

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We are proposing to add GE status to this course in the Social Sciences: Organizations and Politics area and the Diversity: Global Issues area.

What is the rationale for the proposed change(s)?

With semesters, we changed this course from a 400-level course to a 2000-level course. It is still part of our Geography curriculum, but is also intended to be of interest to OSU students more generally.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None of which we are aware.

Is approval of the request contingent upon the approval of other course or curricular program request? No

General Information

Course Bulletin Listing/Subject Area	Geography
Fiscal Unit/Academic Org	Geography - D0733
College/Academic Group	Social And Behavioral Sciences
Level/Career	Undergraduate
Course Number/Catalog	2500
Course Title	Cities and their Global Spaces
Transcript Abbreviation	Global Cities
Course Description	Globalization and urbanization; urban economies, spaces, and societies; function, form, and pattern in developed and developing world cities.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 7 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions Not open to students with credit for qtr. crs. GEOG 455

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 45.0701
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Quarters to Semesters

Quarters to Semesters Semester equivalent of a quarter course (e.g., a 5 credit hour course under quarters which becomes a 3 credit hour course under semesters)
List the number and title of current course being converted 455 Cities and their Global Spaces

Requirement/Elective Designation

General Education course:
Organizations and Politics; Global Studies (International Issues successors)
The course is an elective (for this or other units) or is a service course for other units

Previous Value

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Content Topic List**
- Globalization and urbanization
 - Urban economies, spaces, and societies
 - Developed and developing world cities

Attachments

- 2500-syll.doc
(Syllabus. Owner: Mansfield, Becky Kate)
- 2500-GE.docx
(GEC Model Curriculum Compliance Stmt. Owner: Mansfield, Becky Kate)
- 2500-Assessment.docx
(GEC Course Assessment Plan. Owner: Mansfield, Becky Kate)

Comments

COURSE CHANGE REQUEST
2500 - Status: PENDING

Last Updated: Haddad,Deborah Moore
02/08/2012

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Mansfield,Becky Kate	02/08/2012 12:15 PM	Submitted for Approval
Approved	Mansfield,Becky Kate	02/08/2012 12:27 PM	Unit Approval
Approved	Haddad,Deborah Moore	02/08/2012 01:54 PM	College Approval
Pending Approval	Nolen,Dawn Jenkins,Mary Ellen Bigler Meyers,Catherine Anne Vankeerbergen,Bernadette Chantal Hogle,Danielle Nicole Hanlin,Deborah Kay	02/08/2012 01:55 PM	ASCCAO Approval

Geography 2500: Cities and Their Global Spaces (3 credits)
MW 2:30am-4:18 pm
Derby Hall 0070

Professor Ed Malecki
Office: 1056 Derby Hall
Phone: 688-5688
Email: malecki.4@osu.edu
Office hours: MTW 12:30-2:00 pm

Course description

Where do you live? Chances are that you live in a city, since in high-income countries, the urban population exceeds 70% of the total population. However, in lower income countries, only half of the population lives in cities – although rapid urbanization ensures that this number will grow in the coming decades. The ways that cities have developed over time, and the rates at which they have grown, affect spatial forms and social situations in divergent cities. In turn the economic context of urban life and growth is a central concern to understanding urban futures. This course explains how economies, spaces, and people's lives have evolved in cities in a context of globalization. The course covers changes to urban function, form, and pattern, especially as economic change over the past several decades has shaped post-industrial and developing world cities. Examples range from megacities to ordinary cities, from suburbanization in the developed world, to the environmental challenges facing rapidly growing cities in developing countries. Topics include economic production, consumption, and urban entrepreneurialism and opportunity; the city as a place of work and innovation; urban nature and environments; social difference in the city; social exclusion, segregation, and poverty; and the urban political struggles that shape communities and seek alternative urban futures.

Disability Services

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Academic Misconduct

Plagiarism is the representation of another's works or ideas as one's own. You must acknowledge others' work when you quote them or paraphrase their ideas and words. All cases of suspected plagiarism, in accordance with university rules, will be reported to the Committee on Academic Misconduct. It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). If you have questions about this or other rules of conduct for students, see the student affairs webpage concerning code of conduct at http://studentaffairs.osu.edu/resource_csc.asp.

Adherence to Social Science General Education Curriculum General Learning Outcomes

According to the GEC Program Learning Goals and Objectives, last updated 05/30/2008, the expected outcomes for the “Social Sciences: Organizations and Politics” GEC component are that:

1. Students understand the theories and methods of social scientific inquiry as they are applied to the studies of organizations and politics.
2. Students understand the formation and durability of political, economics, and social organizing principles and their differences and similarities across contexts.
3. Students develop abilities to comprehend and assess the nature and values of organizations and politics and their importance in social problem solving and policy making.

In addition, within the Diversity GEC component, the GEC Program Learning Goals and Objectives for “Global Studies” are that:

1. Students exhibit an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples, and cultures outside the US.
2. Students are able to describe, analyze, and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin, and religion as they relate to international/global institutions, issues, cultures and citizenship.
3. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Geography 2500 will fulfil the above GEC expected learning outcomes by fulfilling the Social Sciences GEC “Organizations and Politics” sub-categorization. Geography 2500 also will fulfil the above GEC expected learning outcomes by fulfilling the Social Sciences GEC “Diversity: Global Studies” sub-categorization.

The course provides a lens onto understanding economic, political, and social structure of cities throughout the world by introducing students to key geographical concepts such as space, place, and scale. Taken together, these concepts emphasize that organizations and politics that operate in and among cities cannot be studied without a careful consideration of geographical context. This context operates in the case of cities through three distinct ways of viewing cities: as embedded in global economic, political and social networks; as nested within global, national and local spaces and forces; and as the key spaces of economic activity.

Moreover, this course introduces students to cities throughout the world, and primarily outside the United States. As a result, students will exit the class with an awareness of the geographic contexts of organizations and politics from not only multiple conceptual vantage points but also from multiple geographical contexts. In this way, the course reinforces the diversity of the world's nations, peoples, and cultures outside the US through a focus on the world's cities.

Students will apply general concepts in a case study on a city of their choosing. The case study will emphasize that decision and policy making, although locally grounded, are always developed as a result of the intersection of global and local forces. The case study will also emphasize the multiple social processes (e.g. cultural, economic, political) at work in both local and global contexts. By emphasizing the multifaceted nature of organizations and politics, the course explicitly raises questions about the context-dependence of human actions and the role they play in problem solving.

Required text

- A.J. Jacobs, ed. *The World's Major Cities: Cases, Lessons, and a Toolkit for Studying Urban Regions*. London: Routledge, 2011.

Course requirements

<u>Requirement</u>	<u>% of final grade</u>
1. Class participation	10
2. Hometown paper 1	10
3. Unannounced quizzes	20
4. Article reviews (15% each)	30
5. Hometown paper 2	10
6. Final Paper	20

Class participation. Reading is necessary but not sufficient for a grade of A. Come prepared, having read the reading for the day, for active discussion on the topics and readings of the day.

Hometown paper 1. This is a short paper on your hometown (large or small) and its relationship to the global economy and to one or more global cities. This will be due the second week of the quarter.

Unannounced quizzes. You will have five quizzes on readings and class discussion throughout the term. The purpose is to give you a chance to demonstrate your ability to write short essays in response to questions on course topics. The five quizzes, at 4% each, will constitute 20% of your final grade, so if you miss any classes or fall behind on your reading, your average will suffer. You may not “make up” a quiz if you are absent from class.

Reviews of two articles from urban journals. The list of journals from which you may choose articles to review includes: *Cities*, *City*, *International Journal of Urban and Regional Research*, *Journal of Urban Affairs*, *Urban Affairs Review*, *Urban Geography*, and *Urban Studies*. All are in OSU Libraries’ Online Journals. Go to <http://library.osu.edu/> and enter a journal title in the search box. An article review includes one page that summarizes the article and 1-1/2 to 2 pages of critique.

Hometown paper 2. After several weeks in the course, you rewrite your earlier hometown paper – or write a new one – to incorporate what you have learned in the course. This is a short paper on your hometown (large or small) and its relationship to the global economy and to one or more global cities. This will be due the eighth week of the quarter.

Final Paper. Choose a city – one you live in or one where you would like to live. Your 6-page paper must focus on how this city is three-dimensional: (1) the ways in which it is (or is not) a world or global city, (2) how it is embedded in national and supranational networks, and (3) the ways in which its local economy is (or is not) competitive in a changing world economy. These will be presented in class during the last week of classes. (Detailed instructions to follow.)

Course schedule and assigned readings (Spring 2013)

Week One

Tuesday, January 8: *Introducing global cities*

Urbanization, mega-cities, and cities as global, nested, and local. Conceptualizing cities as places in wider – national, trans-national and global – networks, flows and relations. Ways of studying the world's cities.

Reading: *Jacobs Chapters 1&2*

Thursday, January 10: Cities in a world system: origins

Reading: *Jacobs Chapter 3 (Friedmann 1995)*

Week Two

Tuesday, January 15: Globalization and transnational urban systems [Sassen, Taylor et al.]

Reading: *Jacobs Chapter 4 (Sassen 2006)*

Thursday, January 17: City-building in New York and London; US cities in the world city network (Taylor & Lang 2005)

Hometown paper 1 due

Reading: *Jacobs Chapter 5 (Fainstein 2001)*;

Week Three

Tuesday, January 22: Restructuring and revival in Britain's forgotten global city: Manchester

In class video: *Cleveland*

Reading: *Jacobs Chapter 6 (Jacobs 2011)*

Thursday, January 24: New global cities in China: Shanghai and Beijing

What makes a global city; rapid urbanization in China; global links

Reading: *Jacobs Chapter 7 (Yusuf and Wu 2002)*

Week Four

Tuesday, January 29: Mexico City as a global city

The 'global city' concept: global processes that shape cities as nodes within global networks, migration flows; integration of post-colonial cities into global urban networks.

Reading: *Jacobs Chapter 8 (Parnreiter 2002)*

Thursday, January 31: Urbanization in India: *Bangalore and Mumbai*

Indian megacities; slums; splintered urbanism in Mumbai (Grant and Nijman)

Reading: *Jacobs Chapter 9 (Aranya 2008)*

First article review due

Week Five

Tuesday, February 5: Race, space and the post-Fordist spatial order in Johannesburg

Slums in Africa; entrepreneurship and technology

Reading: *Jacobs Chapter 10 (Crankshaw 2008)*

Thursday, February 7: *Review: Global Cities*

Reading: *Jacobs Chapter 11 (Jacobs 2011)*

In class video: *Portland*

Week Six

Tuesday, February 12: The nested city

Reading: *Jacobs Chapters 12&13 (Jacobs 2011 and Hill and Fujita 2003)*

Thursday, February 14: Comparing global cities: New York, Chicago, Los Angeles; great American cities (Savitch 2008)

Reading: Jacobs Chapter 14 (Abu-Lughod 1999)

Week Seven

Tuesday, February 19: Race and fragmentation in Detroit and Toronto

Reading: Jacobs Chapter 15 (Jacobs 2009)

Thursday, February 21: Brazilia and São Paulo: state-made versus alpha global city

Reading: Jacobs Chapter 16 (Jacobs 2011)

Week Eight

Tuesday, February 27: Expanding income stratification: Tokyo and America's largest city-regions

Reading: Jacobs Chapter 17 (Jacobs 2011)

Thursday, March 1: Singapore: the nested city-state; globalising Singapore (Yeoh and Chang 2001)

Reading: Jacobs Chapter 18 (Ho 2003)

Week Nine

Tuesday, March 6: Planning Taipei

Reading: Jacobs Chapter 19 (Wang 2006)

Thursday, March 8: Ulsan as a global industrial region; review of nested cities

Reading: Jacobs Chapters 20 & 21

Second article review due

March 11-15 Spring Break

Week Ten

Tuesday, March 19: The city-region as the locus of economic activity and growth

Reading: Jacobs Chapters 22 & 23 (Jacobs 2011 and Scott and Storper 2003)

Thursday, March 21: The US auto industry: then and now; Klier and Rubenstein

Reading: Jacobs Chapter 24 (Hurley 1959)

Week Eleven

Tuesday, March 26: Entrepreneurial cities: Hong Kong as an example; Tokyo (Mori Memorial Foundation 2009)

Reading: Jacobs Chapters 25 (Jessop and Sum 2000)

Thursday, March 28: Gateway cities; Brazilian examples (Rossi and Taylor 2006); US examples (Singer 2004); global list (Price and Benton-Short 2007)

Hometown paper 2 due

Reading: Jacobs Chapter 26 (Short et al 2000)

Week Twelve

Tuesday, April 2: Entrepreneurial cities: Birmingham and Mississauga

Reading: Jacobs Chapters 27

Thursday, April 4: Technology clusters (Silicon Valley, Ottawa, and others)

Reading: Jacobs Chapters 28 (Harrison et al. 2004)

Week Thirteen

Tuesday, April 9: Innovative cities (Simmie et al. 2002; Smilor et al. 2007)

Reading: Jacobs Chapter 29

Thursday, April 11: New York City's Silicon Alley and Malaysia' Multimedia Super-Corridor

Reading: Jacobs Chapter 30 (Indergaard 2003)

Week Fourteen

Tuesday, April 16: Cities as economic loci: review

Reading: Jacobs Chapter 31

Presentations of final projects

Thursday, April 18: Cities: Global, nested and local

Reading: Jacobs Chapter 32

Presentations of final projects

Week Fifteen

Monday, April 22 [last day of classes] **Final paper due**

GEOGRAPHY 2500: CITIES AND THEIR GLOBAL SPACES

We are applying for GE status for Social Sciences: Organizations and Politics AND Diversity: Global Studies

Adherence to Social Science General Education Curriculum General Learning Outcomes

According to the GEC Program Learning Goals and Objectives, the expected outcomes for the “Social Sciences: Organizations and Politics” GEC component are that:

1. Students understand the theories and methods of social scientific inquiry as they are applied to the studies of organizations and politics.
2. Students understand the formation and durability of political, economics, and social organizing principles and their differences and similarities across contexts.
3. Students develop abilities to comprehend and assess the nature and values of organizations and politics and their importance in social problem solving and policy making.

In addition, within the Diversity GEC component, the GEC Program Learning Goals and Objectives for “Global Studies” (successor to International Issues) are that:

4. Students exhibit an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples, and cultures outside the US.
5. Students are able to describe, analyze, and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin, and religion as they relate to international/global institutions, issues, cultures and citizenship.
6. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Geography 2500 will fulfill the above GEC expected learning outcomes by fulfilling the Social Sciences GEC “Organizations and Politics” sub-categorization. Geography 2500 also will fulfill the above GEC expected learning outcomes by fulfilling the Social Sciences GEC “Diversity: International Issues” sub-categorization.

1. How does Geography 2500 address the GEC category expected learning outcomes above?
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The overarching subject matter of this course concerns differences and similarities in the urban contexts of human existence. The course provides a lens onto understanding economic, political, and social structure of cities throughout the world by introducing students to key

geographical concepts such as space, place, and scale. Taken together, these concepts emphasize that organizations and polities that operate in and among cities cannot be studied without a careful consideration of geographical context. This context operates in the case of cities through three distinct ways of viewing cities: as embedded in global economic, political and social networks; as nested within global, national and local spaces and forces; and as the key spaces of economic activity.

Moreover, this course introduces students to cities throughout the world, and primarily outside the United States. As a result, students will exit the class with an awareness of the geographic contexts of organizations and polities from not only multiple conceptual vantage points but also from multiple geographical contexts. In this way, the course reinforces the diversity of the world's nations, peoples, and cultures outside the US through a focus on the world's cities.

Throughout, the course applies concepts from urban geography to issues and problems of contemporary relevance. First, students will apply human geographic insights to broad-scale critical contemporary issues such as urbanization, global inequalities, territorial conflict, race and racism, and the human dimensions of global change. Second, the students will apply general concepts in a case study on a city of their choosing. This paper will focus on issues like local economic development and suburban sprawl, set in the context of urban growth strategies. The case study will emphasize that decision and policy making, although locally grounded, are always developed as a result of the intersection of global and local forces. The case study will also emphasize the multiple social processes (e.g. cultural, economic, political) at work in both local and global contexts. By emphasizing the multifaceted nature of organizations and polities, the course explicitly raises questions about the context-dependence of human actions and the role they play in problem solving.

2. How do the readings assigned in Geography 2500 address the GEC category expected learning outcomes above?

The text book for this course, *The World's Major Cities: Cases, Lessons, and a Toolkit for Studying Urban Regions* – a new reader edited by A.J. Jacobs, – is intended specifically for a course on global cities. It covers the three major themes in research on cities and provides up-to-date coverage of current debates about theory and policy. It illustrates and applies these concepts with a suite of contemporary real-world issues in the world's major cities.

But most importantly, the text approaches the world's cities and their human geography sensitively. Many of the textbooks currently used to introduce urban studies to undergraduate students do so through a narrow lens of world regions and national contexts. We have chosen Jacobs' text because it highlights the differences and similarities across space without turning the specificities into cultural-geographic curiosities.

Moreover, because of its focus on cities throughout the world, the exceptional nature of cities in the United States also is highlighted. This reinforces the goals of the GEC "Diversity: International Issues."

3. How do the topics covered in Geography 2500 address the GEC category expected learning outcomes above?

To demonstrate that organizations and polities cannot be studied without careful consideration of geographical context, students will be introduced to a broad, representative sample of the world's cities and their economic, political and social issues. These include: economic restructuring, corporate location decisions, inter-urban competition, slums, racial segregation, and innovation. The two lectures for each week will cover basic concepts in each of these sub-disciplines and their geographical manifestation across space and scale.

By organizing the class around key themes or perspectives through which to understand cities, students are introduced to a range of theories and methods regarding the contexts of human existence and the processes by which cities function. Discussion of real-world cases, with emphasis on both global networks and local issues, provides students knowledge necessary for problem solving.

4. How do the written assignments completed in Geography 2500 address the GEC category expected learning outcomes above?

The class incorporates a total of eight written assignments: five quizzes, two article reviews, and final paper or project. These assignments are explicitly designed to address the expected learning outcomes of the GEC.

First, students will be asked to demonstrate that they have *learned theories or perspectives for understanding the world's cities*, in the five quizzes. These perspectives include: cities as embedded in global economic, political and social networks; cities as nested within global, national and local spaces and forces; and cities as the key spaces of economic activity. The quizzes will probe the students' knowledge of the crucial role of scale and context – global, national, regional, local – on the growth, development, and differentiation of the world's cities.

Second, students will engage with the scholarly literature on cities by writing article reviews (1000-1200 words, including a one-page summary and 1-2 pages of critique) on articles they choose from a list of seven prominent journals in urban studies. These assignments follow the guidelines below:

What do I consider a good article review? The best reviews are both informative and entertaining. The summary is succinct and well written, and the critique brings in information not found in the article itself. In general, your critique should bring perspectives from outside the article, rather than to criticize or praise specific aspects of the article. To write a critique does not mean to find fault with the article; a good critique builds upon the article, as in constructive criticism.

Mainly, your critique should identify why you chose the article and should show that the article you have chosen to review made you think. You might know something about the article's topic – from personal travel, work experience, stories from parents, friends or relatives, other reading, or other courses. On the other hand, the article might have been on a topic that is entirely new to you, and your critique can show what reading it made you think about on a subject about which you have knowledge and/or passion.

Your critique should not agree or disagree with the author(s), unless you have some strong evidence – not only opinion – to back up your agreement or disagreement. Do not criticize the style of the article (e.g. too many tables, too many equations), but feel free to suggest – with reasons – what was missing or what might have enhanced the article. In general, it's best not to use the first person too much; it's better to make a point based on evidence and references.

To repeat: The best reviews are entertaining and informative. I look forward to reading yours. I prefer hard copy – your paper and ink rather than mine, and no e-mail attachments, please. It is always better to beat, rather than merely to meet, deadlines. I'll accept reviews early – not only in class on the day they are due.

Third, students will write a Hometown Paper at two points in the semester. The assignment is for a short paper on your hometown (large or small) and its relationship to the global economy and to one or more global cities. This will be due the second week of the quarter.

After several weeks in the course, students will rewrite your earlier hometown paper – or write a new one – to incorporate what they have learned in the course. Assignment: This is a short paper on your hometown (large or small) and its relationship to the global economy and to one or more global cities. This will be due the eleventh week of the quarter.

Fourth, students will write a *research paper on a specific city using these perspectives*. The objective is to encourage students to ground the general concepts they have learned regarding cities and their contexts and processes in a specific setting. Particularly by focusing on a city with which they have personal experience as well as research-based knowledge, students will be able to explore and expand on the material encountered in class in terms of first-hand experience and/or synthesized data and knowledge.

GEOG 2500 Human Geography: Course Assessment Plan

As developed in consultation with the Undergraduate Studies Committee in the Department of Geography, Geography 2500 will be reviewed and assessed through the following mechanisms:

1. Quantitative student SEI evaluation
2. Embedded testing in five quizzes throughout the semester, using standardized questions
3. Embedded “testing” in the Hometown paper, which the students write once early in the semester and then rewrite later, providing an opportunity to evaluate what has been learned.

Item 2 and 3 when viewed together will demonstrate the effectiveness of the course readings, lectures, and assignments in imparting the GEC goals of the course are being met for that particular semester.

Items 1, 2 and 3 will be maintained on file in the department so that the progress of the course can be monitored and evaluated across time as the course evolves and to enable the department to address any major concerns or drift from the established goals and standards. The embedded questions will be critically reviewed by the Undergraduate Studies Committee every third time the course is taught.

This review will provide an assessment of how well the GEC goals of the course are being met through time, and if the results are consistent independent of specific instructors. If the results suggest that the GEC learning objectives are not being clearly communicated through course content, the instructor will undertake substantial revision of readings, lecture content, and discussion in class. If the data primarily indicate neutrality or that GEC material is being adequately covered in class, the instructor will still make minor adjustments to readings and lecture content.