

Globalization and Urban Change

JGI 216 | Winter 2020 | Thursday 4pm-6pm | IN 112

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Office Hours: Wednesday 4pm-6pm, SS 5038

1 Description

This course excavates the relationships between globalization and urban change. Understood broadly as a process of social, demographic, economic, and cultural change, globalization has a long, but not uncontested, history in the disciplines of geography and urban studies. The impacts of globalization are felt unevenly across forms of social difference (race, gender, class, nativity), and consequently shape diverging life opportunities on our urbanizing planet. What are the similarities and differences between globalization and urbanization? How might they intersect with emerging patterns of financialization? Where might we see these processes of global change occurring?

In this course, we will wrangle with some of the most pressing urban issues facing cities today. Specific emphasis will be placed on thinking through these issues as intersectional and dynamic contours of everyday life in cities across the globe. Covering themes ranging from housing, income inequality, and smart cities, to immigration, transportation, and food deserts, we will investigate how, and for whom, globalization is (not) working.

GGR124 is recommended preparation for this course.

1.1 Learning Outcomes

By the end of this course, students will be able to:

- > Describe the key tenets of globalization and their impacts on urban change
- > Differentiate between various theoretical approaches in studying cities
- > Locate the linkages between local urban issues and global urban processes
- > Evaluate the built environment in cities as expressions of political struggles
- > Formulate research questions on material urban issues, assess and thematically integrate scholarly research articles, design and construct an urban issues term paper

2 Assessments

2.1 Assignment 1 5% January 29

Assignment 1 (“A1”) comprises 5% of your final grade and is due by 11:59pm on Wednesday January 29. It is the first step towards writing your research paper in Assignment 3: choosing a topic and constructing a research question. Guidelines for A1 will be provided in class (and uploaded to Quercus) on Thursday January 16.

2.2 Assignment 2 15% February 12

Assignment 2 (“A2”) comprises 15% of your final grade and is due by 11:59pm on Wednesday February 12. It is the second step towards writing your research paper in Assignment 3: researching scholarly sources and writing an annotated bibliography. Guidelines for A2 will be provided in class (and uploaded to Quercus) on Thursday January 30.

2.3 Assignment 3 30% March 18

Assignment 3 (“A3”) comprises 30% of your final grade and is due by 11:59pm on Wednesday March 18. It is the third and final step: incorporating your research, writing, and feedback from both A1 and A2 into your final assignment – the completed research paper. Guidelines for A3 will be provided in class (and uploaded to Quercus) on Thursday February 13.

2.4 Equidistant Quiz 10% February 27

The Equidistant Quiz (“EQ”) will be held in class on Thursday February 27. More information will be provided in class on Thursday February 13.

2.5 Final Exam 40% TBA: April 6-25

The Final Exam will be held during the sessional Exam Period, on a date TBA. We will hold an exam review in our final class (Thursday April 2), have an open-floor Q&A, work through example questions, and collaborate in creating a collective study guide.

3 Course Overview

Week	Theme	> Readings	Deliverables
W1 January 9	Introduction		
W2 January 16	The Nature of Cities	> B&P Ch. 1 > Harvey (2008)	A1 Guidelines
W3 January 23	Globalizing Cities	> B&P Ch. 4 > Friedmann (1986)	
W4 January 30	Polarizing Cities	> B&P Ch. 6 > Dinca-Panaitescu et al. (2019)	A1 Due A2 Guidelines
W5 February 6	Housing Cities	> B&P Ch. 12 > August (2014)	
W6 February 13	Nourishing Cities	> B&P Ch. 22 > Shannon (2016)	A2 Due A3 Guidelines
	Reading Week		
W7 February 27	Disabling Cities	> B&P Ch. 19	EQ
W8 March 5	(Re)Producing Cities	> B&P Ch. 17 > McDowell (2015)	
W9 March 12	Migrating Cities	> B&P Ch. 15 > Buckley (2014)	
W10 March 19	Driving Cities	> B&P Ch. 25 > Walks (2015)	A3 Due
W11 March 26	Innovating Cities	> B&P Ch. 26 > Tierney (2019)	
W12 April 2	Conclusion		

4 Required Readings

Academic journal articles and reports will be uploaded to Quercus. I have also assigned select chapters from the following textbook (“B&P”): *Urbanization in a Global Context* eds. Alison L. Bain & Linda Peake. (2017). Oxford University Press. ISBN: 978-0-19-902153-6. For further particulars on the textbook readings, refer to §5.14 of the syllabus.

- W1** Jan 9 **Introduction**
- W2** Jan 16 **The Nature of Cities: Process, Concept, Ideology**
- > B&P Ch. 1, “Introduction: Urbanization & Urban Geographies,” pp. 1-15.
 - > Harvey, D. (2008). “The Right to the City.” *New Left Review* 53: 23-40.
- W3** Jan 23 **Globalizing Cities: World Class Aspirations, World Class Typologies**
- > B&P Ch. 4, “Globalizing Cities and Suburbs,” pp. 52-69.
 - > Friedmann, J. (1986). “The World City Hypothesis.” *Development and Change* 17: 69-83.
- W4** Jan 30 **Polarizing Cities: Poverty, Inequality, Polarization**
- > B&P Ch. 6, “Urban Policy and Governance,” pp. 89-102.
 - > Dinca-Panaitecu, M., et al. (2019). *Rebalancing the Opportunity Equation: Executive Summary*. United Way Greater Toronto & Neighbourhood Change Research Partnership.
- W5** Feb 6 **Housing Cities: Housing as Home, Housing as Real Estate**
- > B&P Ch. 12, “Unequal and Volatile Urban Housing Markets,” pp. 190-208.
 - > August, M. (2014). “Challenging the Rhetoric of Stigmatization: The Benefits of Concentrated Poverty in Toronto’s Regent Park.” *Environment and Planning A* 46(6): 1317-1333.
- W6** Feb 13 **Nourishing Cities: Health, Neighbourhoods, Food Deserts**
- > B&P Ch. 22, “Healthy Cities,” pp. 361-376.
 - > Shannon, J. (2016). “Beyond the Supermarket Solution: Linking Food Deserts, Neighbourhood Context, and Everyday Mobility.” *Annals of the American Association of Geographers* 106(1): 186-202.

- W7** Feb 27 **Disabling Cities:** Guest Lecture, Dr. Tim Ross
- > B&P Ch. 19, “Disabling Cities,” pp. 309-325.
- W8** Mar 5 **(Re)Producing Cities:** Gender, Labour, Difference
- > B&P Ch. 17, “Women in Cities,” pp. 276-294.
 - > McDowell, L. (2015). “The Lives of Others: Body Work, the Production of Difference, and Labour Geographies.” *Economic Geography* 91(1): 1-23.
- W9** Mar 12 **Migrating Cities:** Multiculturalism, Transnationalism, Immigration
- > B&P Ch. 15, “Placing the Transnational Urban Migrant,” pp. 245-259.
 - > Buckley, M. (2014). “On the Work of Urbanization: Migration, Construction Labor, and the Commodity Moment.” *Annals of the Association of American Geographers* 104(2): 338-347.
- W10** Mar 19 **Driving Cities:** Automobility, Politics, Form
- > B&P Ch. 25, “Global Convergence and Divergence in Urban Transportation,” pp. 409-425.
 - > Walks, A. (2015). “Driving Cities: Automobility, Neoliberalism, and Urban Transformation,” in A. Walks (ed.) *The Urban Political Economy and Ecology of Automobility: Driving Cities, Driving Inequality, Driving Politics*. Routledge. pp. 3-20.
- W11** Mar 26 **Innovating Cities:** Smart Cities, Big Data, FinTech
- > B&P Ch. 26, “Conclusion: Envisioning Global Urban Futures,” pp. 426-435.
 - > Tierney, T.F. (2019). “Big Data, Big Rhetoric in Toronto’s Smart City.” *Architecture and Culture* 7(3): 1-13.
- W12** Apr 2 **Conclusion**

5 Policies, Procedures, and Miscellanea

5.1 Class Format

Classes are primarily lecture-based. Rather than providing a series of answers, my approach to this course is driven by the desire to delineate and dissect questions. Lectures will incorporate, but not solely focus on, each week's readings; I aim not to regurgitate readings, but rather: extract their core arguments, situate them in their broader scholarly contexts, connect them to contemporary urban issues, and juxtapose them with alternative approaches.

There will be ample opportunity for in-class discussions, reflections, and queries. Students are expected to complete assigned readings prior to each week's lecture. Coming to class with questions prepared based on the readings – whether they be clarifying or contesting – will help not only your own understanding, but that of your classmates as well.

5.2 Class Conduct

Discussions on contemporary urban issues necessarily entails conflicting views and lived experiences. As such, it is of paramount importance to be respectful to your fellow classmates in fostering a culture of comradery, collegiality, and co-operation. While this does not entail agreeing on every topic, it does require the courage to recognize your positionality vis-à-vis your lived experiences, how these may influence your views, and how others can have equally valid, albeit differing, experiences and views.

5.3 Recording Lectures

Recording lectures is prohibited without prior permission. This is a complex topic at the intersection of pedagogy and privacy. I have a duty to ensure students feel comfortable speaking in class, asking questions, and engaging in discussion, whilst simultaneously supporting neuro-diverse learning strengths and abilities.

Students registered with Accessibility Services will be granted permission to audio record lectures, provided this is a listed accommodation. For students not registered with Accessibility Services, I will permit audio recording of lectures on a case-by-case basis (i.e., you must have substantive justification for such a request). In either case, audio recordings are solely and exclusively for personal use in this course, and any such recordings are prohibited from further dissemination in perpetuity. Please contact me as soon as possible with any requests.

5.4 Quercus

The Quercus course page will serve as the primary distributive mechanism for key and timely course information. The syllabus, readings, assignment instructions, and other announcements will all be uploaded on Quercus. Lecture slides will be uploaded prior to each class. Students are responsible for checking Quercus regularly.

5.5 Email and Contact

Please include 'JGI 216' in the subject line of any correspondence. I aim to respond to emails within 24 hours on business days. I provide no guarantee of checking emails over weekends and in the evenings. However, around key course dates I will aim to extend availability via email (e.g., leading up to the final exam). Students are encouraged to attend office hours for questions requiring more than a 'yes/no' answer. Should you be unable to attend office hours, please email me and we can likely meet at an alternative time.

Students should use their official school email address for correspondence. If an alternative email address is used, I will respond on a case-by-case basis (i.e., only to general queries applicable to the class writ large), with aims of protecting student privacy.

There are three TAs for this course: Adam Zendel, Andrew Merrill, and Benjamin Butler. Information on availability, contact, and office hours (e.g., preceding assignments) will be provided in class and posted on Quercus.

5.6 Given Names, Gender Identities

If you have preferred names or pronouns (i.e., differing from that registered through the University, as listed on ACORN, Quercus, etc.), please let me know. I will do my best to remember any such requests, and ask, in case of slip-up, that you cordially remind me.

5.7 Accessibility

The University of Toronto is committed to accessibility. If you require any accommodations or have any accessibility-related concerns, please contact Accessibility Services as soon as possible [accessibility.services@utoronto.ca]. You can learn more about Accessibility Services on their website [http://studentlife.utoronto.ca/as]. Please do not hesitate to contact me with any informal queries, comments, or suggestions regarding cultivating an accessible classroom.

5.8 Mental Health

The Health & Wellness Centre provides access to specialists through their clinic (Koffler Student Services Centre, first floor – across from the bookstore), run a myriad of workshops and support groups, and aggregates contact information for various mental health networks and initiatives [https://www.studentlife.utoronto.ca/feeling-distressed]. Please contact me if you have any accommodation requests for this course pertaining to mental health.

5.9 Assignment Submissions, Extensions

Assignments must be submitted online via Quercus by 11:59pm of their respective due dates. Assignment instructions will be provided in class and uploaded to Quercus.

There are no late penalties for assignments in this course. In lieu of late penalties, assignments have a grace period of one-week from their listed due dates. For instance, if an assignment is due Wednesday 29 January 2020 at 11:59pm, the one-week grace period for student submission of assignments via Quercus would conclude Wednesday 5 February 2020 at 11:59pm.

If you submit an assignment after the listed due date (during the one-week grace period) it will be marked after those assignments submitted on-time (prior to the listed due date). As such, past-due assignments will receive belated grade uploads to Quercus. Assignments submitted after the one-week grace period will not be accepted and a grade of zero will be given.

Should you require an assignment extension beyond the one-week grace period, you must email the instructor prior to the listed due date. For instance, in the example described above, you would need to email the instructor prior to Wednesday 29 January 2020 at 11:59pm. Extensions in excess of the one-week grace period will be granted at the discretion of the instructor. As a general guideline, you should communicate any potential issues or conflicts regarding assignments to the instructor as soon as possible. Alternative submission procedures will be granted in cases of genuine emergency, at the discretion of the instructor.

5.10 Assignment Re-Grade Requests

Students must wait a minimum of 24 hours (and no later than two weeks) from the time grades are released on Quercus to request a re-grade. Such requests must be communicated via email to the instructor and must include substantive justification detailing the reasons re-grading is warranted. Students accept that any re-grading of assignments can result in: (a) a new grade higher than the original; (b) a new grade lower than the original; or (c) a new grade equal to the original. There is no guarantee a re-grading request will result in a higher grade than that originally allotted, and as such, submitting a re-grade request should be done with significant forethought.

5.11 Equidistant Quiz

If you are absent from class on Thursday February 27 and subsequently do not write the EQ, its value will be shifted to the final exam (i.e., your final exam will be worth 50%). There will be no 'make-up' EQs.

5.12 Academic Integrity

Academic integrity is necessary requirement for Universities to exist. More than proper citation practices for papers and essays, it includes not submitting work (whole or in part) that has previously been graded in other courses you have taken, being honest in cases of illness and seeking extensions, and respecting the work of scholars who have come before you.

For more information on academic integrity, see U of T's 'Code of Behaviour on Academic Matters' [<https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>].

For more pragmatic advice and specific examples, you can read the 'How Not to Plagiarize' guide [<https://advice.writing.utoronto.ca/using-sources/how-not-to-plagiarize/>].

5.13 Writing Help

The University of Toronto has extensive resources to help you polish your prose. Among these are your College Writing Centres [<https://writing.utoronto.ca/writing-centres/arts-and-science/>]. Students are strongly encouraged to browse the U of T Writing website [<https://writing.utoronto.ca/>] which contains a significant amount of digestible material on academic writing practices, assignment guides, citation examples, tips, tricks, and sage advice.

Pro-tip: be sure to skim their comprehensive collection of advice articles [<https://advice.writing.utoronto.ca/student-pdfs/>].

5.14 Textbook FAQ

You have a few options in accessing the required textbook chapters:

- (1) You may purchase the textbook at the U of T bookstore, online through Amazon, Chapters, or your preferred book sellers
- (2) You may rent a digital copy of the textbook online through RedShelf [<https://redshelf.com/book/582858/urbanization-in-a-global-context-582858-9780199021543-alison-bain-linda-peake>]
- (3) You may borrow the textbook from Robarts via Course Reserves

I will provide more information on the textbook in class (Thursday January 9).

5.15 Syllabus Revision

The instructor retains the right to modify elements of this syllabus, including the sequence/order of lecture topics, and their required readings. In any cases of syllabus modification, the instructor will provide advanced notice to students. While unlikely, this revision right provides the instructor the opportunity to reshape course elements should there be snow days, or other unpredictable events. In so doing, I strive to deliver the best student experience in this course as is possible.