

San José State University

Department of Urban and Regional Planning

GEOG 113: Global Cities

Instructor:	Kathrine Richardson
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Office Hours:	Tuesdays, 11:30 a.m. – 1:30 p.m.
Class Days/Time:	T 1:30-4:15 p.m.
Classroom:	Clark Hall 224
Prerequisites:	None

Course Catalogue Description

Globalization accelerates urbanization processes and creates a new type of city, the global city. Now more than half of the world's population lives in the cities. Global cities emerge as the key command points in the world economy. They are the centers of transnational networks that connect economic, demographic and sociocultural flows. This course will introduce various aspects of global cities, including debates over global cities, urban culture, new urban landscapes, and class/socio-economic disparity. The class will include case studies regarding global cities throughout the world that aim to explore the diversity and/or similarities of the global city formation processes.

Course Description

The aim of this course is to introduce students to globalization and the rise of global cities (such as London, New York, Tokyo, and Shanghai) as the command and control centers of an increasingly interconnected world-economy. The course will demonstrate how certain cities are fundamental to the world economy and examine how economic, cultural and political processes have consequences for cities and produce uneven geographical outcomes. As a class, we will work to analyze how global cities form a closely integrated urban network and consequently demonstrate similar social and economic trends. By the end of this course, students will be able to understand the major processes of globalization and the reasons for the emergence of global cities; show familiarity with some of the major urban places and urban problems of the world as they relate to global cities; understand and criticize the theoretical and thematic issues arising from a wide and diverse literature that addresses world cities in a globalizing world-economy.

Course Goals and Student Learning Objectives

By the end of the course, students will have a general understanding of the concept of global cities, and what are some of the driving issues, challenges, and policy responses found in these urban environments. To this end, the course will have the following goals and course learning objectives (CLO):

CLO 1. To study and understand the important writings and debates on global cities since the 1980s.

This goal will be achieved through students in small group engagements (in-class) discussing and critiquing various theories and approaches to global cities presented during class lectures, assigned readings, and in-class films/documentaries. Students will be able to individually build a compelling case and argue why a particular city should be considered a global city during the first individual writing assignment. Students will also be able to discuss and analyze general concepts and various terms and definitions related to global cities in short answer format on a written midterm exam.

CLO 2. To learn how economic transformation and globalization impacts cities around the world.

This goal will be achieved through students in small group (in-class) engagements discussing and critiquing various types of economic transformations and subsequent global impacts on select cities presented during class lectures, assigned readings, and in-class films/documentaries. In a small group research team, students will select a particular city to apply these concepts to and assess and critique how the particular city was affected through a collective written report and group presentation. Students will also be able to individually discuss and analyze specific concepts, theories, and case studies related to global cities in a long essay format on a written midterm exam.

CLO 3. To compare different strategies of urban redevelopment and varied cases of city planning and policy responses for global cities.

This goal will be achieved through students, in small group (in-class) settings comparing and contrasting various approaches to urban redevelopment, city planning models, and specific policy response as it applies to the dynamic development of global cities. As a small group research team, students will also apply some of these cases studies, planning models, and policy examples to their chosen city in an effort to analyze and recommend possible solutions/paths forward regarding the best possible future options for their global city through a collective written report and group presentation. Students will also be able to individually discuss and

analyze these specific growth strategies and policy responses related to global cities in short essay format on a written final exam.

CLO 4. Analyze and evaluate the relationship between global cities and the urbanization process, and how it impacts various socio economic classes within the city.

This goal will be achieved through students, in small group (in-class) settings analyzing and evaluating the growth of global cities and how this may impact various socio economic classes found within the cityscape. As a small group research team, students will also analyze and evaluate how their chosen global city has possibly impacted/influenced various socio economic classes found within the city, and what types of policy responses may be appropriate, if necessary, to create a more equitable balance between/among the various socio economic classes. This will be achieved through a collective written report and group presentation. Students will also be able to individually discuss and analyze how global cities and its urbanization process impacts various socio economic classes in a longer essay format on a written final exam.

Credit Hours

At SJSU, students are expected to spend at least two hours outside of class for every one hour of in-person class time. Because this is a three-unit course, you can expect to spend a minimum of **6 hours per week** completing class-related assignments in addition to the in-person class meetings. Assignments include weekly readings (~34 hours), writing assignment (~8 hours), term group essay and presentation (~19 hours), studying/preparing for exams (~8 hours/exam), preparation for in-class engagements and other activities (~19 hours). These assignments may require work beyond the minimum 6-hours of work outside the classroom. Careful time management will help you keep up with readings and assignments and enable you to succeed in all your classes.

Faculty Web Page and MYSJSU Messaging

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at <http://www.sjsu.edu/people/Kathrine.Richardson>. You are responsible for regularly checking with the messaging system through MySJSU.

Required Texts/Readings

Textbooks

Brenner, Neil and Roger Keil (eds.) 2017. *The Globalizing City Reader. (Second Edition)* New York, NY: Routledge. 978-1138-92369-0 (paperback). The text is available in paperback, eversion, or to rent at the SJSU Spartan Bookstore on the campus. You can also find new and used hardcopies of the text on Amazon.com.

Other readings will be available either on Canvas or given out in class.

Assignments and Grading Policy

I believe that teaching effectively requires discussion and interaction within the class as well as hands-on learning –by-doing activities. As a result, I've tried to structure the course requirements and grade distribution accordingly. There are two exams – a midterm and a final – and several discussion/presentation sessions, one of which is associated with individual assignments and one based on a group project. The rest are weekly exercises that could be done individually (take home) or by groups in class.

In the first assignment I want you to provide a short essay that examines how a particular city may be classified as a global city. Your essay should apply the different concepts and criteria of global cities that we have covered in the readings to your particular city. You then must make a compelling case as to why, based on your chosen criteria, your city should be considered a global city.

The group project you will need to do with four or five other students, and involves choosing a contemporary urbanization or development issue as it relates to a global city – I have gone ahead and selected some examples cities for you on the course schedule. As you will see, they are both long-standing as well as “up and coming” global cities to choose from. The issue you choose to apply to your global city must be current, and there should be sufficient coverage about it that it can be made into a collective term paper. The group project also entails undertaking a 30-45 minutes presentation and leading a small in-class group discussion around your topic area and city during the last 4 weeks of the term, and handing in a collective report at the last class.

Exams

1. **Mid-term Exam [20%]** (CLO 1 and 2)–You will choose two sets of exam questions from four. Questions will be topic specific and require detailed knowledge of a particular lecture area. Part A will be composed of short answer type questions, e.g. definitions and short answers. Part B will be an essay question. There will be questions on the lecture material, and the readings, as well as some questions that are about both a combination of the readings and the lecture material.
2. **Final Exam [20%]** (CLO 3 and 4)–You will choose two sets of exam questions from four. Questions will be topic specific and require detailed knowledge of a particular lecture area. Part A will be composed of two short essays. Part B will be composed of two longer essay questions. There will be questions on the lecture material, and the readings, as well as some questions that are about both a combination of the readings and the lecture material.

Assignments, Group Project, and Exercises

Individual Assignment 1 [15%] (CLO 1) I would like you to choose a city or city region of your choice and discuss how it may be classified as a global city. The assignment is open-ended, and there is certainly scope for doing your own thing. However, your essay should apply the different concepts and criteria related to global cities that we have covered in the readings to your particular city. You then must make a compelling case as to why, based on your chosen criteria, your city should be considered a global city. You must draw from at least five academic sources, and the paper should be 3.5-4 pages in length (double-spaced, 12 point font). As mentioned, this assignment will follow lectures and discussions that we will have in class related to the topic, as well as providing the opportunity to research your own urban area of choice early in the term. Late papers will be penalized at a rate of half a point per working day. This essay is worth 15% of the final grade.

Group Term Project [25%; 20% Project + 5% Presentation] (CLO 2, 3, & 4)– Along with 4 or 5 other students (maximum group size = 5), I want you to choose an on-going and contemporary issue related to urbanization or development as it applies to a particular global city. You are to use a range of sources, which includes academic literature, and especially information taken from current newspapers, magazines, films, TV, and/or video. As well, I find this website to be very helpful when needing ideas and resources regarding world/global cities: Globalization and World Cities Research Network, Loughborough University:

<http://www.lboro.ac.uk/gawc/>

Your group will give a 30- 45 minute presentation on an assigned Tuesday after spring-break, and your group will then lead an in-class discussion about the particular city and issues that you covered the subsequent Thursday. You will also prepare a collective written report that should be no longer than 12 pages (excluding

figures, tables, references). The issue revolving around your city of choice must be current, and there should be sufficient coverage about it that it can be made into a collective term paper.

By the fourth week of the term I will make sure everyone is signed up in a group. It will be your responsibility to meet with other members of your group to decide on a specific project topic. By week 8, I want a 200 word abstract of your proposed group project. Final group presentations will be during the last five weeks of class. Presentations should be 15-20 minutes long. Each presentation will be worth 5% of the total group mark of 25%.

The written version of the group project is due the last day of class. There is a lateness penalty of one letter grade per working day (e.g. C+ becomes C when late by one day). Everyone undertaking a given project will receive the same grade (worth 20% of the final grade).

In-Class Exercises/Participation [20%] (CLO 1, 2, 3, & 4) – These are short individual or group exercises, games and other learning activities that will be given and accomplished once every week in class. At least half of the time will be devoted to seat work, group discussion, and the rest of the time for class-level presentations, discussions, and summarization.

Grading Policy

Overall graded course requirements total 100 points. There is no “curve” for this course. Pluses and minuses are given. You receive the grade you earn through your own work and the effort you put into the class. Course grades will be determined using the following point values:

Requirement	Possible Points
Assignment 1	15%
Midterm Exam	20%
Final Exam	20%
Exercises/Participation	20%
Group Paper	20%
Group Presentation	5%
TOTAL	100%

Grade Scale

Percent	Letter Grade	Percent	Letter Grade
95-100	A	77-79	C+
90-94	A-	74-76	C
87-89	B+	70-73	C-
84-86	B	60-69	D
80-83	B-	<60	F

Classroom Protocol

As your professor, I make a concerted effort to be prepared to class and to conduct ourselves in a responsible and professional manner. While I know that emergencies can arise, I expect the same from you – that you arrive on time, read the materials, and are ready to participate in the day's activities. I encourage you to take notes either in writing or on a computer, but ask that you not multitask, surf the web or use cell phones while in class so that your full attention is devoted to our in-class activities and discussion. While missing a class should not adversely impact your grade, missing a few could have a negative impact, as there will be intermittent in-class assignments and activities in which you will be expected to participate.

University Policies (Required)

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

GEOG 113 - Global Cities

This schedule is subject to change with fair notice.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1 Course Introduction	1/28	<p>Course Introduction</p> <p>Film: The Vanishing City</p>
2 Theories	2/4	<p><i>Globalizing Cities Reader</i></p> <p>PART 1: Global city formation: Emergence of a concept and research agenda</p> <p>Introduction</p> <ol style="list-style-type: none"> 1. The metropolitan explosion (1966) Peter Hall, pps. 7-8 2. Divisions of space and time in Europe (1984) Fernand Braudel pps. 9-15 3. Urban specialization in the world system (1986) Nestor Rodriguez and Joe Feagin pps. 32-40
3 City Formation	2/11	<p>Structure, dynamics, and geographies of global city formation</p> <p><i>Globalizing Cities Reader</i></p> <ol style="list-style-type: none"> 4. Global city formation in New York, Chicago and Los Angeles: an historical perspective (1999) Janet Abu-Lughod, pps. 53-59 5. World city formation: an agenda for research and action (1982) John Friedmann and Goetz Wolff, pps. 16-24. 6. World city network: a new metageography? (2000) Jonathan V. Beaverstock, Richard G. Smith and Peter J. Taylor (Global Cities Reader)
4 City Foundations	2/18	<p>Structure, dynamics, and geographies of global city foundations</p> <p><i>Globalizing Cities Reader</i></p> <ol style="list-style-type: none"> 7. The Global City as World Order (1996) Warren Magagnuson pps. 219-221 8. Globalization and the Rise of City Regions (2001) Allen J. Scott pps. 222-227 <p>Global Cities, glocal States: Global City formation and state territorial restructuring in contemporary Europe (1998) Neil Brenner pps. 228-235.</p> <ol style="list-style-type: none"> 9. Locating cities on global circuits (2002) Saskia Sassen, pps. 25-30. <p>Film: The Atlantic Yards</p>
5 Global Class	2/25	<p>Global Classes</p> <p><i>Globalizing Cities Reader</i></p> <ol style="list-style-type: none"> 10. The city as a landscape of power: London and New York as global financial capitals (1992) Sharon Zukin. (Global Cities Reader) 11. Comparing London and Frankfurt as world cities: a relational study of contemporary urban change. (2001) Beaverstock et al. pps. 154-160 12. The transnational capitalist class and contemporary architecture in globalizing cities. L. Sklair pps. 362-367. <p>The City of London: Money and Power BBC Documentary CityBoy – BBC Documentary</p> <p>DUE: Assignment 1</p>
6 Global Cities: Actors and Agency	3/3	<p>DUE: Abstract for Group Project</p> <p>Chapter 5 & 11 of Cities of the World (Brunn et al.)</p> <p><i>Globalizing Cities Reader</i></p> <ol style="list-style-type: none"> 13. Global City Building in China and its discontents (2011) Xuefei Ren pps. 307-312. 14. Urban Social Movements in an era of Globalization. (2000) Margrit Mayer pps. 295-301. 15. Local Actors in Global Politics (2006) Saskia Sassen pps. 285-289

Week	Date	Topics, Readings, Assignments, Deadlines
		16. Global cities and global classes: the peripheralization of labour in New York City (1983) Robert Ross and Kent Trachte. (Global Cities Reader) http://www.aljazeera.com/indepth/features/2017/06/clichy-sous-bois-suburb-scarred-2005-french-riots-170606105958832.html <u>Films: Paris Burning and La Haine</u>
7 Global City Planning	3/10	Local pathways of global city formation: Classic and contemporary case studies <i>Globalizing Cities Reader</i> 17. Local and Global: cities in network society. (1993) Manuel Castells, pps. 148-153. 18. The Urban Restructuring of Process in Tokyo in the 1980s: Transforming Tokyo into a World City (1992) Takashi Machimura (Global Cities Reader) 19. Mega-projects in New York, London and Amsterdam (2008) Susan Fainstein, <i>International Journal of Urban and Regional Research</i> , Vol 32, Issue 4, 2008 December. Page 768-784. J. Gilderbloom, M. Hanka, and C. Lasley. Amsterdam: planning and policy for the ideal city? <i>Local Environment</i> , 14(6):473-493, 2009. 20. From 'State Owned' to 'City Inc.': the re-territorialization of the state in Shanghai. (2007) Fulong Wu pps. 116-122.
8 Up and Coming Global Cities	3/17	<i>Globalizing Cities Reader</i> 21. World City Formation on the Asia Pacific Rim: poverty, 'everyday' forms of civil society and environmental management" Michael Douglas pps. 244-250. 22. Global cities and developmental states: Tokyo and Seoul (2000) Richard Child Hill and June Woo Kim, pps. 236-243. 23. "Seoul as a World City: The challenge of Balanced Development," pp. 158-179 in <i>Planning Asian Cities: Risks and Resilience</i> . Film: The Human Scale Midterm due In-Class
9	3/24	<i>Globalizing Cities Reader</i> 24. Sao Paulo: the city and its protest (2013) Teresa Caldeira pps. 302-306. 25. Between ghetto and globe: remaking urban life in Africa (2001) AbdouMaliq Simone pps. 313-318
10	3/31	Spring Break
11	4/7	No Class- Dr. Richardson presenting paper @ the AAG
12	4/14	Shanghai as a Global City – Group Term Project Presentation and in-class engagement
13	4/21	Los Angeles as a Global City- Group Term Project Presentations and in-class engagement
14	4/28	London as a Global City-Group Term Project Presentations and in-class engagement
15	5/5	Mexico City as a Global City- Group Term Project Presentation and in-class engagement/ Moscow as a Global City - Group Term Project Presentations and in-class engagement
Final Exam		Final and Group Projects due in class
16	5/14	Clark Hall 224 2:45 p.m. – 5:00 p.m.

Select Bibliography

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