or other course requirements.

University Academic Policies

Academic Code of Conduct

All members of the academic community at Oakland University are expected to practice and uphold standards of academic integrity and honesty. Academic integrity means representing oneself and one's work honestly. Misrepresentation is cheating since it means students are claiming credit for ideas or work not actually theirs and are thereby seeking a grade that is not actually earned. Following are some examples of academic dishonesty:

- Cheating (exams, assignments, exercises). This includes using materials such as books and/or notes when not authorized by the instructor, copying from someone else's paper, helping someone else copy work, substituting another's work as one's own, theft of exam copies, or other forms of misconduct on exams.
- Plagiarizing the work of others. Plagiarism is using someone else's work or ideas without giving that person credit; by doing this student are, in effect, claiming credit for someone else's thinking. Whether students have read or heard the information used, they must document the source of information. When dealing with written sources, a clear distinction should be made between quotations (which reproduce information from the source word-for-word within quotation marks) and paraphrases (which digest the source of information and produce it in the student's own words).

Discovery of these offenses will result in an automatic score of "0" for that assignment or test and depending on severity of the situation, a potential failure for the course. If you have questions, please do not hesitate to talk to me. You can also check the OU's website at <http://catalog.oakland.edu/content.php?catoid=3&navoid=150> for information on students' responsibilities and code of conduct at OU.

Excused Absence Policy

This university policy for excused absences applies to participation as an athlete, manager or student trainer in NCAA intercollegiate competitions, or participation as a representative of Oakland University at academic events and artistic performances approved by the Provost or designee.

As students, you will be responsible for informing me of dates that you will miss class due to an excused absence prior to the date of that anticipated absence. For activities such as athletic competitions where schedules are known prior to the start of a term, you must provide during the first week of each term a written schedule showing days you expect to miss classes. For other university excused absences, you must provide me at the earliest possible time the dates that classes will be missed. If a quiz or exam is scheduled for the day you will be missing class, you MUST notify as soon as you are aware of the date you will be missing to arrange for a make-up date to take the quiz or exam. You are still responsible for submitting any assignment due on that date.

Add/Drops: The university policy will be explicitly followed. It is your responsibility to be aware of deadline of dates for dropping courses.

Special Learning and Accommodation

Students with disabilities who may require special accommodations should make an appointment with campus Disability Support Services, phone 248 370-3266. Students should also bring their needs to the attention of the instructor as soon as possible by providing the "Letter of Accommodations" created by DSS. For academic help, such as study and reading skills, contact the Academic Skills/Tutoring Center, phone 248 370-4215. Once your accommodation is arranged with DSS, I will make arrangement to discuss your specific needs for the class.

Emergency Preparedness

In the event of an emergency arising on campus, the instructor will notify you of actions that may be required to ensure your safety. It is the responsibility of each student to understand the evacuation and “lockdown” guidelines to follow when an emergency is declared. These simple steps are a good place to start:

- OU uses an emergency notification system through text, email, and landline. These notifications include campus closures, evacuation, lockdowns and other emergencies. Register for these notifications at [oakland.edu/uts/emergency notification](http://oakland.edu/uts/emergency-notification).
- Based on the class cellphone policy, ensure that your cellphone is on and in vibrate mode to receive and share emergency notifications with the instructor in class.
- If an emergency arises on campus, call the **OUPD at 248-370-3331**. Save this number in your phone and put it in an easy-to-find spot in your contacts.
- Review protocol for evacuation, lockdown, and other emergencies via the classroom’s red books (hanging on the wall) and oakland.edu/prepared.
- Review with the instructor and class what to do in an emergency (evacuation, lockdown, snow emergency).

TENTATIVE COURSE SCHEDULE*

| 2018 | Topic | Readings/Resources | Activities (Assignments/Exercises Presentation) |
|---|--|---|---|
| Sept 6 | Welcome and course introduction , Course framework and general approach; Course plan and expectations | The Course Syllabus | Getting started: Course orientation How to analyze and critique papers. |
| Part 1 The Global City: Formation and Transformation of Cities- Historical and Contemporary Overview | | | |
| Sept 11, 13 | The City “MultipliCity”: Cities experienced in multiple ways., Types of cities , | Madanipour, A. (pp9, CGSR). Urban lives: Stories from Tehran** Gieseking (CGSR), The Urban Experience.** | OECD’s Better Life Index Chapter 1 Cities of the World (p. 3-46)*** |
| Sept 18, 20 | What is a Global City? Globalization and the city Foundations: Historical and contemporary phases and perspectives of global city formation | Sassen, S (2005). The global city: Introducing a concept. <i>Brown World Journal of World Affairs</i> , 11(2), 27-43. (pdf) Kwon, K. The Evolution of the World City Network, 2006-2013: The case of the organizational structures in transnational corporations. GaWC Research Bulletin 449. Click here | City Hierarchy, Centrality |
| Sept 25, 27 | Global City Index | The World according to GAWC – Ranking World Cities. Click here . 2018 Global Cities Report. Click here | September 27 Field Trip to a local/partner city. (to be confirmed) |

Part 2 Part 2 Global Cities Across World Regions: Structures, Trends, and Forces Shaping Global and Contemporary Cities

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|------------|---|--|--|
| Oct 2, 4 | <p>Global Cities as Economic Powerhouse</p> <p>Global division of labor, Global supply chains, transnationalism, Economic development strategies</p> | <p>Sassen, S (2016). The Global City: Enabling Economic Intermediation and Bearing Its Costs. <i>City & Community</i> 15(2):97-108. Click here</p> <p>Zukin, S (#16, GCR) The city as a landscape of power: London and New York as global financial capitals**</p> <p>Castells, M. (#15Prologue, GCR). Cities, the informational society and the global economy **</p> | Chapter 2 Cities of Canada, United States (North America)*** |
| Oct 9, 11 | <p>Global Cities as Cultural Hubs</p> <p>Culture, Representation, History and Identity in Global cities</p> | <p>Hannerz, U. (#37, GCR) The cultural role of world cities**</p> <p>Landorf, C. (2009). Managing for sustainable tourism: a review of six cultural World Heritage Sites. <i>Journal of Sustainable Tourism</i>, 17(1), 53-70.</p> | Chapter 3. Cities of Middle America and the Carribean*** |
| Oct 16, 18 | Culture, Representation, History and Identity in Global cities | <p>Castell, M. (pp 270-294 GCSR). Squatters and the state: The dialectics between social integration and social change. The case of Lima, Mexico, and Santiago de Chile.**</p> <p>Madanipour, A. (pp9, CGSR). Urban lives: Stories from Tehran**</p> | Chapter 4. Cities of South America*** Chapter 7. Cities of the Greater Middle East*** |
| Oct 23, 25 | <p>Global Cities and Human Capital</p> <p>Global cities as magnets of talents</p> | Yahya, F.B., Kaur, A. (2010). Competition for foreign talents in Southeast Asia. <i>Journal of the Asia Pacific Economy</i> 15(1):20-32. (pdf) | Chapter 9 Cities of the South and Chapter 10 Southeast Asia*** October 25th (Exam Day, in class) |

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|---|---|--|--|
| Oct 30, Nov 1 | <p>Global Cities and Political Engagement</p> <p>Geopolitics and world order, social movements,</p> <p>Power in urban landscapes: Contestations, conflicts, cooperation, and local politics in global cities</p> | <p>Magnusson, W. (#29, GCR). The global city as a world order.***</p> <p>Macfarlane, N. (2006). The 'R' in BRICs: is Russia an emerging power? Perspectives on Emerging Would-Be Great Powers. <i>International Affairs (Royal Institute of International Affairs 1944-)</i>,82(1), pp. 41-57. (pdf)</p> <p>Mayer, M. (#35 GCR). Urban social movements in an era of globalization. (pdf)</p> | Chapter 6 Cities of Russia*** |
| Nov 6, 8 | <p>Global Cities and Connectivity</p> <p>Spatial organization, Internal structures, and connectivity of cities: Mobility and Networks in a globalized world.</p> | <p>Taylor, P., Hoyler, M., Sánchez-Moral, S. (2012). European Cities in Globalization: A Comparative Analysis Based on the Location Strategies of Advanced Producer Services. GaWC Research Bulletin 416. Click here</p> <p>Massey, D (pp 40, CGSR). Cities interlinked**</p> | Chapter 5. Cities of Europe*** |
| Part 3 Urban Challenges, the “Builders”, and Processes of Co-Creating Cities | | | |
| Nov 13, 15 | <p>Urban challenges</p> <p>Challenges in cities in the Global South and the Global North- Uneven Development, Housing, Formal and Informal activities</p> | <p>Feinstein, S. (#13 GCR). Inequality in Global City-regions**</p> <p>Simone, A (pp82 CGSR). The urbanity of movement: Dynamic, frontiers in contemporary Africa**</p> | Chapter 8. Cities of Subsaharan Africa*** |
| Nov 20 (Tues), Nov 22 (Thurs) | Thanksgiving Holiday | No class on Tuesday, November 20. You will finalize and submit the Global City paper. | Global City paper is due on November 20th, by 5pm. |
| Nov 27, 29 | Urban sustainability | Barnett, J. & Adger, N (pp221 CGSR) Climate dangers and atoll countries.** | Chapter 12. Cities of Australia and Pacific |

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| | | Rowe, J. (2006). Is Auckland an entrepreneurial city or global city? <i>The Town Planning Review</i> , 77 (5), 583-604. here Video: The Nature of Cities- Produced and directed by Charles Davis. Watch the documentary here . | Island (Oceania)*** The Urban Sustainability Index |
| Dec 4, 6 | The future of cities and new frontiers of global cities Instant cities, extraordinary cities, emerging global cities | Haila, A. (#33 GCR). The neglected builder of global cities. (pdf) Xiangming, C., & de 'Medici, T. (2010). Research note-- The "instant city" coming of age: Production of spaces in China's Shenzhen special economic zone 1. <i>Urban Geography</i> , 31(8), 1141–1147. (pdf) | No S&C submission this week Chapter 11 Cities of East Asia *** |
| Dec 11 | Final Week | Course Wrap-up and Conclusion | Reflection Essay is due on or before December 11 by Moodle. |

****This syllabus and its contents may be modified to best enhance your learning experience.***

****E-reserves:** Click this link to access the reading list → <https://www2.oakland.edu/secure/library/ereserves/>. Enter your access ID and password. Then look for the author/s and title.

******* Chapters from: Stanley D Brunn; Jessica K Graybill; Maureen Hays-Mitchell (Eds. (2016) *Cities of the World: regional patterns and urban environments*, 6th ed. Lanham: Rowman & Littlefield.

(pdf) Readings in pdf file and other resource will be posted on Moodle.

(Code: GCR) Are readings taken from Brenner, N. & Keil R. (Eds.). (2006). *The Global City Reader*. New York, NY: Routledge.

(Code: CGSR) Are reading from MirafTAB, F & Kudva, N. (Eds.). (2015). *Cities of the Global South Reader*. New York, NY: Routledge