

Geography 5502: *The Neoliberal City*, Autumn 2013

Tuesdays and Thursdays, 3:55-5:15, Derby 1116

Instructor: Dr. Nancy Ettliger, 1144 Derby Hall, 292-2573; ettlinger.1@osu.edu

Office hours: by appointment

Carmen page: go to <https://carmen.osu.edu/>, login, select course; click on 'Content' tab

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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/>.  
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COURSE DESCRIPTION

This course examines the neoliberal governance of cities and associated problems and prospects for change from the vantage point of social in/justice. The course begins with an introduction to different definitions of, and approaches to, neoliberalism, and then focuses on case studies regarding selected topics drawing from the different definitions/approaches. Broadly, topics cover: scalar politics of neoliberal governance; conceptualization of 'community;' regimes of control; gentrification; cultural policy and 'creative' cities; urban branding, spectacles, and tourism; managing homelessness; informalization; financialization and real estate in neoliberal life; the embeddeness of neoliberalism in the built environment; and the roles of public art in urban change and continuity (see specific topics on pp. 7-8). Issues of difference (regarding race/ethnicity, gender, class, sexuality) are woven across topics throughout the course. Readings cover cities around the world, and accordingly, class discussion will include a comparative, context-sensitive assessment of neoliberal urban governance. Throughout the course, geographic insights on neoliberal urban governance will be discussed, notably regarding issues of place, space, context, and scale.

Students learn through critical reading and class discussion, as well as through individual research projects that develop a case study of neoliberal urban governance on a topic and city of choice. Columbus is an excellent laboratory for studying neoliberalism; students are encouraged, but not required, to develop case studies locally so as to enable a field component. Students complete a paper on their research projects by the end of the semester and also participate in a poster session, which facilitates interaction with other students about their research projects and affords each student an understanding of a broad range of research projects.

READING

E-Reserves (journal articles and chapters of books): electronic copies accessible via the Content tab of the Carmen page for the course. The articles on Carmen are listed in the order in which you will read them (see pp.7-8). They are listed on pp. 4-6 in alphabetical order with full bibliographic information. All reading is required unless indicated as optional. *For technical difficulties with e-reserves call e-reserves (292-6448); please alert N. Ettliger if you have any problems accessing course material.*

CLASS PREPARATION & PARTICIPATION

Students are required to read the assigned material **before**, not after, the class in which material is to be discussed; note-taking on the assigned reading is strongly recommended. Lectures are prepared based on the assumption that students are well prepared for class. Students are expected to participate in class discussion *responsibly*, that is, based on adequate preparation. Based on past experience, students who prepare inadequately for class are unlikely to perform well or at the level of their ability, and they are

likely to fall behind and find themselves unable to effectively catch up. *All written assignments are due on a day in which class does not occur to avoid conflict with class preparation.*

CLASS ATTENDANCE

Regular and punctual attendance is required. Students should drop this course if they have commitments that overlap with the class period. Students should indicate *in advance* if they cannot be at a particular class on time or have to leave in the middle due to uncontrolled circumstances that can be documented (e.g. a medical appointment). Students are responsible for any course material and announcements that are missed.

EVALUATION AND GRADING

Students are evaluated on the basis of (1) a take-home essay exam; (2) a research paper; (3) Carmen questions; and (4) participation, as elaborated below.

(1) Take-home essay exam

This course includes one take-home essay exam around the middle of the semester. *The exam will be handed out in class on October 10* (see syllabus, p. 7). The exam requires critical synthesis of course material, and will position students to move forward with their projects. The exam should be double spaced with 1" margins using 11 or 12 Times Roman font, paginated, and proofed. Students have 9 days for the exam to permit time for organizing. It is not expected that students will spend all this time on the exams; the time frame is given in light of students' multiple responsibilities among courses, jobs, family responsibilities and so forth. (See syllabus, p. 7: due date – Friday, October 18.)

(2) Research project: paper and poster

Students develop case studies on neoliberal governance. Topics are open (using topics from the syllabus or other topics that are not included in class reading) as are cities, although bear in mind that a local case study affords the opportunity for a field component (e.g. observation, interviews). Field research is *not required*; that said, it is useful to have a time and space for developing field experience and using it towards research. Students who have developed research in Columbus or elsewhere are welcome to further develop their projects in this course.

Note on field research: Students conducting field research (e.g. interviews) are *not* required to receive approval from the Institutional Review Board (IRB), but note that IRB approval is required if you plan to publish using interview data. If you plan to submit a proposal to the IRB, do so as early as possible in the semester and discuss with N. Ettliger. Most projects are most likely eligible for exempt status, which requires a proposal that is, however, streamlined – see <http://orrrp.osu.edu/irb/exempt/>.

Brief proposals for the research project (no more than 2 pages) are due no later than Wednesday, noon, October 9. *If possible, hand in your proposal as soon as possible to give yourself more time for reading beyond the syllabus on your topic and/or field research.* The proposals are required, but will not be formally graded, although they are part of the overall assessment of 'participation' (see next page); they are an opportunity for students to crystallize their interests and receive feedback. Students are welcome to discuss their projects with N. Ettliger at any time. Revised proposals (unless no revision is indicated) are due no later than Friday, noon, October 25. One class, towards the end of the semester, will be devoted to discussing progress on individual research projects; students share and discuss their questions and problems.

The **proposal should include** (1) a title that conveys the main point of the project, and concise statements of: (2) a problem, which leads you to pose (3) a research question; (4) how you plan to answer your

question (secondary and/or primary data? what kinds of data and how will you collect it, etc.); (5) how do you situate your research project (how is it similar to, yet different from, other, related research; and (6) a bibliography to date. The revised proposal should engage comments on the initial proposal and any other changes; *attach the initial proposal with my comments to the revised proposal.*

A final **paper** on the research project is due on Friday, December 6; it should be double spaced with 1” margins using 11 or 12 Times Roman font, paginated, and proofed. The paper is due after the last class on Dec. 3, which will be a **poster** session to afford: (1) exposure to, and discussion of, the wide range of projects, and (2) feedback from peers and N. Ettliger that can be used in finalizing the paper.

Undergraduate students' papers should be 10-15 pages and should connect to course material, using at least 5 assigned references; referencing beyond course material is also required, as needed for the topic researched. *Graduate students'* papers should 15- 20 pages, should reference course material, and also extend academic referencing *well beyond course material.*

Some tips for reading beyond the syllabus: There are many different ways to go about finding references beyond course material. Some useful approaches include: (1) search using keywords and/or author names at the ISI site at http://apps.webofknowledge.com.proxy.lib.ohio-state.edu/UA_GeneralSearch_input.do?product=UA&search_mode=GeneralSearch&SID=3DbEP6pKp5bDbCCFh69&preferencesSaved=; (2) use the OSU Library Catalog: <http://library.ohio-state.edu/search>; (3) subscribe to 'contents alerts' of journals pertinent to your interests; (4) follow pertinent references in material you read in or beyond the syllabus.

As reflected in the grading scheme below, the final paper will figure more importantly for graduate students, who are *expected* to use this course towards their research program; that is, approach the paper with the idea of further revising and using towards your MA thesis/paper or Ph.D dissertation, and/or submitting for publication. Undergraduates are encouraged but not required to use the paper towards a senior thesis and also possible publication upon revision.

(3) Carmen questions

(click on 'Activities' tab and then 'Discussions' on the drop-down menu)

Each class for which reading is assigned (following the course introduction, 1st day) students prepare 1 question *per article/chapter* assigned for the required reading for that day, and post the questions on Carmen; students also post questions on Carmen for the research project workshop on November 26 (to be discussed in advance of that class). Questions on reading should be thoughtful and should be posed as if writing a question for an essay exam; *the question should reflect some knowledge of the main points of the article; questions completely focused on extraneous points will not receive full credit.* Questions such as "What do you think about x?" or "What does x mean?" are inadmissible. Students are encouraged to read each others' Carmen questions before class.

(4) Participation

Students' participation is evaluated on the basis of responsible class participation (as explained above in 'class preparation and participation,' the proposal, and the poster).

Grading scheme

Students will be evaluated on the basis of *participation*, a *take-home essay examination*, *carmen questions*, and final *paper*.

The final grade will be figured on a 4.0 scale as follows:

	<u>undergraduate students</u>	<u>graduate students</u>
participation	10%	10%
exam	40%	30%
questions posted on Carmen	20 %	20%
paper	30%	40%

MISCELLANEOUS REGULATIONS

- 1) Academic misconduct, including plagiarism, is not tolerated. See the Code of Student Conduct at OSU at http://studentaffairs.osu.edu/resource_csc.asp.
- 2) An ‘incomplete’ at the end of the quarter is possible *under extenuating circumstances*, which require documentation.

COURSE BIBLIOGRAPHY (required unless otherwise specified)

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- Aguiar, J.C.G. 2012. Cities on edge: smuggling and neoliberal policies at the Iguazú triangle. *Singapore Journal of Tropical Geography* 33: 171-183.
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- Bach, J. 2011. Modernity and the urban imagination in economic zones. *Theory, Culture & Society* 28: 98-122.
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- Clarno, A. 2013. Rescaling white space in post-apartheid Johannesburg. *Antipode*, early view online publication DOI: 10.1111/anti.12015.
- Coq-Huelva, D. 2013. Urbanisation and financialisation in the context of a rescaling state: the case of Spain. *Antipode*, early view online publication DOI: 10.1111/anti.12011.
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- Davidson, M. and Lees, L. 2009. New-build gentrification: its histories, trajectories, and critical geographies. *Population, Space and Place* 16: 395-410.
- DeFilippis, J., Fisher, R., and Shrage, E. 2006. Neither romance nor regulation: re-evaluating community. *International Journal of Urban and Regional Research* 30: 673-689.
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- England, M. 2008. When ‘good neighbors’ go bad: territorial geographies of neighborhood associations. *Environment and Planning A* 40: 2879-2894.

- Fairbanks II, R.P. 2011. The politics of urban informality in Philadelphia's recovery house movement. *Urban Studies* 48: 2555-2570.
- (optional) Florida, R. 2002. The rise of the creative class: why cities without gays and rock bands are losing the economic development race. *Washington Monthly*, <http://www.washingtonmonthly.com/features/2001/0205.florida.html> , last accessed July 26, 2013.
- (optional) Friedmann, J. and Wolff, G. 1982. World city formation: an agenda for research and action. *International Journal of Urban and Regional Research* 6: 309-344.
- Ghertner, D.A. 2012. Nuisance talk and the propriety of property: middle class discourses of a slum-free Delhi. *Antipode* 44: 1161-1187.
- Graham, S. 2012. When life itself is war: on the urbanization of military and security doctrine. *International Journal of Urban and Regional Research* 36: 136-155.
- Gotham, K. F. 2005. Theorizing urban spectacles: festivals, tourism and the transformation of urban space. *City* 9: 225-246.
- Gotham, K.F. 2007. Re-branding the big easy: tourism rebuilding in post-Katrina New Orleans. *Urban Affairs Review* 42: 823-850.
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- Hanan, J.S. Home is where the capital is: the culture of real estate in an era of control societies. *Communication and Critical/Cultural Studies* 7: 176-201.
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- He, S. and Wu, F. 2009. China's emerging neoliberal urbanism: perspectives from urban redevelopment. *Antipode* 41: 282-304.
- (optional) Huxley, M. 2013. Historicizing planning, problematizing participation. *International Journal of Urban and Regional Research* 37: 1527-1541.
- Jaffe, R. 2012. Criminal dons and extralegal security privatization in downtown Kingston, Jamaica. *Singapore Journal of Tropical Geography* 33: 184-197.
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- (optional) Lefebvre, H. 1996. The right to the city. In *Writings on cities*, trans. E. Kofman and E. Lebas, pp. 147-159. Cambridge, MA: Blackwell.
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- Meehan, K. 2013. Disciplining de facto development: water theft and hydrosocial order in Tijuana. *Environment and Planning D: Society and Space* 31: 319-336.
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- (optional) Oswain, N. 2012. The queer time of creative urbanism: family, futurity, and global city Singapore. *Environment and Planning A* 44: 1624-1640.
- Parker, C. 2009. Tunnel-bypasses and minarets of capitalism: Amman as neoliberal assemblage. *Political Geography* 28: 110-120.
- Rankin, K.N. and Delaney, J. 2011. Community BIAs as practices of assemblage: contingent politics in the neoliberal city. *Environment and Planning A* 43: 1363-1380.
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SYLLABUS

date *	general topic	class lecture/discussion	assignment
Th Aug 22	Introduction		
T 27	definitions of/ approaches to neoliberalism	neo/Marxist approaches to neoliberal hegemony	Harvey; Chatterjee <i>optional: Lefebvre</i>
Th 29		and resistance	Mayer; Addie
T Sept 3		poststructural approaches to neoliberalism	Rose; Lanz; Ellis <i>optional: Miller & Rose; Huxley</i>
Th 5		and resistance	McGuirk; Crossa
T 10		the difference that difference makes	Spence; Samson
Th 12	scalar politics and the neoliberal city	locality/city as a nexus of connections	Bach; Parker
T 17			Klink; Clarno; He & Wu
Th 19		situating local resistance	Schiller
T 24	conceptualizing 'community' in the neoliberal city		DeFilippis et al.; McLeavy; England
Th 26	neoliberal regimes of control	securing the neoliberal city	Graham; Mitchell; Jaffe
T Oct 1		carceral geographies	Wacquant; Allspach
Th 3			Moran et al.; Bernstein
T 8	gentrification	situating types of gentrification & their dynamics	Davidson & Lees; Davidson; NYC Right to the City Alliance
Wed. 9	research proposals due by noon, N. Ettlenger's office (Derby 1144)		
Th 10		neoliberal actions on 'obsolescence' and 'nuisance'; exam handed out	Weber; Ghertner
T 15		resisting gentrification	Lee; revisit Crossa
Th 17	open**		
Friday 18	exam due by noon, N. Ettlenger's office (Derby 1144)		
T 22	cultural policy & creative cities	urban cultural policy	Vivant; Zukin; Rankin & Delaney <i>optional: Florida</i>
Th 24		cultural workers	Lloyd; Leslie & Catungal
Friday 25	revised research proposals due by noon, N. Ettlenger's office (Derby 1144)		
T 29	urban branding, spectacles, tourism		Gotham 2007; Burns; Gotham 2005; <i>optional: Oswain</i>
Th 31	managing homelessness		Lurie & Wodiczko; Willse; Murphy
T Nov 5	informalization & neoliberalism	normalization of illegal, informal activity	Meehan; Agular
Th 7		formal – informal articulations	Fairbanks; Wigle
T 12	financialization & real estate	linkages among finance capital, the everyday, & people	Lazzarato; Hanan; Coq-Huelva
Th 14		critique of the neo-Marxian world city concept with reference to finance	Smith <i>optional: Friedmann & Wolff</i>
T 19	neoliberal embeddedness in the built environment		Nuijten et al.; Kern

Th	21	public art and social change: problems, prospects	Guazon; Sharp et al.; revisit Lurie & Wodiczko
T	26	research project workshop	(carmen questions)
Th	28	no class: Thanksgiving break	
T Dec	3	poster session	
Fri	6	research papers due by 3:00pm, N. Ettlinger's office (Derby 1144)	

* Dates indicated for discussion of specific topics are tentative. Discussion of a particular topic may continue into the next class, as needed.

** 'Open' classes are intended for overflow or other activity to be determined.