



WORLD CITIES GEOGRAPHY 2060

Fall 2015

Western
UNIVERSITY • CANADA



Lectures: Tuesdays 3:30-5:30

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Office Hours: TBA

Course Overview

We have just entered a period when, for the first time in our history, half of the global population is urban. The urgency to improve our understanding of cities in a global context has never been greater. In this course, we will take an integrative approach (exploring the influence of physical environments, geopolitics and human cultures on urban development) to understand the uneven development of urban landscapes around the world and the vast inequity of the human condition both within and between cities. We will investigate such questions as: Why are cities of the Global North – such as New York, Paris, London and Tokyo – heralded as being at the pinnacle of globalization while cities of the global South –such as Calcutta, Port-au-Prince, and Karachi – are often portrayed as disorderly, polluted, crime-ridden, chaotic, and ungovernable? Why are there vast extremes of wealth and poverty, of skyscrapers and slums, of posh shopping malls and bountiful supermarkets and widespread hunger and poverty? At its foundation, this course is grounded in an investigation of urban inequality at a world scale. The principle aim is to provide a foundation for understanding the link between the political economic processes that have shaped urban landscapes and social inequality today. The cities of the world are extremely diverse, and it is impossible to discuss all major world cities. Overall the objective is to examine the different types of cities in the world, but there is a strong focus on the major cities of the Global South. Global and in-country historical events, especially colonialism, are used to analyze and explain evolution of cities. In the end, the aim is that students complete this course able to critically examine the development and consequences of urban inequality. The course will also provide a basis for analyzing our role in some of the most pressing urban environmental and social problems of our time and to thinking constructively about possibilities for change.

Learning Objectives

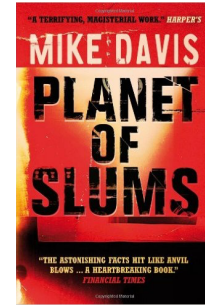
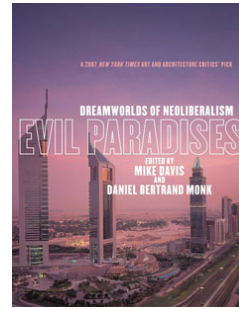
1. To promote critical thinking and critical reflection with respect to urbanization and global inequality.
2. Understand the global geopolitical nature of contemporary urban development and urban problems.
3. To provide a bases for further studies in international development and urban studies.
4. Help prepare students for active and responsible global citizenship, fostering critical thought and increased awareness about our role in contemporary inequalities.

Format

This course is based upon lectures, readings, films, written assignments and tests. There is no final exam. We will work our way through 2 books on global cities written by leading authors in the field. You will find it helpful, and get more out of each lecture, if you keep up with the reading assignments for each week. The course will follow the thematic outline below, but the schedule is subject to some flexibility.

Required Readings

1. Mike Davis, Planet of Slums. Verso 2006
2. Mike Davis & Daniel Bertrand Monk, eds. Evil Paradises: Dreamworlds of Neoliberalism. New Press 2007



Evaluation

Assignment #1 10%

Short Assignment of Global Cities and Inequality

Due in class: September 29th Length: max. 500 words

In-class Exam #1 25%

In class: October 27th

Assignment #2 News Media Review and Analysis 15%

Identify: News Media Analysis

Due in class: November 17th Length: max. 1000 words

In-class Exam #2 25%

In class: December 1st

Assignment #3 Film review and Analysis 25%

Due in class: December 8th Length: max. 1500 words

* In-Class Exams will be based on a combination of multiple choice, fill in the blank, short and long answer questions and map work. These tests are cumulative and closed-book. There will be no re-writes. There will be class after each test.

*Late Policy: No extensions will be granted. Deductions of 10% per day begin immediately after the class on the due date. Assignments will not be accepted if they are more than seven days late. Assignments will not be accepted by e-mail.

* Students must submit ALL assignments to qualify for an A- or better on final grade.

A Note On Evaluations:

The instructor and Teaching Assistant will not be available for 48 hours before assignment due dates or exams or 48 hours after assignments/exams are returns . Emails sent during these windows will not be responded to until the window has passed. If you fail to write exams on the scheduled date, you will be given a zero. There is no term test make up. In the event that the Dean grants a special permission, for an extreme case of illness or bereavement, the make-up exam will not be the same, but will consist of essay questions that assume a thorough knowledge of the material covered in lectures and readings

| Class Dates | Topic | Readings |
|---|---|---|
| PART 1: Situating Cities in a World Historical Perspective | | |
| September 15 | Introduction, Course Overview, Setting the Context | Planet of Slums Chapter 1 Evil Paradises: Introduction |
| September 22 | Conceptualizing Cities in A Global Context: historical phases of globalization and the city | Planet of Slums Chapter 2 |
| September 29 | Urban inequalities that characterize the neoliberal global city | Planet of Slums Chapter 3 Evil Paradises Chapter 13 |
| | Assignment #1 Due In Class | |
| PART 2: Cities in the So-Called “Developed” World | | |
| October 6 | Cities in the U.S. and Canada | Planet of Slums Chapter 4 Evil Paradises Chapter 9 |
| October 13 | Cities of Western Europe | Planet of Slums Chapter 5 |
| October 20 | Cities of Eastern Europe | Review |
| October 27 | First Half: In-Class EXAM #1 | |
| | Second Half: Cities of Australia and the Pacific | Evil Paradises Chapter 3&4 |
| PART 3: Cities in the So-Called “Developing” World | | |
| November 3 | Cities of the Greater Middle East | Planet of Slums Chapter 6 Evil Paradises Chapter 5 |
| November 10 | 1st Half: Cities of South Asia 2nd Half: Cities of East Asia | Planet of Slums Chapter 7 Evil Paradises Chapter 1 & 7 |
| November 17 | Cities of Africa | Planet of Slums Chapter 8 Evil Paradises Chapter 11 |
| | Assignment #2 Due in Class | |
| November 24 | Cities of the Central and South America | Planet of Slums Epilogue Review |
| December 1 | First Half: In-class EXAM #2 | |
| | Second Half: Cities of Southeast Asia | Evil Paradises Chapter 19 |
| December 8 | Prospects for Change: Urban Social Movements, Rebel Cities | |
| | Assignment #3 DUE IN-CLASS | |

Grading and Assignment Rubrics

*All individual assignment rubrics are outlined in the assignment descriptions (attached below).

A+ = 90-100 % A= 80-89% B= 70-79% C=60-69% D= 50-59% F= below 50%

A = Demonstrates excellent gathering of "evidence" and description of "data," plus a strong interpretive analysis that explicitly draws on at least 5 academic sources to shape discussion (citing author and title in the text). Skilled critical analysis and precise argument; meaningfully incorporates vocabulary and concepts relevant to the course. Sophisticated writing and composition; few errors in grammar, spelling. Original insights, sharp critical thinking, creative application and synthesis of course concepts.

B = Demonstrates effective gathering of "evidence" and description of "data," plus solid interpretive analysis that explicitly draws on 5 academic sources to shape discussion (cite author and title in your text). Active and critical discussion of ideas; may be more descriptive than analytical, or informative but lacking in sharp analysis. Demonstrates good critical thinking, good grasp of concepts relevant to the course. Solid college level writing and composition; few errors in grammar, spelling. Intellectual creativity and willingness to attempt original application of course concepts.

C = Does not meet all requirements of the assignment, incomplete tasks (e.g. does not cite required sources). Basic grasp of the substance of course concepts and materials; while essentially correct, comprehension and arguments do not stretch beyond a superficial application of concepts and ideas. Weak, unclear, or careless writing and composition skills; many errors in grammar, spelling. Imprecise language in presentation of ideas.

D = Ignores requirements or does not adequately fulfill assignment. Unclear communication, writing and composition skills not at college level; misreadings or misunderstandings; incomplete tasks or citations.

F = Fail

**Everyone can improve writing skills--even terrific writers. Check out the Writing Support Center (<http://www.sdc.uwo.ca/writing/>) for coaching to improve your work.

Office Hours and Communication:

I am eager to help you with any problems you might have with the course, and will be available after each lecture, for as long as I am needed. Otherwise, catch me at a lecture and we will set up a time. My preference is for face-to-face communication, though am also happy to respond to short questions through e-mail. It is expected that your first line of communication through e-mail will be with your TA. When sending an e-mail please remember to put Geography 2060A as the subject. Please do not expect an instant reply. I will do my best to answer promptly though the time frame may range. Be assured that I will answer as soon as I am able to do so. I do not read e-mails either on Saturday or Sunday.

Cell phones and Electronic Devices

The use of cell phones and the sending/receiving of text messages during lectures is forbidden –anyone violating this rule will be asked to leave. There will be a mid-lecture break for such purposes. No electronic devices will be allowed during tests and examinations.

Western's Special Examination Policy

A special examination is any examination other than the regularly scheduled exam. Special exams will be allowed only on receipt of medical documentation verifying a serious illness that kept the student from writing the exam as originally scheduled. Such documentation is strictly confidential and kept in the student's file. In the case of missing a final exam for documented medical reasons, a special exam will be set within 30 days.

Special exams will not be granted for occasions such as employment interviews, weddings, bar mitzvahs, family reunions, vacations, misreading an exam timetable, or oversleeping. Neither will special exams be granted in order to facilitate transportation arrangements, such as booking flights for home or holidays. It is the policy to discourage informal arrangements by faculty which circumvent this regulation. Students seeking academic accommodation on medical grounds for missed exams must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation cannot be granted by the instructor or department.

For UWO Policy on Accommodation for Medical Illness and a downloadable SMC see: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

A Note on Plagiarism

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Final Marks

The mark awarded by an instructor in a course at Western is only final when students receive it from the Registrar, and even then they can be changed on receipt by the

Registrar of a Marks Revision Form. Marks are not finalized until the department chair has signed off.

Mental Health

If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit the site below for more information on mental health resources: http://www.health.uwo.ca/mental_health/

Western's commitment to accessibility

The University of Western Ontario is committed to achieving barrier free accessibility for persons studying, visiting and working at Western.

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.

Western Support Services

Registrarial Services: <http://www.registrar.uwo.ca/>

Student Development Services: <http://www.sdc.uwo.ca/>

Geography Counseling Services

Students in need of counselling about the geography program and related matters should contact Undergraduate Assistant and Program Advisor Ms. Angelica Lucaci in the Department of Geography. Angelica Lucaci: alucaci@uwo.ca (x. 86052)

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Students with Special Needs

Any student with documented special needs should contact me as soon as possible so we can discuss any necessary accommodations to make this course a positive learning environment.

Summary

This assignment is designed to allow you to explore inequality between two global cities of your choosing and includes: a map, a profile of each city, and a critical reflection. Choose and review 2 cities, one that reflects an “Evil Paradise” and one that reflects Davis’ idea of a “Planet of Slums” following the instructions below.

- 15% of final grade
- due in class: September 29th.
- Length: 500 words

*Late assignments will be penalized 10% per day. Any copied assignments will receive a grade of 0/15.

*Must be submitted in hard copy. Typed, double-spaced, 1-inch margins, in 12 pt, Times New Roman font. Include your name, student number, your TA and the date on the first page of your assignment.

Objectives

- to get a grounded sense of urban inequality between two major cities
- to familiarize students with profiles of two cities that they will be able to draw from on tests
- to reflect on and prepare a concise summary relating the course theme of urban inequality to two real life examples

Assignment Instructions

1. Plot and label each city on a world map. Label the country and province of the city.
2. In the first section, provide a brief profile of both cities (can be descriptive or statistics– this should include population, location, poverty rates, main economic drivers, levels of inequality). This section should be in bullet form.
3. Write a short reflection on the inequalities between these cities addressing how your chosen cities relate to the idea of “Evil Paradieses” and “Planet of Slums”.

*Ideas to Consider in your Reflection: Environmental differences, Security, Healthcare/Education/Housing, Gender (in)equality, Consumerism, Sanitation, Recreation and Leisure

*To receive top marks, you must draw from at least 1 academic or scholarly sources. You are expected to identify the sources for any statistical information that you use in your city profiles.

Evaluation

| | |
|---|-----|
| Clear and complete Map..... | /1 |
| Profiles..... | /2 |
| Critical Reflection..... | /5 |
| Writing, grammar and following assignment guidelines..... | /2 |
| Total..... | /10 |

Summary

Media representations are the ways in which the media portrays particular groups, communities, experiences, ideas, or topics from a particular ideological or value perspective. This assignment is designed to get you thinking about how cities are portrayed in the media, which bears significantly on how they are viewed by the public.

- 15% of final grade
- due in class: November 17th.
- Length: 1000 words

Assignment Instructions

1. Identify an urban issue in a major world city and at least 5 news media articles that deal with this issue (*no blog posts, personal websites or wikipedia - aim for major news media sources).
2. In the first section, provide a brief descriptive profile of the city, and a brief summary of the issue.
3. In the next section, critically analyze how the urban issue and the city are being portrayed. Some things to think about: Whose voices are being represented and whose ignored? Do the articles differ in perspective (and why?) What representation of the issue and city strike you as convincing? What do you question? What might the consequences of this representation have on the future of this issue/of the city?
4. Use quotations (very brief) and evidence to justify your claims and provide a clear bibliography of your sources.

Evaluation

| | |
|---|-----|
| Description of the Problem..... | /4 |
| Analysis and Quality of Sources..... | /8 |
| Writing, grammar and following assignment guidelines..... | /3 |
| Total..... | /15 |

World Cities Geography 2060A Critical Film Analysis: Assignment #3

- 30% of final grade
- due in class: December 8th. *Must be submitted in hard copy. Typed, double-spaced, 1-inch margins, in 12 pt, Times New Roman font.
- Length: 1200-1500 words (not including charts, figures, maps etc)

Select one film from the list below and critically review the portrayal of the city(ies). Your review should focus on the city as it relates to one or two course themes and you are expected to situate the events of the film within their respective geographical and historical context. In addition, you are expected to provide supplementary data on the chosen city based on journal articles, course texts and news media articles. This assignment is a critical interpretation of how the concepts we have discussed are reflected/treated in the film. Do not summarize the plot or focus on acting, cinematography or character development. Instead, prepare a paper discussing how it contributes to your understanding of one of the course themes, focus on developing an argument that situates the events of the movie within their geographical context.

Assignment Requirements:

- Write your thesis statement in bold under your title
- Have a clear thesis statement and lines of exploration (in the introduction)
- Your analysis must demonstrate critical thought and involve a critical commentary
- Source and provide support from at least 5 academic sources. If you integrate quotations, use only those that are most compelling and limit yourself to 2 quotations per page. The majority of your work should be written in prose by you. Points without explicit reference can only earn max grade of 'C.'

Brainstorming Ideas:

- How is/are the city(ies) characterized in the film? Is this an accurate portrayal? Does this reflect reality? (Please rely on academic sources and data to support your case).
- What important urban geographical issues have been brought up in the film? For example: for example, if the film shows urban poverty, then how is this portrayed? Is it realistic? Why or why not? (Use data to support your answer)
- Who is being represented? Who is missing? What effects (think: discourse, ideology) might this portrayal have on the audience(s)?

World Cities Geography 2060A Critical Film Analysis: Assignment #3 CONT...

Film Choices

Cities on Speed- Cairo
Cities on Speed- Shanghai
City of God (Rio De Janeiro)
City of Life (Dubai)
Crash (Los Angeles)
Dirty Pretty Things (London)
Gomorrah (Naples)
Paris Je T'aime (Paris)
Radiant City (Suburban North America)
Salaam Bombay
Slumdog Millionaire (Mumbai)
Slums: Cities of tomorrow
The Quake (Haiti) Find here: <http://www.pbs.org/wgbh/pages/frontline/haiti/view/>
Welcome to Lagos (BBC doc.)

Grading Rubric

| | |
|--|-----|
| Thesis Statement and Lines of Exploration | /5 |
| Analysis, Critical Thought, Connection to Course Themes..... | /15 |
| Writing Clarity | /10 |
| Total..... | /30 |