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URB 3020: Global Evolution of Cities, Spring 2020

Urban Studies Institute, Georgia State University

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Lecture: Monday/Wednesday 2:00pm – 3:15pm, Classroom South 507

I. Course Description and Objectives

Most of the global population (and growing) today live in cities, though the level of urbanization, the urban form, and the urban experience can vary significantly in different parts of the world. This course introduces students to a spectrum of cities through the ages and around the globe, from the earliest cities in the Bronze Age to present-day global cities. We will discuss the key ideas, themes and milestones in the evolution of cities worldwide. Students will identify and analyze the challenges and opportunities faced by past, today's and tomorrow's cities from a global, comparative, interdisciplinary perspective.

This course is one of the two core courses for the undergraduate **Minor in Urban Studies** and could be of interest to students from all fields with an interest in global cities, the history of cities and urban studies. The learning objectives include:

- to comprehend the key ideas, movements and trends in the history of cities;
- to understand the growth and decline of cities and the social, economic, and political processes that shape urban changes;
- to analyze urban issues with a comparative perspective;
- to discuss the challenges and opportunities a city faces and identify potential city development strategies.

II. Course Requirements

There are no required texts for this course. All required readings will be available online or on iCollege. Please finish the readings **before** the Monday class for the week they are assigned. Class discussion will assume students have read all readings for the week.

Grading breakdown:

Attendance and participation:	20%
“Citypedia” contribution:	10%
Film screening response essay	10%
Video presentation of comparative study:	30%
City development strategy Presentation	15%

Class Participation (20 points)

Punctual attendance and active participation in class discussion and activities are expected for all students. Students should be prepared to discuss the readings, ask and respond to questions, and engage with the course material, the instructor, and classmates in critical but respectful manners.

If you cannot attend a class due to unavoidable circumstances, please send me an email **in advance** with the reason and supporting documentation (unless the absences are due to pregnancy or childbirth, in which case documentation is not needed). You may miss one class with no effects on your grade (or more with valid reasons and prior approval). Each additional unexcused absence will result in a 2-point decrease in your attendance grade. Tardiness or early departure counts as half an absence.

“Citypedia” Contribution (10 points)

Research a city outside the United States and its Wikipedia page (English). Improve the “History” or corresponding section of its Wikipedia page by adding a paragraph to provide more relevant details or rewriting a paragraph to correct inaccurate description. Make sure to use and cite appropriate sources. The paragraph should consist of no less than three sentences and no more than ten. Simply editing an existing paragraph (e.g., changing a few words, updating a few numbers, etc.) does not fulfill this assignment.

To submit this assignment, upload a word document or PDF to iCollege with (1) a link to the Wikipedia page, (2) the paragraph you have written (including citations and references), and (3) a screenshot of your submitted revision on Wikipedia.

Film Screening Response Essay (10 points)

Write a short essay (750-1,000 words) in response to the film shown in class. Your essay should focus on how the film represents the city and the urban experience, how characters in the film perceive, interpret, and adapt to the city they live in, and how the historical, cultural, social, economic and spatial contexts of the city shaped the film.

Note: The film “City of God” is rated R for strong brutal violence, sexuality, drug content and language. If such content may be offensive or you prefer not to see it, please send me an email to discuss an alternative assignment.

Video Presentation of Comparative Study (30 points)

Conduct a comparative study of two or more cities and make a short video (5-8 minutes) to present your findings. At least one of the cities you compare must be a city outside the United States. You may explore any topic/issue relevant to the theme of this course, including but not

limited to: histories of the cities, urbanization process, urban form, economic development, culture, social divides or inequalities, neighborhood change, environmental issues, etc. Your video should be self-explanatory and contain at least the following components:

- Brief introduction or background information of the case cities;
- A clear statement of the question(s) you are researching;
- Analytical comparison of the case cities on the studied issue(s);
- Key takeaways;
- Data and sources.

Upload the video to YouTube, include a list of references in the description, and send the link to instructor. Name your YouTube video as “GSU URB 3020: *[The title of your study]*.” You do not have to include your name or any personal information in the YouTube video.

You may use any tool of your choice to make the video. For starters, you can:

- Record a video of yourself presenting your study or explaining it to your friends;
- [Turn a PowerPoint presentation into a video](#);
- Create a free [Story Map](#) and use the built-in screen recording app on your computer or smartphone to record a video;
- Use a free online video maker, such as Clipchamp or Adobe Spark.

City Development Strategy (30 points in total)

Imagine you are an aide to the mayor of a city outside the United States (can be the same city in one of your other assignments). Analyze the strengths, weaknesses, challenges and opportunities of the city and recommend 3-5 strategic goals for city development in next 15-20 years. The analysis should be supported by data and evidence, and the strategic goals should be appropriate given the past and current circumstances of the city and address its most pressing issues.

This assignment consists of an oral presentation (15 points) and a written memo (15 points). The memo should be addressed to the mayor and no longer than 5 pages (double spaced, including tables, figures and references).

III. Policy

Late Policy

All assignments should be submitted/posted before midnight on the due date. Assignments that are submitted up to 48 hours late may receive up to 80% of the credits. Those more than 48 hours late will not be accepted without valid reasons and prior approval.

Electronics

Please silence all cell phones and remove all headsets/earphones before class begins. You may

use a laptop or a tablet for note-taking purposes, but any use of the electronic device that is irrelevant to the class (texting, gaming, social media, etc.) can be considered as disruptive behavior and grounds for dismissal.

Academic Integrity

GSU enforces high standards of intellectual and academic integrity. Academic dishonesty may include presenting another's work as your own, presenting previous work as work done for this course, copying the work of another, fabricating data or evidence, using other's work without giving proper credit, etc. All quotes, ideas, data or other information that are not original must be clearly cited in written and presented work. If you have any questions about whether an activity constitutes cheating or plagiarism, refer to the graduate catalog or see the instructor.

For more detailed guidelines, see <https://deanofstudents.gsu.edu/files/2017/09/Academic-Honesty-Policy.pdf> and <https://codeofconduct.gsu.edu/>. Academic dishonesty may result in receiving no credit for an assignment, failing the course, or expulsion from the university.

Grading Scale

The course will use a plus/minus grading scale: 98-100: A+; 92-97: A; 90-91: A-; 88-89: B+; 82-87: B; 80-81: B-; 78-79: C+; 72-77: C; 70-71: C-; 60-69: D; 0-59: F.

Withdrawals, Incompletes, and Grade Changes

Students who withdraw after the midpoint of each term will not be eligible for a "W" except in cases of Emergency Withdrawal.

- Withdrawal Policy: <http://advisement.gsu.edu/self-service/policies/withdrawal-policy/>
- Repeat to Replace Policy: <http://advisement.gsu.edu/self-service/policies/repeat-to-replace-policy/>
- Grade Appeal and Change (including Incomplete Grades) Policy: <http://registrar.gsu.edu/academic-records/grading/grade-appeals-and-changes/>

Important University dates can be found at <http://registrar.gsu.edu/registration/semester-calendars-exam-schedules/>

Course Evaluation

Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation.

IV. Support Statements

Inclusivity Statement

We understand that students at GSU come from a variety of backgrounds and perspectives. The Urban Studies Institute is committed to providing a learning environment that respects diversity.

To build this community we ask all members to:

- Share their unique experiences, values and beliefs
- Be open to the views of others
- Honor the uniqueness of their colleagues
- Appreciate the opportunity that we have to learn from each other in this community
- Value each other's opinions and communicate in a respectful manner
- Keep confidential discussions that the community has of a personal (or professional) nature

Disability Accommodation

Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which an accommodation is sought.

The Office of Disability Services also offers free academic coaching and other services. To learn more go to disability.gsu.edu/services.

Basic Needs Statement

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support.

Furthermore, please notify the professor if you are comfortable in doing so. This will enable us to provide resources that we may possess. The [Embark program](#) at GSU provides resources for students facing homelessness.

Veterans & Serving Military

Georgia State honors its military and veteran men and women returning to pursue their education. Students who are veterans, serving in the military, their dependents, and the survivors of serving military are encouraged to avail themselves of a full range of college services and activities through the Military Outreach Center (MOC).

For assistance or guidance while attending GSU on campus or online, contact the Atlanta Campus Military Student Advocate, David Garcia, at 404-413-2331. Also, please be sure and let me know ASAP if or when there is any possibility of you being activated and deployed. Thank you for your service!

For more information contact the GSU Military Outreach Center

Phone: (404) 413-233, Email: dgarcia9@gsu.edu, Website: veterans.gsu.edu

Address: Sparks Hall, Room 234, Gilmer St SE Suite 200, Atlanta, GA 30303

Research Data Services

The GSU Library has a **Research Data Services (RDS) Team** that offers help with various statistical/quantitative and qualitative software tools (SPSS, SAS, Stata, Excel, NVivo), finding data, survey design, and mapping and data/GIS visualization. Check out their website (library.gsu.edu/data) to learn more about their services, browse and register for [workshops](#), see when they have [drop-in help hours](#), or email [RDS Team members](#) directly to set up appointments. The RDS Team also offers the following special initiatives:

- **RDS@GSU Data Certification** – if GSU students, staff, and faculty attend a minimum of five unique RDS workshops, they receive a custom RDS@GSU Data Certified certificate listing their completed workshops – learn more at research.library.gsu.edu/dataservices/data-certified
- **Data After Dark workshops** – to better meet the needs of our GSU researchers with daytime commitments, we offer evening workshops – learn more at research.library.gsu.edu/dataservices/data-after-dark

Syllabus Deviation

The course syllabus provides a general plan for the course; deviations may be necessary.

V. Course Schedule

(*: readings available on iCollege)

PART I. CITIES: A BRIEF HISTORY

	Introduction
WEEK 1 Jan 13, 15	<p>Required readings: *Mumford, L. 1937. What is a city? <i>Architectural Record</i>. Scruggs, G. 2018. ‘Everything we’ve heard about global urbanization turns out to be wrong’ – researchers. <i>Place</i> (July 10).</p> <p>Recommended reading: Misra, T. 2016. Watch 6,000 Years of Urbanization in 3 Minutes. <i>CityLab</i> (June 15).</p>
	The origin & function of early cities
WEEK 2 Jan 22	<p>Required reading: *Kotkin, J. 2005. Introduction: Places sacred, safe, and busy. From <i>The City: A Global History</i>. London, UK: Weidenfeld & Nicolson. (pp. xix-xxii).</p> <p>Recommended reading: Normille, D. 2016. Massive Flood May Have Led to China’s Earliest Empire. <i>Science</i> (August 4).</p>
	Ancient Greek, Roman, and Eastern cities
WEEK 3 Jan 27, 29	<p>Required reading: Kitto, H.D.F. 2015. “The Polis” from <i>The Greeks</i> (1951). In <i>The City Reader (6th Edition)</i>, LeGates R.T. and F. Stout (Eds.). New York, NY: Routledge (pp. 39-44).</p> <p>Recommended reading: Kotkin, J. 2003. Islamic Cities — The Past as a Key to the Future. <i>The Globalist</i> (June 1).</p>
	From the Renaissance to the Age of Exploration
WEEK 4 Feb 3, 5	<p>Required reading: *Kotkin J, 2005. Europe’s urban renaissance. From <i>The City: A Global History</i>. London, UK: Weidenfeld & Nicolson (pp. 65-74).</p> <p>Recommended reading: Koutonin M. 2016. Story of cities #5: Benin City, the mighty medieval capital now lost without trace. <i>The Guardian</i> (Mar 18).</p>
	Imperial and capital cities
WEEK 5 Feb 10, 12	<p>Required readings: *Engels, F. 2015. “The Great Towns” from <i>The Condition of the Working Class</i></p>

in England in 1844 (1845). In *The City Reader (6th Edition)*, LeGates R.T. and F. Stout (Eds.). New York, NY: Routledge (pp. 53-62).
Le Corbusier, 1929. [A Contemporary City](#). *The City of Tomorrow and its Planning*, New York, NY: Dover Publications.

Feb 14 “Citypedia” Contribution Due

PART II. TRENDS AND TOPICS IN GLOBAL URBAN DEVELOPMENT

Suburbanization, urban sprawl and new urbanism

Required readings:

WEEK 6 *Jackson, K.T. 2015. “The Drive-in Culture of Contemporary America” from *Crabgrass Frontier: The Suburbanization of the United States* (1985). In *The City Reader (6th Edition)*, LeGates R.T. and F. Stout (Eds.). New York, NY: Routledge (pp. 73-82).

Feb 17, 19 The Charter of New Urbanism. <https://www.cnu.org/who-we-are/charter-new-urbanism>

Recommended reading:

Murphy, D. 2017. [Where is the world’s most sprawling city?](#) *The Guardian* (Apr 19).

Poverty, segregation and informal settlements

Required reading:

WEEK 7 *Gans, H.J. 2008. Involuntary Segregation and the Ghetto: Disconnecting Process and Place. *City & Community*, 7(4): 353-357.

Feb 24, 26 **Recommended reading:**

*Davis, M. 2006. “The Prevalence of Slums” from *Planet of slums*. London, UK: Verso.

Chandran, R. 2016. [What's a slum? In India, Dharavi's thriving informal economy defies the label](#). *Reuters* (October 11).

WEEK 8 Film Screening: *City of God*

Recommended reading:

Mar 2, 4 Gonzalez, D. 2018. [In Brazil’s Favelas, Caught Between Police and Gangsters](#). *The New York Times* (July 12).

Mar 7 Response Essay Due

Urban renewal and neighborhood change

Required readings:

WEEK 9 *Smith, N. 1979. Toward a theory of gentrification: A back to the city movement by capital, not people. *Journal of the American Planning Association*, 45(4), 538-548.

Mar 9, 11 Ellen, I.G. 2018. [Can gentrification be inclusive?](#) Harvard Joint Center for Housing Studies.

Recommended reading:

Griffin, J. 2016. [Olympic exclusion zone: the gentrification of a Rio favela](#). *The Guardian* (Jun 15).

Mackinnon, E. 2016. [The Twilight of Shenzhen's Great Urban Village](#). *Foreign Policy* (September 16).

Mar 16, 18 SPRING BREAK – NO CLASS

Globalization, immigration and mega cities

Required reading:

*Taylor, P.J. 2015. "Global city network" In *The City Reader (6th Edition)*, LeGates R.T. and F. Stout (Eds.). New York, NY: Routledge (pp. 92-101).

WEEK 10 Haidt, J. 2016. [When and Why Nationalism Beats Globalism](#). *The American Interest* (Jul 10).

Mar 23, 25

Recommended readings:

Kuo, L. 2015. [African cities are starting to look eerily like Chinese ones](#). *CityLab* (Aug 17).

Anonymous. 2019. [Singapore stands to gain from Hong Kong's troubles](#). *The Economist* (October 10).

Mar 27 YouTube Video Due

PART III. CONTEMPORARY CITIES: CHALLENGES AND OPPORTUNITIES

Inclusive urban development

Required reading:

*Harvey, D. 2015. "The Right to the City" from *New Left Review* (2008). In *The City Reader (6th Edition)*, LeGates R.T. and F. Stout (Eds.). New York, NY: Routledge (pp. 270-278).

WEEK 11

*Fainstein, S. 2010. Excerpt from *The Just City*, Ithaca, NY: Cornell University Press.

Mar 30,
Apr 1

Recommended readings:

Rosenberger, R. 2014. [How cities use design to drive homeless people away](#). *The Atlantic* (Jun 19).

Florida, R. & McLean, J.W. 2017. [What Inclusive Urban Development Can Look Like](#). *Harvard Business Review* (July 11).

Economic growth and resilience

Required readings:

Biswas, A., Tortajada, C., & Stavenhagen, M. 2018. [In an urbanizing world, shrinking cities are a forgotten problem](#). *World Economic Forum* (March 8).

WEEK 12

Apr 6, 8

Recommended readings:

TBD

WEEK 13 Sustainable, healthy, and green cities

Apr 13, 15 **Required readings:**
Calthorpe, P. 2015. “Urbanism in the age of climate change” from *Urbanism in the Age of Climate Change* (2013). In *The City Reader (6th Edition)*, LeGates R.T. and F. Stout (Eds.). New York, NY: Routledge (pp. 555-568).

Recommended readings:

Montgomery, D. 2019. [How 300 years of urbanization and farming transformed the planet.](#) *CityLab* (Jan 9).

Technology and the future city

Required readings:

WEEK 14 Sassen, S. 2015. “The impact of the new technologies and globalization on cities” from Arie Graafland and Deborah Hauptmann (eds), *Cities in Transition* (2001). In *The City Reader (6th Edition)*, LeGates R.T. and F. Stout (Eds.). New York, NY: Routledge (pp. 706-714).
Apr 20, 22

Recommended readings:

Poole, S. 2014. [The truth about smart cities: ‘In the end, they will destroy democracy.’](#) *The Guardian* (Dec 17).

WEEK 15

STUDENT PRESENTATIONS

Apr 27

May 1 City Development Strategy Memo Due
