

GEOG 901 (*Spring 2012*) *CITIES AND DEVELOPMENT*

Contact Details

Instructor: Professor Kris Olds
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Schedule: W 1:20-3:15 pm, 388 Science Hall
Office Hours: W 4:00-5:00 pm; F 11:00 am-12:00 pm, or by appointment
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Chicago, September 2009 (by Kris Olds)

Description: This 2-3 credit course examines the relationship between cities and the “development” process. Global scale assessments of urbanization processes lay the context for detailed analyses of issues such as the role of the state in the development process, the relationship between cities and citizenship, postcolonial urbanism, transnational urbanism, and city futures. While these are long-standing issues of debate in various disciplines, and in interdisciplinary networks, our interest will be in recent work that addresses new theoretical, methodological and empirical questions, or else select “classics” that have had lasting impacts.

Please note that this is a truly interdisciplinary course, and I am happily open to students registering in it from virtually any discipline. The key thing is that you love cities in all their glories and horrors. As Peter Hall (in his 1998 epic *Cities and Civilization*, p. 989) puts it:

Earthy utopias they were not, places of stress and conflict and sometimes actual misery they certainly were. Those who find them distasteful or disagreeable can – and will – get out of them to arcadian suburbs and garden cities; and policies should help them do so, if that is what they want. Cities were and are quite different places, places for people who can stand the heat of the kitchen: places where the adrenalin pumps through the bodies of the people and through the streets on which they walk; messy places, sordid places sometimes, but places nevertheless superbly worth living in, long to be remembered and long to be celebrated.

I would also like to reinforce that that this course is designed for students with wide ranging geographical and historical foci. For example, lessons from all of these texts can be applied to the development and implementation of research projects in other world regions or historic periods.

Readings and Schedule: This seminar is reading and discussion intensive. A sample of research monographs, representing work in several disciplines, will be assigned to ensure we cover a series of interrelated themes. Each text will receive one week of course time. The geographic and temporal terrain that the empirical and theoretical material is drawn from extends from 18th century London to 21st century Pacific Asia, Europe and North America.

The Spring 2012 course texts are listed below. For the benefit of those of you deciding on whether or not to take the course, I have also included brief synopses of each text that were extracted from the respective book jackets or publisher's web sites (though slightly edited).

The texts will be available at *Rainbow Bookstore Cooperative*, 426 W. Gillman (just off of State Street). I do realize this is a large number of books. I have therefore attempted to ensure that the selected texts are relatively cheap and in paperback form. Rainbow will also attempt to offer you discounts off of the publisher-listed price if at all possible. All of the texts, apart from those that are freely available on the web, will be placed in the Geography library (2nd floor, Science Hall) under short-term (two hour) loan.

SCHEDULE

PART I – COMPARATIVE URBAN STUDIES

Week 1: January 25

Required reading:

Robinson, Jennifer (2011) 'Cities in a world of cities: the comparative gesture,' *International Journal of Urban and Regional Research*, 35(1): 1-23.

Robinson, Jennifer (2011) 'Comparisons: colonial or cosmopolitan,' *Singapore Journal of Tropical Geography*, 32(2): 125-140.

Ward Kevin (2008) 'Editorial -- Toward a comparative (re)turn in urban studies? Some reflections,' *Urban Geography*, 29(5): 405-410.

Recommended reading:

Robinson, Jennifer (2011) '2010 Urban Geography Plenary Lecture—The travels of urban neoliberalism: taking stock of the internationalization of urban theory' *Urban Geography*, 32(8): 1087–1109.

Ward, K. (2010) "Towards a relational comparative approach to the study of cities." *Progress in Human Geography* 34: 471-487.

Week 2: February 1

Note: No class during Week 2. This week should be used to start reading next week's assigned book (that is *very* long).

Week 3: February 8

Required reading:

Abu-Lughod, Janet (1999) *New York, Chicago, Los Angeles: America's Global Cities*, Minnesota: University of Minnesota Press. ISBN: 0816633363 [\$30]

New York, Chicago, and Los Angeles—for all their differences, they are quintessentially American cities. They are also among the handful of cities on the earth that can be called "global." Janet L. Abu-Lughod's book is the first to compare them in an ambitious in-depth study that takes into account each city's unique history, following their development from their earliest days to their current status as players on the global stage. Abu-Lughod clarifies how each city's global role is—and will be—affected by geography, ethnicity of population, political institutions, and tradition of governance.

Week 4: February 15

Required reading:

Simone, AbdouMaliq (2004) *For the City Yet to Come: Changing African Life in Four Cities*, Duke University Press, ISBN: 978-0-8223-3445-3 [\$24.95]

Among government officials, urban planners, and development workers, Africa's burgeoning metropolises are frequently understood as failed cities, unable to provide even basic services. Whatever resourcefulness does exist is regarded as only temporary compensation for fundamental failure. In *For the City Yet to Come*, AbdouMaliq Simone argues that by overlooking all that does work in Africa's cities, this perspective forecloses opportunities to capitalize on existing informal economies and structures in development efforts within Africa and to apply lessons drawn from them to rapidly growing urban areas around the world. Simone contends that Africa's cities do work on some level and to the extent that they do, they function largely through fluid, makeshift collective actions running parallel to proliferating decentralized local authorities, small-scale enterprises, and community associations.

Drawing on his nearly fifteen years of work in African cities—as an activist, teacher, development worker, researcher, and advisor to ngos and local governments—Simone provides a series of case studies illuminating the provisional networks through which most of Africa's urban dwellers procure basic goods and services. He examines informal economies and social networks in Pikine, a large suburb of Dakar, Senegal; in Winterveld, a neighborhood on the edge of Pretoria, South Africa; in Douala, Cameroon; and among Africans seeking work in Jeddah, Saudi Arabia. He contextualizes these particular cases through an analysis of the broad social, economic, and historical conditions that created present-day urban Africa. *For the City Yet to Come* is a powerful argument that any serious attempt to reinvent African urban centers must acknowledge the particular history of these cities and incorporate the local knowledge reflected in already existing informal urban economic and social systems.

Week 5: February 22

Required reading:

Fainstein, Susan S. (2011) *The Just City*, Ithaca: Cornell University Press, ISBN: 978-0-8014-7690-7 [\$22.95]

For much of the twentieth century improvement in the situation of disadvantaged communities was a focus for urban planning and policy. Yet over the past three decades the ideological triumph of neoliberalism has caused the allocation of spatial, political, economic, and financial resources to favor economic growth at the expense of wider social benefits. Susan Fainstein's concept of the "just city" encourages planners and policymakers to embrace a different approach to urban development. Her objective is to combine progressive city planners' earlier focus on

equity and material well-being with considerations of diversity and participation so as to foster a better quality of urban life within the context of a global capitalist political economy.

Fainstein applies theoretical concepts about justice developed by contemporary philosophers to the concrete problems faced by urban planners and policymakers and argues that, despite structural obstacles, meaningful reform can be achieved at the local level. In the first half of *The Just City*, Fainstein draws on the work of John Rawls, Martha Nussbaum, Iris Marion Young, Nancy Fraser, and others to develop an approach to justice relevant to twenty-first-century cities, one that incorporates three central concepts: diversity, democracy, and equity. In the book's second half, Fainstein tests her ideas through case studies of New York, London, and Amsterdam by evaluating their postwar programs for housing and development in relation to the three norms. She concludes by identifying a set of specific criteria for urban planners and policymakers to consider when developing programs to assure greater justice in both the process of their formulation and their effects.

PART II – INTERLUDE

Week 6: February 29

Viewing & Discussion: *In the Mood for Love* (dir Wong Kar Wai, 2000)

Where: Room 254, Van Hise Hall

Week 7: March 7

Panel Discussion & Q&A with former Mayor of Madison (2003-2011), Dave Cieslewicz

PART III – CITIES: OBJECTS AND SPACES OF MODERNITY

Week 8: March 14

Required reading:

Ogborn, Miles (1998) *Spaces of Modernity: London's Geographies 1680-1780*, New York: Guilford Press. ISBN: 1572303654 [\$35.00]

This text provides a reinterpretation of London during a period of dramatic change, and presents ways of understanding the coming modernity through the transformation of urban landscapes. The book starts an exploration of the major theoretical approaches to modernity. This is followed by studies of a number of sites within London that demonstrate the coming of modernity.

Week 9: March 21

Required reading:

Brenner, Neil (2004) *New State Spaces: Urban Governance and the Rescaling of Statehood*, Oxford: Oxford University Press, ISBN 0199270066 [\$39.95]

Neil Brenner develops a new interpretation of the transformation of statehood under contemporary globalizing capitalism. Whereas most analysts of the emergent, post-Westphalian world order have focused on supranational and national institutional realignments, *New State Spaces* shows that strategic subnational spaces, such as cities and city-regions, represent essential arenas in which states are being transformed. Brenner traces the transformation of urban governance in western Europe during the last four decades and, on this basis, argues that inherited geographies of state power are being fundamentally rescaled.

Week 10: March 28

Required reading:

Yusuf, S., and Nabeshima, K. (2010) *Two Dragon Heads: Contrasting Development Paths for Beijing and Shanghai*, Washington, DC: World Bank, ISBN 0821380486 [\$ 19.95 or else available for free at: <http://bit.ly/xXaxsx>]

Beijing and Shanghai comprise the axes of China's two leading urban regions. Their economic fortunes will affect the overall growth of China. The economic composition of the two megacities differs significantly and the future sources of competitive advantage also lie in different areas although there is some overlap. Shanghai with its diverse industrial base is the industrial powerhouse of China. Its strongest growth prospects still lie in activities associated with manufacturing industry buttressed by improvements in the technological and innovation capabilities of domestic firms and supported by the deepening of business services. In contrast, Beijing's future prospects are more closely tied to research intensive activities and the services industry. This book explores the contrasting development options available to Beijing and Shanghai and proposes strategies for these cities based on their current and acquired capabilities, experience of other world cities, the emerging demand in the national market, and likely trends in global trade.

Note: this week's book should be read in association with this newish (November 2009) World Bank urban strategy document: <http://www.wburbanstrategy.org/urbanstrategy/>

SPRING BREAK (March 31 to April 8)

Week 11: April 11

Required reading:

Collier, Stephen J. (2011) *Post-Soviet Social: Neoliberalism, Social Modernity, Biopolitics*, Princeton: Princeton University Press. ISBN 9780691148311 [\$26.95]

The Soviet Union created a unique form of urban modernity, developing institutions of social provisioning for hundreds of millions of people in small and medium-sized industrial cities spread across a vast territory. After the collapse of socialism these institutions were profoundly shaken--casualties, in the eyes of many observers, of market-oriented reforms associated with neoliberalism and the Washington Consensus. In *Post-Soviet Social*, Stephen Collier examines reform in Russia *beyond* the Washington Consensus. He turns attention from the noisy battles over stabilization and privatization during the 1990s to subsequent reforms that grapple with the mundane details of pipes, wires, bureaucratic routines, and budgetary formulas that made up the Soviet social state.

Drawing on Michel Foucault's lectures from the late 1970s, *Post-Soviet Social* uses the Russian case to examine neoliberalism as a central form of political rationality in contemporary societies. The book's basic finding--that neoliberal reforms provide a justification for redistribution and social welfare, and may work to preserve the norms and forms of social modernity--lays the groundwork for a critical revision of conventional understandings of these topics.

Week 12: April 18**Note:** No class meeting**Week 13: April 25**

Required reading:

Goetz, Edward G. (2003) *Clearing the Way: Deconcentrating the Poor in Urban America*, Washington, DC: The Urban Institute Press, ISBN 0-87766-712-8 [\$29.50]

Over the past three decades, the concentration of poverty in America's inner cities has exacerbated a wide range of social problems. School delinquency, school dropout, teenage pregnancy, out of wedlock childbirth, violent crime, and drug abuse are magnified in neighborhoods where the majority of residents are poor. In response, policymakers have embarked on a large and coordinated effort to "deconcentrate" its urban poor by dispersing the residents of subsidized housing. Despite the clean logic of these policies, however, deconcentration is not a clean process. In *Clearing the Way*, Edward Goetz goes beyond the narrow analysis that has informed the debate so far, using the experience of Minneapolis-Saint Paul to explore the fierce political debate and complicated issues that arise when public housing residents are

dispersed, sometimes against their will. Along the way, he explores the cases deconcentrating the poor, the programs used to pursue this goal, and the research used to evaluate their success. *Clearing the Way* offers important lessons for policymakers, activists, and anyone interested in poverty in America.

PART IV – THE SPIRIT OF CITIES IN TWO (VERY DIFFERENT) TAKES

Week 14: May 2

Required reading:

Bell, Daniel A., and Avner de-Shalit, Avner (2011) *The Spirit of Cities: Why the Identity of a City Matters in a Global Age*, Princeton, Princeton University Press. ISBN 9780691151441 [\$35.00]

Cities shape the lives and outlooks of billions of people, yet they have been overshadowed in contemporary political thought by nation-states, identity groups, and concepts like justice and freedom. *The Spirit of Cities* revives the classical idea that a city expresses its own distinctive ethos or values. In the ancient world, Athens was synonymous with democracy and Sparta represented military discipline. In this original and engaging book, Daniel Bell and Avner de-Shalit explore how this classical idea can be applied to today's cities, and they explain why philosophy and the social sciences need to rediscover the spirit of cities.

Bell and de-Shalit look at nine modern cities and the prevailing ethos that distinguishes each one. The cities are Jerusalem (religion), Montreal (language), Singapore (nation building), Hong Kong (materialism), Beijing (political power), Oxford (learning), Berlin (tolerance and intolerance), Paris (romance), and New York (ambition). Bell and de-Shalit draw upon the richly varied histories of each city, as well as novels, poems, biographies, tourist guides, architectural landmarks, and the authors' own personal reflections and insights. They show how the ethos of each city is expressed in political, cultural, and economic life, and also how pride in a city's ethos can oppose the homogenizing tendencies of globalization and curb the excesses of nationalism.

The Spirit of Cities is unreservedly impressionistic. Combining strolling and storytelling with cutting-edge theory, the book encourages debate and opens up new avenues of inquiry in philosophy and the social sciences. It is a must-read for lovers of cities everywhere.

Week 15: May 9

Required reading:

Glaeser, Edward (2011) *Triumph of the City: How Our Greatest Invention Makes Us Richer, Smarter, Greener, Healthier, and Happier*, New York: Penguin. ISBN 9780143120544 [\$16.00]

A pioneering urban economist presents a myth-shattering look at the majesty and greatness of cities.

America is an urban nation, yet cities get a bad rap: they're dirty, poor, unhealthy, environmentally unfriendly . . . or are they? In this revelatory book, Edward Glaeser, a leading urban economist, declares that cities are actually the healthiest, greenest, and richest (in both cultural and economic terms) places to live. He travels through history and around the globe to reveal the hidden workings of cities and how they bring out the best in humankind. Using intrepid reportage, keen analysis, and cogent argument, Glaeser makes an urgent, eloquent case for the city's importance and splendor, offering inspiring proof that the city is humanity's greatest creation and our best hope for the future.

Format and Evaluation: As noted above, this course is reading and discussion intensive. We will do something rare in academia (unfortunately!) – read whole books from start to finish, and enter into a relaxed discussion about the ideas contained in the books, as well as the context(s) that the books need to be viewed within. In other words, we will be pursuing substantive issues, theoretical and conceptual elements, and also approaches to *writing about* cities and the “development” process.

I will lead off the discussion of each book, laying the context for our subsequent discussion of key themes, debates, ideas, etc. Given the nature of the course I expect every student to maintain a steady reading pace with respect to the course texts. It is worth noting that you must read each text from start to finish – this is a key underlying ‘success’ factor for you (as a student) and us (all of us associated with the course).

Book Reviews and Class Participation (90% of grade)

To facilitate learning and learning-oriented discussions, all students are *required* to prepare a book review for each of the assigned course books.

There are many different models to adopt when developing book reviews, and I will outline these during Week 1. I also recommend that you collect and read a sample of book reviews in journals such as the *International Journal of Urban and Regional Research*, *Urban Studies*, and *Urban Affairs Review*.

The book reviews need to be completed by 9:00 am on the Wednesdays before we meet. I will be creating a <http://www.dropbox.com/> for you to upload the file. Please ensure that you:

1. Save the file in PDF format only
2. Save the file like this: FAMILYNAMEREVIEWABULUGHOD.pdf
3. Upload to the Dropbox site I will give you access to.

I will then merge these files and send out the compilation of reviews to everyone in the class.

The book reviews are required because they help spur on discussion, facilitate the “participation” of relatively quieter people, force you to complete reading the book on time, and enable everyone to take something away from class for their files. Let me assure you that students love reading their colleagues’ book reviews – everyone has a different insight on each book, yet some commonalities and points of consensus often emerge as well. The capacity to write regularly (it gets easier over time, believe me!) is also worth developing.

In addition, 2-3 people will be assigned responsibility to help *facilitate* discussion with me each week. The facilitators are required to send me (via email) some prospective discussion questions by 9:00 am on the day of class (i.e. Wednesdays). I will merge these discussion questions with my questions, and bring along a list of discussion questions to each class on a 1-2 page handout.

Given how book/discussion oriented this course is, your *contribution to discussions, facilitation, and the weekly book reviews* will be worth 90% of your grade.

End of Course Reflections (10% of grade)

The remaining 10% of your grade is derived from a 4-5 double-spaced page reflection on the insights the assigned materials and discussions have generated, in terms of theory and method, for your own MA or PhD research project.

This is due no later than 5:00 pm on Friday 18 May.

Code of Conduct: The formal UW-Madison code of conduct for students is available here: <http://www.wisc.edu/students/saja/misconduct/misconduct.html>, and I recommend that you review it if you have not seen it before. The rules that apply to student conduct relate to your right and responsibilities. The university’s Writing Center also has some nice tips on how to avoid plagiarism: http://www.wisc.edu/writing/Handbook/QPA_plagiarism.html. I will assume, in 100% of cases that might emerge, that you have read this material. Please be careful when constructing your book reviews!

Happy Reading!