International Urbanization
GUS 5021, CRN 084036

Tuesday 2:30-5:00   Instructor: Ben Kohl
310 Gladfelter Hall   bkohl@temple.edu
 (3 credits)   Tel: 215 204-1430
Office hours: Tues. 12-1:30   321 Gladfelter Hall
Wed. 5:00-6:00 or by appointment   v:8/31/09

Note: Syllabus Subject to Change

Description: Each year the cities of the world increase by about 50 million people with most of the increase coming from cities in middle and lower income countries in Asia, South Asia and Africa. This course provides an opportunity for students to focus specifically on urbanization outside the mature urban societies of the United States, Western Europe and Japan. This course examines issues confronted by planers, policy makers and citizens in rapidly urbanizing and trnasition areas, as well as the social and cultural tensions related to urban change.

Course goals: Students will (1) gain an understanding of cities and patterns or urban development and the relationships between theory and method, (2) improve presentation skills, (3) improve writing and peer review skills, (4) gain substantive knowledge of one body of literature related to urbanization, and (5) gain substantive knowledge about one city or urban region.

Course prerequisites: Graduate standing or permission of the instructor.

Readings: We will read and take turns presenting between 100 to 200 pages per week, from three books and a number of articles that available on the course website. *Ordinary Cities: between modernity and development*, Jennifer Robinson, 2006, Routledge and *China's Urban Transition*, and John Friedmann, 2005, University of Minnesota Press are available from the bookstore or online. Optional: *The City in the Developing World*, 2nd ed, Robert Potter and Sally Lloyd-Evans, 1998, Longman, is available used online. Students will also select readings that relate to their specific topic and city to complement the assigned texts.

Goals, requirements and evaluation: Attendance is mandatory. If you miss a class you must show that you have a command of the material covered with a five page memo on the readings. I expect you to read – and think about –assigned material and turn in all assignments on time. You will write weekly reading responses (and take turns framing discussion about the readings) to deepen your engagement with the material. There are two major assignments for the semester: a literature review on a topic related to urbanization (about 10 pages) and a research paper that draws on the first paper (about 15 pages). This can be based on a single topic across cities or within a single city. There will be several intermediate assignments – abstract or problem statement, annotated bibliography, and paper draft – to break up the task. As any piece of writing should undergo a number of

drafts and learning to read critically the work of others helps develop writing skills, you will turn in a draft of your paper for peer review. The final evaluation serves as an opportunity for you to reflect on the semester as well as for me to improve the course. **You should expect to spend between 6 hours per week outside of class on reading and a range of assignments**. Your final grade will be based on the following criteria:

• attendance and participation (in class and on blackboard)	30%
• research project or paper (5-6K words)	30%
topic selection (wk 4 9/22) problem statement due (wk 7 10/6), literature review (wk 11 11/10), outline (wk 12 11/17) draft due (wk 13 12/1), final paper due 12/14,	
• presentations of readings and project	10%
• presentations of readings and project	20%
• peer review (wk 14 12/8)	5%
• final evaluation of the class (wk 15)	5%

Website: You must log on to Blackboard and 'enroll' in the class – do it today. (If you do not have access to the internet please see me immediately.) The site will allow you to ask questions on the readings or follow up from class discussion. I will check the site periodically throughout the week. While I will sometimes respond to specific questions, I would prefer that you use the site to engage with your peers. You will also use the website to post the results of your ongoing case study research and links to internet sites that may be of interest to the class. You must post at least one reading response to the site each week. To receive credit, you must post the assignment before 2 pm the day before class to allow other students time to read and respond.

Note: Schedule is subject to change.

Week 1, 9/1. Introduction and Overview

What is urbanization and how can we study it? What are the common histories that shaped (post)colonial and transition societies in the Third World and why study cities there? What is urbanization and how does it differ throughout the world? Is there a 'natural' form that cities should take? How do events in the developed world shape cities in the developing world?

  Readings: 1a Jennifer Robinson, Introduction, pp. 1-12, in *Ordinary Cities: between modernity and development* (Robinson) PDF online.

  1.b John Friedmann, "Introduction: Becoming Urban in China," pp. xiii- xxv, in *China's Urban Transition*, John Friedmann, 2005 (Friedmann) PDF online.

  1.2 David Clark, "Global Patterns and Perspectives," pp. 1-11, *Urban World/Global City,* 1996

  1.3 James Holston, "Blueprint Utopia," pp. 31-41, in *The Modernist City: an Anthropological Critique of Brasilia,* 1989

1o Robert Potter and Sally Lloyd-Evans, Chapter 1, "The Nature and Scale of Urbanisation in the Developing World," pp. 3-26, in *The City in the Developing World*, 2nd ed (Potter and Lloyd-Evans (o = optional)

In class: Introductions, overview of the course, small group reading, discussions and presentations.

Week 2, 9/8 Theorizing Urbanization/Urban Typologies

A number of theoretical approaches can be used to understand urbanization. This week's readings introduce a range of these approaches. One challenge for the class will be to apply some of these approaches to the study of cities around the world. A second challenge will be to link theories based on the analysis of global systems to specific cities.

Readings: 2. Robinson, "Dislocating Modernity," pp.13-41
2.1 David Harvey, "Contested Cities: Social process and spatial form," pp. 19-27, in N. Jewson and S. McGregor, eds., *Transforming Cities: Contested Governance and New Spatial Divisions*, 1997
2.2 David A. Smith, "Developing an International Political Economy Approach," pp. 9-25, in *Third World Cities in Global Perspective: The Political economy of Uneven Urbanization*, 1996
2.3 John Browder and Brian Godfrey, "Theoretical Perspectives on Frontier Urbanization: Toward an Urban Systems Approach," pp. 20-54, in *Rainforest Cities, Urbanization, Development, and Globalization of the Brazilian Amazon*, 1997
2.4 Anthony King, "Incorporating the Periphery (1): Colonial Cities," pp. 13-43, in *Urbanism, colonialism, and the World Economy: Cultural and Spatial Foundations of the World Urban System*, 1990
2.5 Kevin Lynch, "What is the Form of a City and How Is It Made?" pp. 37-50 in *Good City Form*, 1981
2.o Potter and Lloyd-Evans, Chapter 2, "Third World Urbanisation and Development: theoretical perspectives," pp. 27-50

Assignment: Reading response (1-2 pages). Do not restate the reading but ask a question or frame a comment that you will bring to the discussion. Post your response to the course website and bring hardcopy to class. Please read the handout before you start to write. **Note: this assignment must be done every week.** The reading response must be posted no later than 2pm the day before class. While I encourage you continue the debates into the early hours of the morning, I cannot respond to items posted after 2pm. (For this week you can comment on readings for week 1 & week 2.)

Week 3, 9/15. Theory continued and History of Cities

Urban centers grew at fantastic rates during the 20th century, but urban places have existed for over 7000 years. This week we continue our discussion of how to think about studying cities and look at early cities. The first phase of urbanization begins with cities as ceremonial and administrative centers. The second phase is tied to industrialization and the European expansion. The third phase, the transition from colonialism, starts at different times in different parts of the world. We see that the shape of urban systems in Africa, Latin America, and Asia is inextricably linked to their colonial past. The fourth phase, globalization and the transition to a majority urban world, began in the last part of the 20th century.

> **Readings:** 3.a Robinson, "Reimagining the city through comparative urbanism: on (not) being blasé," 41-64, and "Ways of being modern: towards a cosmopolitan urban studies," pp. 65-92
> 3.o G Sjoberg, "The Origin and Evolution of Cities," pp. 55-63, in *Scientific American*, (September) 1965
> 3.b Friedmann, Chapter 1, "Historical Traces," pp. 1-19, and Chapter 2, "Regional Policies," pp. 19-34
> 3.2 Jacques Gernet, "Daily Life in China on the Eve of the Mongol Invasion: 1250-1276," in J Abu-Lughod and R Hay, Jr., eds. *Third World Urbanization*, 1977
> 3.3 Bernal Diaz, Chronicles, Description of Mexico, and A Durer, Visit to Antwerp, from *The City Reader*, LeGates and Stout, p 55-7
> 3o. Potter and Lloyd-Evans, Chapter 3, "National Urban Systems and Global Development," pp. 51-73

> In class: guest: Greg McKinney, using online data sources, primary and secondary sources

Week 4, 9/22. Urbanization and Urban Growth

> While urban growth has taken different forms around the world, it shares certain patterns that result from historical, global and national processes.

> **Readings:** 4b. Friedman, Chapter 3, "Urbanization of the Countryside," pp. 35-55, & Chapter 4, "New Spatial Inequalities," pp. 55-70
> 4.1 Frederich Engels "The Great Towns," pp. 46-53, Richard LeGates and Frederic Stout, *The City Reader*, in 2nd ed., 2000 (LeGates and Stout)
> 4.2 Lewis Mumford, "Commercial Expansion and Urban Dissolution," pp. 410-445, in *The city in history: its origins, its transformations, and its prospects*, New York, Harcourt, Brace & World 1961
> 4.3 Davis, Mike. "Planet of slums: urban involution and the informal proletariat". *New Left Review*. No. 26, pp. 5-34. 2004
> 4.4 Stephen Castles and Mark Miller, "New Migration in the Asia-Pacific Region," pp., 154-177. *In The Age of Migration*
> 4.o Potter and Lloyd-Evans, Chapter 4, "National Urban Development Strategies," pp. 74-90

Assignment due: First description of research project (oral) and reading response.

Week 5, 9/29. Globalization as an urban phenomenon; urbanization as a global phenomenon

Regardless of the approach that we take to consider cities, globalization has changed urban forms in a range of settings. This requires that we look both at 'global' cities and at globalization's impact on 'ordinary' cities.

   Readings: 5.a Robinson, "World cities, or a world of ordinary cities?" pp. 93-115
   5.1 John Friedmann, "World City Hypothesis," *Development and Change* 17(69-83) 1986.
   5.2 David McDonald, Introduction: World City Syndrome," pp. 1-11, and "Cape town as World City," pp. 15-47
   5.3 Saskia Sassen, Chapter 1, "Place and Production in the Global Economy," pp. and Chapter 2, "The Urban Impact of Economic Globalization," in *Cities in a World Economy*, 2000
   5.4 Mike Davis, Chapters 1 & 2, "Spicing the City," in *Magical Urbanism*
   5.5 Bryan Roberts, "Globalization and Latin American Cities," International Journal of Urban and Regional Research, 29(1) March pp. 110-23, 2005
   5.o Potter and Lloyd-Evans, Chapter 6, "The structure and morphology of cities in developing areas: can we generalize?" pp. 115-136

Week 6, 10/6. The regional city

Urban geography has, to some degree, maintained a regional flavor. Are all cities just cities or are there regional cities--Latin American, African, Asian? At the same time, can we talk about industrial or post-industrial, and socialist cities. Are these meaningful categories?

   Readings: 6. Robinson, "Bringing the city back in," pp. 116-140
   6.1 Alan Gilbert, selection from *Latin American City*,
   6.2 Abdou Simone, selection TBA from *For the city yet to come: changing African life in four cities*, 2004
   6.3 S Chakravorty, "Calcutta, From Colonial City to Globalizing City? The Far-from-complete Spatial Transformation of Calcutta," pp. 56-77, in *Globalizing Cities: Is There a New Spatial Order?* 1999 (Marcuse and van Kempen)
   6.4 Smith, David M. "The Socialist City." Pp. 70-99 in *Cities after Socialism: Urban and Regional Change and Conflict in Post-socialist Societies*, edited by Gregory Andrusz, Michael Harloe, and Ivan Szelenyi. Cambridge, MA: Blackwell, 1996.

Week 7, 10/13. Urban Economies: Global Neoliberal Restructuring, Formal and Informal Sector

Urban economies are one of the major factors that shape urban growth. Globalization and neoliberal economic policies have had a huge impact on cities. This week we focus on the neoliberalism and 'free market' cities.

Readings: 7.1 N Brenner & N Theodore, "Cities and the Geographies of 'Actually Existing Neoliberalism'" *Antipode, 34*(3), pp. 349-379, 2002

7.2 Hernando de Soto, "Informal Trade," pp, 59-92 in *The Other Path: The Invisible Revolution in the Third World*, 1989

7.3 Alejandro Portes and Bryan R. Roberts. "The Free-Market City: Latin American Urbanization in the Years of the Neoliberal Experiment." *Studies in Comparative International Development* 40(1), pp. 43-82, 2005

7.4 Neil Smith, New Globalism, new urbanism: Gentrification as global urban strategy," Antipode, 34(3), pp. 427-450, 2002

7.5 Jason Hackworth, The Neoliberal City: governance, ideology and development in American cities

7.o Potter and Lloyd-Evans, Chapter 8, Employment and Work in the Developing World City," pp. 159-186

Week 8, 10/20. Planned Cities and City Planning

In some places, the design and construction of cities countries has taken the form of monumental architecture. In Latin America, Ciudad Guayana and Brasilia were both constructed as part of modernizing, nation-building projects. Similar processes shaped cities in India and Africa. These cities were conceived as model western cities to be built in the wilderness. In both cases, the visions of the planners and architects were not compatible with the economic and social needs of many of the cities' residents who have actively reshaped the two cities.

Readings: 8 Robinson, "City Futures, urban policy for ordinary cities," 141-166, and "Conclusions," pp. 167-173

8.2 Lisa Peattie, Selected Chapters, in *Planning: Rethinking Ciudad Guayana,* 1987

8.3 James Scott, "The High-Modernist City: An Experiment and a Critique," pp. 103-146, *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*, 1998

8.4 Michael Leaf, "City Planning in China," *Journal of Planning Education and Research*, 18(2) pp. 145-53

Assignment due. Problem statement for paper.

Mid-semester Review: The mid-semester review will help us plot the course for the second half of the semester. While I have developed a 'default' syllabus I want the class to respond to your interests. We will take this opportunity to adjust the syllabus for the remainder of the course based on your feedback.

Some weekly topics that we could substitute for listed topics:
(1) Cities in conflict and gated cities

(2) Urban transitions: industrializing, post-industrial, and post socialist cities
(3) Social democratic and neoliberal cities
(4) Urban disasters
(5) Images of the city
(6) Imaginary and utopian cities

Week 9, 10/27. Infrastructure & Urban Environments

Infrastructure, the 'built environment', reflect social processes and political decisions. How do these decisions affect different groups according to class, race, gender, ethnicity, and age? One feature of a 'modern' city is that streets are designed for cars not for people. The implications of this type of change affect every aspect of urban life. The readings on Brazil present different perspectives on designing transportation systems in fast growing urban areas.

Disasters and the city: Landslides in Venezuela, Floods: Typhoons in Dhaka, Hurricanes in Central America. Are the impacts of these 'natural' or the result of an interaction between the human and natural environment?

Readings: 9.1 World Bank. 1994. *World Development Report: Infrastructure for Development*. Oxford: Oxford University Press, Overview

9.2 Eduardo Vasconcellos, "Urban Transport, Environment, and Equity," pp. 231-263 from *Urban Transport, Environment and Equity: The Case for Developing Countries*, 2001

9.3 Robert Cervero (1998). Creating a Linear City with a Surface Metro: Curitiba, Brazil. *The Transit Metropolis: A Global Inquiry*, chapter 10: 265-296.

9.4 Romulo Caballeros Otero and Ricardo Zapata Martí, "The Impacts of Natural Disasters on Developing Economies: Implications for the International Development and Disaster Community," pp. 11-35

9.5 Mike Davis, "The Dialectic of Ordinary Disasters," pp. 1-54, in *Ecology of Fear: Los Angeles and the Imagination of Disaster*, 1998 (Recommended)

9.o Potter and Lloyd-Evans, Chapter 9, Cities and Environmental Sustainability in the Developing World," pp. 187-202

Week 10, 11/3. Urban Space and Housing

Readings: 10.1   Juan Arbona and Benjamin Kohl, "La Paz-El Alto," Cities, 2004
10.2 Ulrich Jurgens, Martin Gnad and Jurgen Bahr, New Forms of and Racial Segregation: Ghettos or Ethnic Enclaves, pp. 56-70, in Richard Tomlinson, Robert Beauregard, Lindsay Bremmer, Xolela Mangcu, Emerging Johannesburg: Perspectives on the Postapartheid City, Routledge, 2003
10.o Potter and Lloyd-Evans, Chapter 7, " Housing and Shelter in Third World Cities: rags and riches," pp. 137-158

Additional readings TBA

Week 11, 11/10. Citizenship and Order: Governing the City

  Readings: 11.a Friedmann, Chapter 5, "Expanding spaces of Personal Autonomy," pp.
    77-94, and chapter 6, "The Governance of City-Building," pp. 95-116
  11.1 T. H. Marshall, "Citizenship and Social Class," pp. 93-111, in Gershon Shair, ed.
    The Citizenship Debates, 1998
  11.2 James Holston, "Urban Citizenship and Globalization," pp. 325-47 in A. Scott,
    ed. *Global City Regions: Trends, Theory, Policy*, 2001
  11.3 Rolnik, Raquel, "Territorial exclusion and violence: the case of the state of Sao
    Paulo, Brazil" *GeoForum*. No 32, pp. 471-482, 2001
  11.4 Rebecca Abers, "From Ideas to Practice," pp. 35-53, *Latin American
    Perspectives*, 23(4) 1996
  11.5 Amita Baviskar, "Between violence and desire: space, power, and identity in the
    making of metropolitan Delhi," *International Social Science Journal*, No 175, pp.
    89-98, 2003

  Assignment due. Literature review.

Week 12, 11/17. Urban Social Movements

  Readings: 12.1 Manuel Castells, "Squatters and the State," pp. 338-66, in Gugler, ed.
    1st. ed.
  12.2 Marit Mayer, "Urban social movements in an era of globalization," pp. 141-157, in
    Urban Movements in a Globalising World By Pierre Hamel, Margit Mayer, Henri
    Lustiger-Thaler, Routledge, 2001
  12.3 William Finegan, "Leasing the Rain," pp. 45-53, *New Yorker*, 8 April 2002
  Additional readings TBA
  John Walton, Urban Conflict and social Movements in Poor Countries: Theory and
    Evidence of Collective Action, Paper presented at the Cities in Transition
    Conference 1998, Blackwell
Trevor Ngwane, 2003, SPARKS IN THE TOWNSHIP, New Left Review, Volume 22 july aug, pp.
27-56

Jeffrey S. Juris, 2005, Violence Performed and Imagined: Militant Action, the Black Bloc and the
Mass
Media in Genoa, *Critique of Anthropology,* Vol 25(4) 413–432

  Assignment due. Outline of paper (optional)

Video: Avi Lewis and Naomi Klein, *The Take*

11/24. Calendar adjustment, no class.

Week 13. 12/1. The Future of the city and presentations

Readings: 13.b Friedmann, "Conclusion: Backward into the Future," 117- 130
13.1 Ramesh Kumar Biswas, Kuala Lumpur: An Allegorical Postmetropolis, pp. 60-73
      in J. Rosemann ed. Future City, Routledge, 2005
13.2 Richard Register, 'As we build so Shall We Live,' pp, 19-37 in *Ecocities: building
      cities in balance with nature*, Berkeley Hills Books, 2002
13.o Potter and Lloyd-Evans, Chapter 10, "The Future to the City in the Developing
      World: The Policy Agenda," pp. 203-6

Assignment due: Draft of project or paper due

Week 14. 12/8. Presentations, last week.

Assignment due: Peer review of drafts.

Monday December 14, 2:40 PM, Assignments due: Final paper (with your peer
review) and course evaluation. Grade will be reduced by one grade for each day portfolio
is late.

Course information and policies

Policy on Religious Holidays: If you will be observing any religious holidays this semester which will
prevent you from attending a regularly scheduled class or interfere with fulfilling any course requirement, I
will offer you an opportunity to make up the class or course requirement if you make arrangements by
informing me of the dates of your religious holidays within two weeks of the beginning of the semester (or
three days before any holidays which fall within the first two weeks of class).

Policy on Cell Phones: Cell phones, pagers and beepers must be turned off during class except with
special permission.

Disability Statement: This course is open to all students who meet the academic requirements for
participation. Any student who has a need for accommodation based on the impact of a disability should
contact me privately to discuss the specific situation as soon as possible. Contact Disability Resources and
Services at 215-204-1280 in 100 Ritter Annex to coordinate reasonable accommodations for students with
documented disabilities.

Statement on Academic Freedom: Freedom to teach and freedom to learn are inseparable facets of
academic freedom. The University has adopted a policy on Student and Faculty Academic Rights and
Responsibilities (Policy # 03.70.02) which can be accessed through the following link:
http://policies.temple.edu/getdoc.asp?policy_no=03.70.02.

Policy on Academic Honesty: The following text is from the Temple University Bulletin for 2006-2007.

*Temple University believes strongly in academic honesty and integrity. Plagiarism and academic cheating
are, therefore, prohibited. Essential to intellectual growth is the development of independent thought and a
respect for the thoughts of others. The prohibition against plagiarism and cheating is intended to foster this
independence and respect.*

Plagiarism is the unacknowledged use of another person's labor, another person's ideas, another person's

words, or another person's assistance. Normally, all work done for courses -- papers, examinations, homework exercises, laboratory reports, oral presentations -- is expected to be the individual effort of the student presenting the work. Any assistance must be reported to the instructor. If the work has entailed consulting other resources -- journals, books, or other media -- these resources must be cited in a manner appropriate to the course. It is the instructor's responsibility to indicate the appropriate manner of citation. Everything used from other sources -- suggestions for organization of ideas, ideas themselves, or actual language -- must be cited. Failure to cite borrowed material constitutes plagiarism. Undocumented use of materials from the World Wide Web is plagiarism.

Academic cheating is, generally, the thwarting or breaking of the general rules of academic work or the specific rules of the individual courses. It includes falsifying data; submitting, without the instructor's approval, work in one course which was done for another; helping others to plagiarize or cheat from one's own or another's work; or actually doing the work of another person.