

# Cities and Urbanization

## GEOGRAPHY 2400

### **Early Summer 2019**

Class: Mondays & Wednesdays 10:00-1:00

Instructor: Marylynn Steckley

Location:

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TA:

Email:

## Course Overview

In the past decade, for the first time in our history, we are in a period in which half of the global population is urban. The urgency to improve our understanding of cities in a global context has never been greater. In this course, we will take an integrative approach (exploring the influence of physical environments, geopolitics and human cultures on urban development) to understand the uneven development of urban landscapes around the world and the vast inequity of the human condition both within and between cities. We will investigate such questions as: Why are cities of the Global North – such as New York, Paris, London and Tokyo – heralded as being at the pinnacle of globalization while cities of the global South –such as Calcutta, Port-au-Prince, and Karachi – are often portrayed as disorderly, polluted, crime-ridden, chaotic, and ungovernable? Why are there vast extremes of wealth and poverty, of skyscrapers and slums, of posh shopping malls and bountiful supermarkets and widespread hunger and poverty? At its foundation, this course is grounded in an investigation of urban inequality at a world scale. Global and in-country historical events, especially colonialism, are used to analyze and explain evolution of cities. In the end, the aim is that students complete this course able to critically examine the development and consequences of urban inequality. The course will also provide a basis for analyzing our role in some of the most pressing urban environmental and social problems of our time and to thinking constructively about possibilities for change.

## Learning Objectives

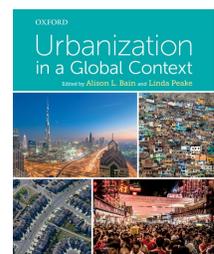
1. To introduce and improve students' reading comprehension of academic scholarship about the world's cities, and the processes of urbanization that have produced them.
2. Be aware of the historical roots and global geopolitical nature of contemporary urbanization and inequality.
3. To promote critical thinking & critical reflection with respect to urbanization and global inequality, and to be able to describe concrete case examples of urban inequality.
4. To be able to describe and elucidate the real-world relevance of concepts in urban geography (i.e. over-urbanization, gentrification; mega-city; austerity urbanism; right to the city, and critical global South urbanism etc.)
5. For students to be able to apply geographical concepts related to urbanization to readings of media, and interpretations of film.

## Format

This course is based upon lectures, readings, films, short written assignments and tests. There is **no final exam**. You will find it helpful, and get more out of each lecture, if you keep up with the reading assignments for each week. The course will follow the thematic outline below, but the schedule is subject to some flexibility.

## Required Readings

1. Alison L. Bain and Linda Peake. 2017. Urbanization in a Global Context.



## Evaluation

Participation_____	20%
Reading Comprehension Quizzes _____	15%
Assignment #1_____	10%
Due to cuLearn: <b>May 13th Length: max. 500 words</b>	
In-class Test #1_____	15%
In class: <b>May 28th</b>	
Assignment #2 News Media Review and Analysis_____	10%
Due to cuLearn: <b>May 29th Length: max. 800 words</b>	
Assignment #3 Film review and Analysis _____	15%
Due to cuLearn: <b>June 12th Length: max. 1000 words</b>	
In-class Test#2_____	15%
In class: <b>June 18th</b>	

- \* **Late Policy:** Deductions of 10% per day begin immediately on the due date. Assignments will not be accepted if they are more than seven days late. Assignments will not be accepted by e-mail. Students must submit ALL assignments to pass this course.
- \* **Appeals Policy:** If you wish to dispute a grade, you must do so within 7 days after the assignment/test is returned to you. To appeal a grade, you must write a 1/2-1 page explanation of why your assignment/test merits a higher grade.

**Participation:** Class attendance and participation is compulsory. Please arrive on time, and be ready to participate. I expect well-informed participation. To receive an 'A-range' grade for participation (16/20 or higher) you must: attend all classes with one 'freebee' absence (beyond that, absences with doctors note will be considered); and participate regularly and consistently in a manner that is thoughtful, well-informed and related to the material under discussion.

**Reading Comprehension Quizzes:** Multiple choice quizzes, based on the corresponding class readings, must be completed on cuLearn **before class on lecture day**. No late quizzes, or re-writes will be accepted. The best 8 of 10 quiz marks will count towards your final quiz grade. You are welcome to work ahead on quizzes and readings!

**Tests:** In-Class cu-Learn based tests will take place during the first half of lecture, and will take place on a personal computer. If you do not have a computer, please see me and we can arrange for you to borrow a computer from the library. Tests comprise a combination of multiple choice, true false, fill in the blank, short answer questions, and map work. Tests cover the lecture material. If you attend lectures regularly, listen, take notes, and study you should be fully prepared for the tests. There will be **no make-up tests**. If you miss a Test due to a legitimate absence, the 15% will be redistributed to your other test.

### Office Hours and Communication:

I am eager to help with any problems you might have with the course, and will be available after each lecture for as long as I am needed. My preference for in-depth, content-related questions is for a meeting (either face-to-face, or by phone). In this class we will use our **Q&A forum** on cuLearn to address short logistical questions: **please use CU Learn as the first site for questions**. I encourage you to be a good class citizens, and to respond to other students' questions. Please do not expect an instant reply: I do not read e-mails either on Saturday or Sunday. I will not be available for 24 hours before assignment due dates or exams or 24 hours after assignments/exams are returns. Emails sent during these windows will not be responded to until the window has passed.

## Thematic Outline:

Dates	Topic	Readings
<b>PART 1: Situating Cities in a World Historical Perspective</b>		
May 6	Introduction, Course Overview, Setting the Context	None
May 8	Conceptualizing Cities in A Global Context: historical phases of globalization and the city	Intro & Chapter 1
May 13	Urban inequalities that characterize the neoliberal global city	Chapter 2 & Chapter 5
	Assignment #1 Due to CuLearn by 10:00am	
<b>PART 2: Cities in the So-Called “Developed” World</b>		
May 15	Cities in the U.S. and Canada	Chapter 6
May 20	No Class	
May 22	Cities of Europe/ Review	Chapter 8 & Chapter 11
May 27	First Half: In-Class Test #1	
	Second Half: Cities of Australia and the Pacific	Chapter 9
<b>PART 3: Cities in the So-Called “Developing” World</b>		
May 29th	Cities of the Greater Middle East	Chapter 13 & Chapter 14
	Assignment #2 Due to CuLearn by 10:00am	
June 3	1st Half: Cities of Asia	Chapter 15 & Chapter 16
June 5	Cities of Africa	Chapter 24
June 10	Cities of the Central and South America	Chapter 18
June 12	Prospects for Change & Review	Chapter 21
	Assignment #3 Due to cuLearn by 10:00am	
June 17	In-class Test #2	

## Uneven Cities: Assignment #1

Geography 2400S

### Summary

This assignment is designed to allow you to explore inequality between two global cities of your choosing and includes: a map, a profile of each city, and a critical reflection. Choose and review 2 cities, one that reflects opulence and one that reflects a scarcity, following the instructions below.

- **10% of final grade**
- **due to cuLearn by 10am May 13th**
- **Length: 500 words**

\*Late assignments will be penalized 10% per day.

\*Must be submitted in hard copy. Typed, double-spaced, 1-inch margins, in 12 pt, Times New Roman font. Include your name, student number, and the date on the first page of your assignment.

### Objectives

- to get a grounded sense of urban inequality between two major cities
- to familiarize students with profiles of two cities that they will be able to draw from on tests
- to reflect on and prepare a concise summary relating the course theme of urban inequality to two real life examples

### Assignment Instructions

1. Plot and label each city on a world map. Label the country and province of the city.
2. In the first section, provide a brief profile of both cities (can be descriptive or statistics– this should include population, location, poverty rates, main economic drivers, levels of inequality). This section should be in bullet form.
3. Write a short reflection on the inequalities between these cities addressing how your chosen cities relate to the idea of “Evil Paradises” and “Planet of Slums”.

\*Ideas to Consider in your Reflection: Environmental differences, Security, Healthcare/ Education/Housing, Gender (in)equality, Consumerism, Sanitation, Recreation and Leisure

\*To receive top marks, you must draw from at least 1 academic or scholarly source. You are expected to identify the sources for any statistical information that you use in your city profiles.

### Evaluation

Clear and complete Map.....	/1
Profiles.....	/2
Critical Reflection.....	/5
Writing, grammar and following assignment guidelines.....	/2
<b>Total.....</b>	<b>/10</b>

## Representing the City: Assignment #2

### Geography 24005

#### Summary

Media representations are the ways in which the media portrays particular groups, communities, experiences, ideas, or topics from a particular ideological or value perspective. This assignment is designed to get you thinking about how cities are portrayed in the media, which bears significantly on how they are viewed by the public.

- **10% of final grade**
- **due to cuLearn by 10:00am May 29th**
- **Length: 800 words**

#### Assignment Instructions:

1. Identify an urban issue in a major world city and at least 5 news media articles that deal with this issue (\*no blog posts, personal websites or wikipedia ).
2. In the first section, provide a brief descriptive profile of the city, and a brief summary of the issue.
3. In the next section, critically assess how the urban issue and the city are being portrayed. Some things to think about: Whose voices are being represented and whose ignored? Do the articles differ in perspective (and why?) What representation of the issue and city strike you as convincing? What do you question? What might the consequences of this representation have on the future of this issue/of the city?
4. Use quotations (very brief) and evidence to justify your claims and provide a clear bibliography of your sources.

#### Evaluation

Description of the Problem.....	/3
Analysis and Quality of Sources.....	/4
Writing, grammar and following assignment guidelines.....	/3
<b>Total.....</b>	<b>/10</b>

## Critical Film Analysis: Assignment #3

### Geography 24005

- **15% of final grade**
- **due to cuLearn June 12th by 10 am**
- **Must be typed, double-spaced, 1-inch margins, in 12 pt, Times New Roman font.**
- **Length: 1000 words (not including charts, figures, maps etc)**

Select one film from the list below and critically review the portrayal of the city(ies). Your review should focus on the city as it relates to one or two course themes and you are expected to situate the events of the film within their respective geographical and historical context. In addition, you are expected to provide supplementary data on the chosen city based on journal articles, course texts and news media articles. This assignment is a critical interpretation of how the concepts we have discussed are reflected/treated in the film. **Do not summarize the plot or focus on acting, cinematography or character development.** Instead, prepare a paper discussing how it contributes to your understanding of one of the course themes, focus on developing an argument that situates the events of the movie within their geographical context.

#### Assignment Requirements:

- Write your thesis statement in bold under your title
- Have a clear thesis statement and lines of exploration (in the introduction)
- Your analysis must demonstrate critical thought and involve a critical commentary
- Source and provide support from at least 2 academic sources. If you integrate quotations, use only those that are most compelling and limit yourself to 2 quotations per page. The majority of your work should be written in prose by you. Points without explicit reference can only earn max grade of 'C'

#### Brainstorming Ideas:

- How is/are the city(ies) characterized in the film? Is this an accurate portrayal? Does this reflect reality? (Please rely on academic sources and data to support your case).
- What important urban geographical issues have been brought up in the film? For example: for example, if the film shows urban poverty, then how is this portrayed? Is it realistic? Why or why not? (Use data to support your answer)
- Who is being represented? Who is missing? What effects (think: discourse, ideology) might this portrayal have on the audience(s)?

## **World Cities Geography 2060B Critical Film Analysis: Assignment #3 CONT...**

### Film Choices

Born into Brothels  
Cities on Speed- Cairo  
City of God (Rio De Janeiro)  
City of Life (Dubai)  
Crash (Los Angeles)  
Blade Runner (1982) (Los Angeles)  
Dirty Pretty Things (London)  
Gomorrah (Naples)  
Paris Je T'aime (Paris)  
Metropolis  
Radiant City (Suburban North America)  
Salaam Bombay  
Do the Right Thing  
Slumdog Millionaire (Mumbai)  
Slums: Cities of tomorrow  
The Second Mother/'Que horas ela volta?' (Brazil)

### **Grading Rubric**

<b>Thesis Statement and Lines of Exploration .....</b>	<b>/3</b>
<b>Analysis, Critical Thought, Connection to Course Themes.....</b>	<b>/7</b>
<b>Writing Clarity .....</b>	<b>/5</b>
<b>Total.....</b>	<b>/15</b>

**Academic Accommodations:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

**Accommodation for Religious Observance:** Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance ([www.carleton.ca/equity](http://www.carleton.ca/equity)).

**Accommodation for Pregnancy:** Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

**Plagiarism:** The University Senate defines plagiarism as "presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own." This can include:

- reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

**Intellectual Property:** Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

**Submission and Return of Term Work:** Papers must be submitted directly to the instructor according to the instructions in the course outline. Late assignments may be submitted to the BGI/NS office in 2404R, River Building. For essays not returned in class please attach a **stamped, self-**

**addressed envelope** if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

**Grading:** Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	1 2 - point scale	Percentage	Letter grade	1 2 - point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

**Approval of final grades:** Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

**Carleton E-mail Accounts:** All email communication to students from BGIInS will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

**Official Course Outline:** The course outline posted to the BGIInS website is the official course outline.