

The University of Wisconsin-Milwaukee
Department of Geography

Geography 540

Globalization and the City

BOL B95

Spring 2011: 5:30-8:10 p.m., Mondays (3 credits)

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Course Topic

“During the Apollo space flights, it was reported that one of the astronauts, looking back to Earth, expressed amazement that he could see no boundaries. This new view of our world as the “blue planet” contradicted the taken-for-granted, state-centric Ptolemaic model or image of world-space that most modern people carry around in their heads. As a further jolt to the arrogance of modernity, it was soon accepted as a truism that the only “man-made” artifact visible from space was the ancient Great Wall of China. Interestingly, however, the Great Wall is not the only visible feature: at night, modern settlements are clearly visible as pin-pricks of electric light on a black canvas. The globality of modern society is clear for all to see in the photo prints, communicated back to Earth, of lights delimiting a global pattern of cities, consisting of a broad swath girdling the mid-latitudes of the northern hemisphere plus many oases of light elsewhere.” Beaverstock et al. (2006) in *The Global Cities Reader*, p. 97

This course focuses on these pin-pricks of electric light within the context of globalization. During this semester, we will attempt to understand the many issues, processes, and outcomes at the intersection of globalization and cities. Topics covered include globalization processes and their implications for cities involving social and cultural concerns, economic and technological factors, and political and governance issues, as well as world/global cities, global city regions, and globalizing cities. Although London, New York, and Tokyo may immediately come to mind when we think of a topic like globalization and the city, globalization has implications for all cities and so this course incorporates cities from around the world, not just the biggest or most well known!

Topics and Readings

Mon. Jan 24 Introduction to globalization and the city.

Required Readings: Brenner & Keil (eds.):

Editors Introduction: Global city theory in retrospect and prospect, 1-16.

Mon. Jan 31 Context and processes of globalization.

Required Readings: Brenner & Keil (eds.): Introduction to Part One, 19-22;

Ch. 1, Peter Hall, Prologue: The metropolitan explosion, 23-24;

Ch. 2, Fernand Braudel, Divisions of space and time in Europe, 25-31;

Ch. 3, Nestor Rodriguez & Joe R. Feagin, Urban specialization in the world system: An investigation of historical cases, 32-41;

Ch. 4, Janet Abu-Lughod, Global city formation in New York, Chicago and Los Angeles: An historical perspective, 42-48;

Ch. 5, Robert B. Cohen, The new international division of labor, multinational corporations and urban hierarchy, 49-56;

Ch. 8, Deyan Sudjic, Prologue: 100-mile cities, 80-81.

Mon. Feb 7 Urban societies and cultures amid globalization.

Required Readings: Brenner & Keil (eds.): Introduction to Part Two, 75-79;

Introduction to Part Six, 307-10;

Ch. 12, Robert Ross & Kent Trachte, Global cities and global classes: The peripheralization of labor in New York City, 104-10;

Ch. 13, Susan S. Fainstein, Inequality in global city-regions, 111-17;

Ch. 35, Margit Mayer, Urban social movements in an era of globalization, p. 296-303;

Ch. 41, Nihal Perera, Exploring Colombo: The relevance of a knowledge of New York, 339-45;

Ch. 42, Steven Flusty, Culturing the world city: An exhibition of the global present, 346-52;

Ch. 43, Saskia Sassen, Prologue: Whose city is it?, 360.

Mon. Feb 14 Urban economies and technology amid globalization.

Required Readings: Brenner & Keil (eds.):

Ch. 9, Saskia Sassen, Cities and communities in the global economy, 82-88;

Ch. 10, Saskia Sassen, Locating cities on global circuits, 89-95;

Ch. 15, Manuel Castells, Prologue: Cities, the informational society and the global economy, 135-36;

Ch. 18, Richard Child Hill & Joe R. Feagin, Detroit and Houston: Two cities in global perspective, 154-60;

Ch. 37, Ulf Hannerz, The cultural role of world cities, 313-18;

Ch. 39, Stefan Krätke, 'Global media cities:' Major nodes of globalizing culture and media industries, 325-31;

Ch. 47, Michael Samers, Immigration and the global city hypothesis: Towards an alternative research agenda, 384-91.

Mon. Feb 21 Urban politics and governance amid globalization.

Required Readings: Brenner & Keil (eds.): *Introduction to Part Five*, 249-55;

Ch. 19, Christian Schmid, *Global city Zurich: Paradigms of urban development*, 161-69;

Ch. 29, Warren Magnusson, *Prologue: The global city as world order*, 256-58;

Ch. 30, Neil Brenner, *Global cities, 'glocal' states: Global city formation and state territorial restructuring in contemporary Europe*, 259-66;

Ch. 31, Mike Douglass, *World city formation on the Asia-Pacific Rim: Poverty, 'Everyday' forms of civil society and environmental management*, 267-74;

Ch. 32, Timothy Luke, 'Global Cities' vs. 'global cities': *Rethinking contemporary urbanism as political ecology*, 275-281;

Ch. 33, Anne Haila, *The neglected builder of global cities*, 282-287;

Ch. 34, Roger Keil & Klaus Ronneberger, *The globalization of Frankfurt am Main: Core, periphery and social conflict*, 288-295;

Ch. 36, Leonie Sandercock, *Towards cosmopolis: A postmodern agenda*, 311-12;

Ch. 40, Ute Lehrer, *Wiling the global city: Berlin's cultural strategies of inter-urban competition after 1989*, 332-37.

***** GRADUATE AND UNDERGRADUATE INDIVIDUAL PROJECT PROPOSALS WITH 1 PAGE BIBLIOGRAPHIES DUE BY BEGINNING OF CLASS *****

Mon. Feb 28 Proposal review workshop.

Required Readings: Student proposals.

Mon. Mar 7 Movie 1.

Required Reading: J. McGregor, 2008. *Abject spaces, transnational calculations: Zimbabweans in Britain navigating work, class and the law.* "Transactions of the Institute of British Geographers," NS 33, 466-82 (available electronically via library website);

Ch. 16, Sharon Zukin, *The city as a landscape of power: London and New York as global financial capitals*, 137-44;

Mon. Mar 14 World cities and global cities.

Required Readings: Brenner & Keil (eds.): *Introduction to Part Three*, 129-34;

Ch. 6, John Friedmann & Goetz Wolff, *World city formation: An agenda for research and action*, 57-66;

Ch. 7, John Friedmann, *The world city hypothesis*, 67-71;

Ch. 11, Jonathan V. Beaverstock, Richard G. Smith & Peter J. Taylor, *World-city network: A new metageography?* 96-103;

Ch. 24, David Simon, *The world city hypothesis: Reflections from the periphery*, 203-09;

Ch. 38, Anthony D. King, *World cities: Global? Postcolonial? Postimperial? Or just the result of happenstance? Some cultural comments*, 319-24;

Ch. 46, Michael Peter Smith, *The global cities discourse: A return to the master narrative?* 377-83;

Ch. 49, Richard G. Smith, *World city typologies*, 400-06.

Mon. Mar 21 *** NO CLASS – SPRING BREAK ***

Mon. Mar 28 Movie 2.

Required Reading: J. R. Short & Y-H. Kim, 1999, Cultural globalization (Chapter 5), in "Globalization and the City" Longman, New York, 75-79 (electronic reserve);
Ch. 17, Takashi Machimura, The urban restructuring process in Tokyo in the 1980s: Transforming Tokyo into a world city, 145-53;
Ch. 20, Richard Child Hill & June Woo Kim, Global cities and developmental states: New York, Tokyo and Seoul, 170-78.

Mon. Apr 4 Grad Milwaukee PowerPoint presentations.

***** GRADUATE MILWAUKEE PROJECTS DUE BY NOON ON DAY OF CLASS *****

Mon. Apr 11 Global city regions.

Required Readings: Brenner & Keil (eds.): Introduction to Part Seven, 355-59;
Ch. 14, Stephen Graham, Global grids of glass: On global cities, telecommunications and planetary urban networks, 118-25;
Ch. 21, Edward W. Soja, The stimulus of a little confusion: A contemporary comparison of Amsterdam and Los Angeles, 179-86;
Ch. 22, Riccardo Petrella, Prologue: A global agora vs. gated city-regions, 194-95;
Ch. 45, Allen J. Scott, Globalization and the rise of city-regions, 370-76;
Ch. 50, Henri Lefebvre, The urban revolution, 407-13.

***** GRADUATE AND UNDERGRADUATE MOVIE WRITTEN ASSIGNMENT DUE BY BEGINNING OF CLASS *****

Mon. Apr 18 Globalizing cities and less developed countries.

Required Readings: Brenner & Keil (eds.): Introduction to Part Four, 189-93;
Ch. 23, Anthony D. King, Building, architecture, and the new international division of labor, 196-202;
Ch. 25, Gavin Shatkin, 'Fourth world' cities in the global economy: The case of Pnom Penh, Cambodia, 210-16;
Ch. 26, Jennifer Robinson, Global and world cities: A view from off the map, 217-23;
Ch. 27, Richard Grant & Jan Nijman, Globalization and the corporate geography of cities in the less-developed world, 224-37;
Ch. 28, Simone Buechler, São Paulo: Outsourcing and Downgrading of labor in a globalizing city, 238-45;
Ch. 44, Peter Marcuse, Space in the globalizing city, 361-69;
Ch. 48, Kris Olds & Henry Wai-Chung Yeung, Pathways to global city formation: A view from the developmental city-state of Singapore, 392-99.

***** INDIVIDUAL POWERPOINT PROJECTS DUE BY BEGINNING OF CLASS *****

Mon. Apr 25 Student Individual PowerPoint project presentations I.

Mon. May 2 Student Individual PowerPoint project presentations II.

Mon. May 9 Student Individual PowerPoint project presentations III.

***** CRITICAL BIBLIOGRAPHY DUE BY BEGINNING OF CLASS *****

***** GRADUATE PAPER TO ACCOMPANY INDIVIDUAL POWERPOINT PROJECT DUE BY BEGINNING OF CLASS *****

Required Readings

1. Neil Brenner & Roger Keil (eds.) (2006) *The Global Cities Reader*, London and New York: Routledge, ISBN 0-415-32345-2.
2. All other required readings, as indicated, are on UW-M's library's electronic reserve website for this course **or** are available to students in electronic journal format via UW-M library website.

Course Requirements, and University and Departmental Policy

The format of this course includes lectures and in class discussion. This course meets only once each week and is designed to involve active student involvement – attendance and participation are required. Students are expected to attend all lectures, to fully participate in all class discussions, read the required materials, and complete all assignments on time.

Grades in this course will be assigned based on your performance as follows:

<u>UNDERGRADUATES AND GRADUATES:</u>	<u>POINTS</u>
1. In class participation (entry slip & participation)	28 [7 x 4 pts [2=entry slip+2=participation]]
2. Movie written assignment	12
3. Individual proposal, PPT project, & presentation	25 [5=proposal+15=project+5=presentation]
4. Attendance for two other PPT presentation days	2 [2 x 1 pt]
5. Attendance at grad PPT presentation	1
6. Attendance for two movies	2 [2 x 1 pt]
7. Proposal Workshop	5 [peer review + then in class feedback]
8. Critical bibliography based on required readings	25

GRADUATES ADDITIONALLY:

6. Milwaukee PPT project & presentation 25 [20=project+5=presentation]
7. Individual paper to accompany individual project 25

UNDERGRADUATES AND GRADUATES:

- (1) Class participation – 28 points (7 class meetings x 4 points (2 points for participation + 2 points for “entry slip”—a full page of typed answers to assigned questions due at or before the beginning of class). Please bring 2 copies: one for the instructor and one for yourself for use in class.**

During each class meeting, student participation will be judged based on quality and quantity on a 1 - 3 scale: excellent (A); adequate (B); poor (C). For example, to receive an A for a particular class meeting, a student should join in regularly in the class discussion and make some good contributions—insightful comments based on a critical and thoughtful reading of the required texts. A grade of “B” for a class meeting might be given for a student who did not participate a great deal in the discussion but who made a limited number of extremely good comments nonetheless. A grade of “C” for a particular class meeting would be given to a student who hardly participated at all in the discussion or who participated a great deal but

whose comments were extremely poor and not based on a careful reading of the material. Please note that students who do not submit a full page of typed answers are likely to get a poor grade because they did not come to class prepared to participate fully.

Ideally, students should not only show a basic understanding of the content of the reading, but also actively critique the content, recognize inconsistencies, identify bias, argue succinctly, etc.

Signs of improvement in a student's participation throughout the semester will also be taken into account in assigning grades.

In class participation: 2 points per class

Student "entry slip"—1 full page handwritten or typed answers to each week's discussion questions: 2 points per class

The "entry slips" comprising 1 full page of typed answers are due at or before the beginning of each class; any submitted after 5:40 p.m. of the day of class will **not** be accepted. Please submit one copy to the instructor and bring another copy for yourself for use in class.

(2) Movie written assignment based on both movies shown in class— 12 points

Movie 1: Problematize this movie using selected theorizations in *McGregor, J. 2008. Abject spaces, transnational calculations: Zimbabweans in Britain navigating work, class and the law. "Transactions of the Institute of British Geographers," NS 33, 466-82 (available electronically via library website).*

Movie 2: Problematize this movie using selected theorizations in *Short, J. R. & Kim, Y-H., 1999, Cultural globalization (Chapter 5), in "Globalization and the City" Longman, New York, 75-79 (electronic reserve).*

Due: by beginning of class, Monday, April 11 (12 points).

(3) Individual student PowerPoint "conference-style" presentations in class: April 25, May 2, or May 9 (5 points for Proposal and Bibliography due February 21 at or before the beginning of class; 15 points for PowerPoint due April 18 at or before the beginning of class, and Presentation in class (5 points) on April 25, May 2, or May 9).

Students should individually select a topic related to a particular aspect at the intersection of globalization and the city that particularly interests them:

(a) One-page proposal plus one-page bibliography due: Monday, February 21.

(b) PowerPoint project due: Monday, April 18.

(c) PowerPoint presentation on: Monday, April 25, May 2, or May 9

(4) Proposal Review Workshop on Monday, February 28 – 5 points

During the week following the February 21 submission of the individual student PowerPoint presentation proposals with bibliographies, each student will be required to review a selected number of other students' proposals in preparation for a proposal review workshop during the entire class on February 28.

(5) Critical annotated bibliography based on required readings – 25 points

Students should select 3 chapters from each of the 7 parts of the required course text (for a total of 21 chapters) and produce a 7-10 page 12-point typed double-spaced critical bibliography. Students should allocate one paragraph to each of the 21 selected chapters in

which they identify a problematical aspect. For example, you can identify a flaw in an argument in a chapter, a weakness in an underlying assumption, a problem with the appropriateness of the methodology, if the author(s) did not adequately address the research questions/agenda they set out to achieve, an issue with the validity of the conclusions, whether the chapter does not stand up well in comparison to the other chapters in the book in terms of the questions asked and the quality of the research, identifying vital issues or questions that you think that the author(s) *neglected* to address etc. By the end of the semester's readings, you should be able to use the information and arguments from all 50 chapters you have read plus your class lecture notes as "ammunition" to support your own assessments of the quality of the arguments in your selected 21 readings.

See the end of this syllabus for further helpful advice on "Critical Reading" that has been excerpted from *Reading Economic Geography* (2004) by T. J. Barnes, J. Peck, E. Sheppard, & A. Tickell (eds.), Malden, MA: Blackwell, 7-9.

Due: beginning of class, Monday, May 9.

GRADUATES ADDITIONALLY:

(6) PowerPoint presentation on Milwaukee – 25 points (20 points for project and 5 points for in class presentation on April 4)

Each grad students will be individually assigned a topic for Milwaukee at the intersection of globalization and the city. The goal of the project is to make and give a PowerPoint presentation that provides your classmates with an introduction to and the most relevant information about your topic for Milwaukee.

PowerPoint Project due: noon, April 4 (20 points).

Presentation in class: April 4 (5 points).

(7) Academic paper containing critical literature review to accompany individual project – 25 points

In addition to the individual PowerPoint Project on a topic of your choice at the intersection of globalization and the city, each graduate student should prepare and submit an accompanying "traditional" academic paper which fleshes out the PowerPoint presentation particularly in terms of a critical literature review and in depth discussion/conclusions based on the literature.

Due: at the beginning of class, Monday, May 9 (25 points).

Grades are assigned using the following scale:

A	93-100%	Achievement of outstanding quality.
A-	90-92	Achievement of slightly less than outstanding quality.
B+	87-89	Achievement of slightly more than high quality.
B	83-86	Achievement of high quality.
B-	80-82	Achievement of slightly less than high quality.
C+	77-79	Work of slightly more than acceptable quality.

C	73-76	Work of acceptable quality.
C-	70-72	Work of slightly less than acceptable quality.
D+	67-69	Work slightly below the quality expected.
D	63-66	Below the quality expected.
D-	60-62	Barely above failing.
F	≤ 59	Failure.

Students in L&S can register credit/no credit for one course per semester (with a maximum of eight courses) for courses, other than Honors courses, that are not in the student's major. Students who register credit/no credit for this course must earn a grade of "C-" or better to receive credit.

There will be no extra credit offered in this course.

Registration Policies for late registration, change, add/drop and withdraw

The deadlines for making changes to your schedule for grading and records purposes are:

- Deadline for dropping full-term classes for full refund: February 4.
- Deadline for dropping full-term classes with partial refund/without "W:": February 18.
- Deadline to drop or withdraw from full-term classes ("W" on transcript): March 18.

Departments have the right to enforce class attendance policies, and may administratively drop students who do not meet these requirements. In particular, students who fail to attend a class during the first week of the semester may be dropped so that another student may be accommodated.

Students must obtain, in advance, instructor approval to enroll in courses that have any time conflict or overlap. Failure to do so may result in the student being administratively dropped from this course.

Participation by Students with Disabilities: If you need special accommodations in order to meet any of the requirements of this course, please contact me as soon as possible.

Accommodations for Religious Observances: Students will be allowed to complete examinations or other requirements that are missed because of a religious observance.

Academic Misconduct: The University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors.

Academic dishonesty is any act by a student that misrepresents the student's own academic work or that comprises the academic work of another. Examples include cheating on examinations, plagiarizing (misrepresenting as one's own any work done by another), depriving another student of necessary course materials, or sabotaging another student's work.

To avoid charges of **PLAGIARISM** and academic misconduct proceedings, you must accurately and fully cite any sources you use in your papers. It is perfectly acceptable to quote or

paraphrase another's work if you appropriately credit the source. If you quote from another author, you must place the quotation in quotation marks and provide the author's name and date of publication in parenthesis with the page number(s) as well as the full citation in your bibliography (Last name, first name, date of publication, title of publication (if book; if an article or book chapter, then provide the title of the article or book chapter and the name of the book (with authors/editors) or journal), publisher, place of publication, page numbers (for articles and book chapters)). If you paraphrase another author's words, then you do not need to use quotation marks, but you must still provide the author name and date of publication in parenthesis as well as the full citation in your bibliography. Please note that the papers in this seminar are intended to be your own critique of the readings rather than a descriptive paraphrasing of or long quotes from the contents of the readings.

Complaint Procedures: Students may direct complaints to the head of the department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department in which the complaint occurred or to the appropriate university office responsible for enforcing the policy.

Sexual Harassment: Sexual harassment is reprehensible and will not be tolerated by the University. It subverts the mission of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff. The University will not tolerate behavior between or among members of the University community that creates an unacceptable working environment.

Incompletes: An "incomplete" grade will be assigned only in extraordinary cases when unexpected conditions prevent a student from completing the requirements of the course within the term of enrollment. A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantial cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work. An incomplete is not given unless students prove to the instructor that he/she is prevented from completing course requirements for just cause as indicated above.

Financial obligation: The submission of your registration form and your subsequent assignment to classes obligates you to pay the fee-tuition for those classes or withdraw your registration in writing no later than the deadline listed in the Schedule of Classes.

You should also be aware of services that are available to you at UW-M that help protect students and keep UW-M a safer place, such as the BOSS (Be On the Safe Side) shuttle and the free escort service by the campus police at night.

Critical Reading

Excerpted from *Reading Economic Geography* (2004) by T. J. Barnes, J. Peck, E. Sheppard, and A. Tickell (eds.), Malden, MA: Blackwell, 7-9.

Here are some tips about reading in a constructively critical manner. This may sound time consuming, but think for a minute about how much effort it took to *write* the a book chapter or article!

- **Gain an overall sense of the argument.** Before reading an article [or book chapter] in detail, peruse the introduction and conclusion to get a sense of the research questions driving the scholarship, and the overall argument. A detailed reading will be more meaningful if you can situate it within this overall understanding.
- **Engage in a detailed initial reading.** Take detailed notes, jotting down major arguments advanced, and figuring out how the various parts of the article contribute to constructing the overall argument.
- **Learn the terminology.** Terms mean different things in different contexts, so it is important to know how they are used within economic geography. Make notes of terms you do not understand, and look them up on the Internet or in an encyclopedia or dictionary of human geography (e.g., the current edition of *The Dictionary of Human Geography* by R. Johnston, et al. (eds.), Oxford: Blackwell).
- **Pay attention to writing.** Think about the writing style of the author. What makes it effective, or ineffective? Is the style appropriate for the task at hand? Is the author trying to overwhelm you with fancy words, jargon, and obscure references, thereby undermining your ability to criticize the article, or is he or she adept at making complex ideas accessible and highlighting the most important points?
- **Contextualize the essay.** Determine how authors situate themselves. Which theoretical or philosophical perspective is being adopted? What kinds of research do the authors engage with, or ignore? How does the article fit within their trajectory of work (visiting authors' web sites often helps)?
- **Take little on faith.** Do not be satisfied with authors' renditions of others' arguments, or their interpretations of empirical material. Wherever possible, go back to the sources, and read critically the various inscriptions that the authors mobilize in support of their argument.
- **Engage in an internalist critique.** An internalist critique pays attention to how well authors achieve the goals they set for themselves. This is essential to any constructive critical reading. Since economic geography is such a diverse field, it is too easy to dismiss an article [or book chapter] for taking what you believe to be the wrong general approach, or for asking questions in which you are not interested. This kind of externalist critique (below) is important, but is insufficient. An internalist critique gives due respect to the author and the effort he or she invested. Based on your understanding of the article, how convincing is the overall argument? Is the theoretical argument rigorous, and the use of empirical evidence appropriate and convincing, with respect to the norms of the scholarship within which the article or book chapter is situated? If not, how could it be improved?
- **Engage in an externalist critique.** What important questions/issues regarding the topic have been omitted in the article? What other approaches to the topic could the author have taken? How would choosing a different approach affect the overall research questions and methodologies? What might be the relative value, in your view, of a different approach?
- **Be reflexive.** Reflect on the critiques you have developed, and how they are shaped by your own personal and intellectual biography (What has interested you? What have you been taught to value? What constitutes your identity and interests?). Use this as an opportunity to reflect on the context from which your critique stems, and to challenge your own preconceptions. To learn from others' scholarship you have to engage with the research and even change your mind. Finally, ask the ethical question of whether your critical assessment is the kind that you would like to receive from someone reading your essays.