

## Term Information

Effective Term Spring 2023  
*Previous Value* Autumn 2022

## Course Change Information

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

We are submitting GEOG 2500 for inclusion in the Lived Environments Theme.

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

This course provides students at the 2000 level with opportunities to undertake rigorous and advanced study of two important contemporary phenomena: urbanization and globalization. Because urbanization and (perhaps especially) globalization can appear distant and abstract to students, the course highlights real-world case studies to make complicated phenomena concrete and clear. Case studies will be explored using cutting-edge scholarly research papers and exceptional journalistic works.

### 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

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

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area	Geography
Fiscal Unit/Academic Org	Geography - D0733
College/Academic Group	Arts and 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, 12 Week, 8 Week, 7 Week, 6 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, Lima, Mansfield, Marion, Newark, Wooster

## Prerequisites and Exclusions

### Prerequisites/Corequisites

### Exclusions

Electronically Enforced No

## Cross-Listings

### Cross-Listings

## Subject/CIP Code

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

## Requirement/Elective Designation

### General Education course:

Organizations and Politics; Global Studies (International Issues successors); Lived Environments

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

### *Previous Value*

### *General Education course:*

*Organizations and Politics; Global Studies (International Issues successors); Social and Behavioral Sciences*

*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

- Examines the global system of cities in the world & political, economic, cultural, physical, social specificities of each.  
The cities & their settings comprise a highly diverse & international backdrop for global citizens to understand the world

### Content Topic List

- Globalization and urbanization
- Urban economies, spaces, and societies
- Developed and developing world cities

### Sought Concurrence

No

### *Previous Value*

## Attachments

- GEOG 2500\_Syllabus.docx: Syllabus  
*(Syllabus. Owner: Grandey, Mary Allison)*
- Submission form\_GEOG 2500\_Woodworth.pdf: Lived Environments Submission Form  
*(Other Supporting Documentation. Owner: Grandey, Mary Allison)*
- GEOG 2500 GE Form Responses.docx: Theme Submission Form Responses  
*(Other Supporting Documentation. Owner: Grandey, Mary Allison)*

**COURSE CHANGE REQUEST**  
2500 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
09/28/2022

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Grandey, Mary Allison	06/24/2022 10:29 AM	Submitted for Approval
Approved	Munroe, Darla Karin	06/24/2022 10:30 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/28/2022 11:40 AM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/28/2022 11:40 AM	ASCCAO Approval



# SYLLABUS

# GEOGRAPHY 2500:

Cities and their Global Spaces (fulfills Lived Environments GE theme)  
Spring 2023 – Full Term – In-Person MWF

## COURSE OVERVIEW

### Instructor

Instructor: Max D. Woodworth

Email address: woodworth.42@osu.edu

Phone number: (614) 247-6899

Office hours: By appointment

### Course description

Airports, shipping depots, logistical hubs, financial centers, research and development zones, iconic skyscrapers designed by global “star-architects” – these are just some of the prominent and highly visible spaces in metropolitan areas that symbolize our era’s globalization. But there are countless other features of our urban surroundings that express aspects of globalization as well. They are perhaps less visible, but they are no less important. Some examples include telecommunications switching stations stashed discreetly in buildings disguised as apartments, oil and gas pipelines, “underground” sweatshops and boarding homes for migrant laborers. Lists like these could go on. And, indeed, we can observe traces of globalization in even the most mundane moments of daily urban life today, from the media produced and consumed in cities, to globalized gastronomical trends, to heavily visited tourist sites.

This is a course in social and economic geography that explores relationships between cities and globalization. Through close examination of key cities and spaces, it is designed to help students reach a deep conceptual understanding of how we inhabit an interconnected and interdependent world, where flows of capital, people, ideas, and goods concentrate in cities and link their inhabitants to far-flung places and communities. It is also geared toward helping students understand how cities are “global” in many different senses of the word. Students will end the course with a much stronger appreciation of the commonalities and differences that define globalized and urbanized life today and a fuller understanding of the nature and implications of globalization in a world of cities.

The goals of this course are as follows:

- (1) to improve students' knowledge about the global geography of cities,
- (2) to develop students' conceptual understanding of globalization, and
- (3) to foster intellectual engagement with the political, economic, cultural, and environmental transformations remaking the world today.

This is an in-person course. We will use a range of materials: scholarly texts, exceptional journalistic work, films, artworks, policy reports, etc. Students are expected to attend all classes, complete all assigned readings and audio-visual viewings, and participate actively in class discussions.

## Course-specific expected learning outcomes

By the end of this course, successful students should be able to:

- Understand the forces of globalization from a variety of perspectives
- Assess contemporary patterns of urban development
- Analyze modes of urban governance
- Critically interpret representations of the city in different creative works
- Develop analytical language to assess built environments
- Identify cultural trends in urban design
- Understand the role of the informal sector in global cities
- Articulate their own relations to cities and their global spaces
- Develop skills as self-directed learners by conducting original research, working in groups, presenting findings, and completing writing assignments of different lengths

The goals and expected learning outcomes of this course align with the general expectations of GE theme courses and of the "Lived Environment" theme specifically. The goals and expected learning outcomes are as follows:

<b>GE Theme Courses</b>	
<b>Goal 1:</b> Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.	Successful students are able to ....  <b>1.1</b> Engage in critical and logical thinking about the topic or idea of the theme.

	<p><b>1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.</p>
<p><b>Goal 2:</b> Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.</p>	<p><b>2.1</b> Identify, describe, and synthesize approaches or experiences as they apply to the theme.</p> <p><b>2.2</b> Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>

<b>GE “Lived Environment”</b>	
<p><b>Goal 1:</b> Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g., agricultural, built, cultural, economic, intellectual, natural) in which humans live.</p>	<p>Successful students are able to ....</p> <p><b>1.1</b> Engage with the complexity and uncertainty of human-environment interactions.</p>
	<p><b>1.2</b> Describe examples of environmental change and transformation over time and across space.</p>
<p><b>Goal 2:</b> Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.</p>	<p><b>2.1</b> Analyze how humans’ interactions with their environments share or have shaped attitudes, beliefs, values, and behaviors.</p> <p><b>2.2</b> Describe how humans perceive and represent the environments with which they interact.</p> <p><b>2.3</b> Analyze and critique conventions, theories, and ideologies that influence discourses around environments.</p>



# GRADING AND INSTRUCTOR RESPONSE

## How your course grade is calculated

ASSIGNMENT CATEGORY	POINTS
<b>10 Journal Entries</b>	<b>50</b>
<b>Attendance and Participation</b>	<b>10</b>
<b>Case Study Project</b>	<b>40</b>
<b>Total</b>	<b>100</b>

## Explanation of graded assignments

**Journal Entries:** Students must submit 10 journal entries. There are twelve Fridays that journal entries are due, but only ten must be completed. Journal entries are intended as short, reflective essays (about 1 page, single-spaced, or about 500 words) about the readings or films. Prompts will be provided for all journal entries. Sample entries will be available in Carmen. Journal entries are graded on a 0-100 scale.

**Attendance and Participation:** Attendance will be taken in every class session. Students are permitted three unexcused absences per semester. After the third unexcused absence, each absence results in a percentage point deduction from the final grade. Everyone is also expected to participate actively in class. This means asking questions, offering constructive responses to classmates' discussion, and/or taking part during in-class activities.

**Case Study Project:** This course will culminate in a case study project. For this project, students will select a specific space that reflects the forces of globalization covered in this class. The specific space need not be a type of place covered in the class. Students are expected to write a 5-page, single-spaced essay that describes the space and analyzes it in relation to globalization. Essays must use at least 10 academic sources (books or articles). In Week 9, students will submit a short write-up of the selected topic and provide a preliminary bibliography. The final paper will be due at the end of term.

## Late assignments

I try to be flexible and understanding about people's busy schedules, so I can grant two late submissions without deducting grade points. Starting with the third late assignment, five percentage points are deducted for each day of lateness. Family or medical emergencies are

acceptable excuses for lateness and will not result in point deductions. Please provide documentation so I can record an excused lateness.

## Grading scale

93–100: A  
90–92.9: A-  
87–89.9: B+  
83–86.9: B  
80–82.9: B-  
77–79.9: C+  
73–76.9: C  
70 –72.9: C-  
67 –69.9: D+  
60 –66.9: D  
Below 60: E

## Instructor feedback and response time

- **Grading and feedback:** For any written assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.

## HOW THIS COURSE WORKS

**Mode of delivery:** This course is offered in person.

**Communication:** The instructor will communicate with the class about assignments, deadlines, and any other crucial information for the course during class and through Carmen Announcements. It is the responsibility of students to read Announcements promptly.

**Credit hours and work expectations:** This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction in the classroom in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a C grade.

### **Attendance and participation requirements:**

- **Attend lecture periods**  
You are expected to be present during class sessions. After three unexcused absences, final grades will drop by a percentage point per class period missed.
- **Participate in class**  
You are expected to actively participate in class-time activities and discussions. I urge everyone to speak voluntarily during class times, but will call on students, as well.

### **Excused absences**

Absences can be excused for medical reasons or family emergencies. Please take initiative to provide the instructor with documentation verifying your reason for absence. If the matter is private, please simply email me indicating such.

### **Office hours**

I will hold office hours by appointment. Please simply send an email to me with three half-hour periods convenient to you and I will respond with a preferred time or a request to provide a few more options in case I'm having a particularly busy week.

# COURSE SCHEDULE

Module (weeks)	Topic	Reading, viewing	Assignment, quiz	
<b>WEEK 1</b>	Introduction to the course; review of syllabus	N/A	N/A	
	Jan. 9			
	Jan. 11	Global Cities: What makes a city “global?”	<a href="#">Globalization and World Cities Research Network</a> , <a href="#">The World According to GaWC</a> (peruse 2000 – 2020)	N/A
	Jan. 13	Global Cities: What makes a city “global?”	Derudder, DeVos & Witlox	In-class quiz on syllabus
<b>ENABLING AND ACCELERATING GLOBAL FLOWS</b>				
<b>WEEK 2</b>	<b>MLK Holiday</b>			
Jan. 16				
Jan. 18	The Airport: Non-place of Globalization?	Augé		
Jan. 20		N/A	JE 1	
<b>WEEK 3</b>	The Container and the Port	Levinson; <a href="#">Khafagy</a>		
Jan. 23				
Jan. 25		N/A		
Jan. 27		N/A	JE 2	
<b>WEEK 4</b>	The Financial Center: London, New York, Tokyo	Saskia Sassen		
Jan. 30				
Feb. 1		N/A		

<b>Feb. 3</b>	The Financial Center: Dubai	Mitchell	JE 3
<b>WEEK 5</b>	Logistical Hubs: International communications and surveillance stations	Greengard (IoT); <a href="#">Gallagher &amp; Moltke</a>	
<b>Feb. 6</b>			
<b>Feb. 8</b>		N/A	
<b>Feb. 10</b>	Logistical Hubs: Warehouse districts	<a href="#">Horseman</a>	JE 4
<b>GLOBAL STATEMENTS OF INTENT</b>			
<b>WEEK 6</b>	Iconic Towers: The icon project	Sklair & Gherardi	
<b>Feb. 13</b>			
<b>Feb. 15</b>		Knox	
<b>Feb. 17</b>	Iconic Towers: The edifice complex	Grant	JE 5
<b>WEEK 7</b>			
<b>Feb. 20</b>		N/A	
<b>Feb. 22</b>	Iconic Towers: The hyperbuilding	Ong	
<b>Feb. 24</b>			JE 6
<b>WEEK 8</b>	Africa Rising: New cities	Murray	
<b>Feb. 27</b>			
<b>Mar. 1</b>		N/A	
<b>Mar. 3</b>	Global New Cities	Moser & Cote-Roy	JE 7
<b>WEEK 9</b>			
		N/A	

<b>Mar. 6</b>			
<b>Mar. 8</b>	Command and Control: A review of globalization and the spaces of contemporary power	N/A	
<b>Mar. 10</b>	Group work on case study project	N/A	Case Study Topic Statement and Bibliography
<b>WEEK 10</b>	<b>SPRING BREAK</b>		
<b>URBAN SPACES OF PRODUCTION FOR THE WORLD</b>			
<b>WEEK 11</b>	The Export Processing Zone & Manufacturing	Dutta	
<b>Mar. 20</b>			
<b>Mar. 22</b>		N/A	
<b>Mar. 24</b>		N/A	JE 8
<b>WEEK 12</b>	Fast Fashion from New Albany to Dhaka	<a href="#">Motlagh</a>	
<b>Mar. 27</b>			
<b>Mar. 29</b>		N/A	
<b>Mar. 31</b>		N/A	JE 9
<b>URBAN SPACES OF GLOBALIZED EVERYDAY LIFE AND CULTURE</b>			
<b>WEEK 13</b>	Cities of Global Asylum and Refuge: Shanghai	<a href="#">Ruan</a>	
<b>Apr. 3</b>			
<b>Apr. 5</b>		<a href="#">Dickerson</a>	
<b>Apr. 7</b>	Cities of Global Asylum and Refuge: Columbus, OH	N/A	JE 10

<b>WEEK 14</b>  <b>Apr. 10</b>	Global Consumption: The luxury mall	Elsheshtawy	
<b>Apr. 12</b>	Global Enclaves: The global “slum”	Watch: <a href="#"><u>Welcome to Lagos, Ep. 1</u></a>	
<b>Apr. 14</b>	Global Enclaves: The global “slum”	<a href="#"><u>Arabindoo</u></a>	JE 11
<b>WEEK 15</b>  <b>Apr. 17</b>	Global Enclaves: The luxury gated community	Wu	
<b>Apr. 19</b>	Tourism Spaces: Venice	Watch: <a href="#"><u>Is Tourism Killing Venice?</u></a> (Deutsche Welle)	
<b>Apr. 21</b>	Tourism Spaces: Mega-events and urban spectaculars	Short	JE 12
<b>WEEK 16</b>  <b>Apr. 24</b>	Review: Global cities, global spaces	N/A	
<b>Case Study Paper Due TBD</b>			

## CHRONOLOGICAL READING AND VIEWING LIST (FULL CITATIONS)

### WEEK 1

Derudder, B., De Vos, A., and Witlox, F. 2012. Global city/world city. In. B. Derudder (ed.), *International Handbook of Globalization and World Cities* (London: Taylor and Francis): 73-82.

### WEEK 2

Augé, M. 1995. *Non-Places: Introduction to an Anthropology of Supermodernity* (trans. John Howe. London: Verso. Chapter 3, “From Places to Non-Places”: 75-115.

### WEEK 3

Levinson, M. 2016. *The Box: How the Shipping Container Made the World Smaller and the World Economy Bigger, 2<sup>nd</sup> ed.* Princeton, NJ: Princeton University Press. Chapter 1, “The World the Box Made”: 1-20.

Khafagy, A. 2022. “The Hidden Costs of Containerization: How the unsustainable growth of the container ship industry led to the supply chain crisis.” *The American Prospect*, February. <https://prospect.org/economy/hidden-costs-of-containerization/>

### WEEK 4

Sassen, S. *The Global City: New York, London, Tokyo, 2<sup>nd</sup> ed.* Princeton, NJ: Princeton University Press. Chapter 1, “Overview” and Chapter 5 “The Producer Services”: 3-16 and 90-126.

### WEEK 5

Greengard, S. 2022. *The Internet of Things, revised edition.* Boston: MIT Press. Chapter 1, “Introduction”: ix – xvi.

Gallagher, R. and Moltke, H. 2016. “Titanpointe: The NSA’s Spy Hub in New York, Hidden in Plain Sight.” *The Intercept*, November 16. <https://theintercept.com/2016/11/16/the-nsas-spy-hub-in-new-york-hidden-in-plain-sight/>

Horseman, J. 2021. “Inland Empire is Warehouse Central, but How did it Happen?” *The Press-Enterprise*, September 29. <https://www.pe.com/2021/09/29/inland-empire-is-warehouse-central-but-how-did-it-happen/>

### WEEK 6

Sklair, Leslie, and Laura Gherardi. 2012. "Iconic architecture as a hegemonic project of the transnational capitalist class." *City* 16(1-2): 57-73.

Knox, P. 2012. Starchitects, starchitecture and the symbolic capital of world cities. In. B. Derudder (ed.), *International Handbook of Globalization and World Cities* (London: Taylor and Francis): 275-283.

Grant, Bruce. "The edifice complex: Architecture and the political life of surplus in the new Baku." *Public Culture* 26.3 (2014): 501-528.

## **WEEK 7**

Ong, A. "Hyperbuilding: spectacle, speculation, and the hyperspace of sovereignty." In A. Roy and A. Ong, eds. *Worlding Cities: Asian experiments and the art of being global* (Malden, MA: Wiley-Blackwell): 205-225.

## **WEEK 8**

Murray, Martin J. 2015 "'City doubles': Re-urbanism in Africa." In F. Miraftab, D. Wilson, and K. Salo, eds. *Cities and inequalities in a global and neoliberal world* (London: Routledge): 106-123.

Moser, S., and Laurence Côté-Roy. 2021. "New cities: Power, profit, and prestige." *Geography Compass* 15(1): e12549.

## **WEEK 9**

N/A

## **WEEK 10**

Spring Break

## **WEEK 11**

Dutta, Madhumita. 2021. "Becoming 'active labour protestors': women workers organizing in India's garment export factories." *Globalizations* 18(8): 1420-1435.

## **WEEK 12**

Motlagh, J. 2014. "The ghosts of Rana Plaza." *Virginia Quarterly Review*, Spring. <https://www.vqronline.org/reporting-articles/2014/04/ghosts-rana-plaza>

**WEEK 13**

Ruan, X. 2014. "Shanghai, a modern metropolis born of a refugee crisis." *The Conversation*, July 14. <https://theconversation.com/shanghai-a-modern-metropolis-born-of-a-refugee-crisis-61849>

Dickerson, C. 2022. "'You cannot host guests forever.' How long will Polish solidarity with Ukrainian refugees last?" *The Atlantic*, May 3. <https://www.theatlantic.com/magazine/archive/2022/06/ukraine-refugees-warsaw-polish-border/629630/>

**WEEK 14**

Elsheshtawy, Y. 2008. "Navigating the spectacle: Landscapes of consumption in Dubai." *Architectural Theory Review* 13(2): 164-187.

Arabindo, P. 2017. "Outlining the global fault lines of the 'slum' narrative." *The Conversation*, December 12. <https://theconversation.com/outlining-the-global-fault-lines-of-the-slum-narrative-88499>

**WEEK 15**

Wu, F. 2004. "Transplanting cityscapes: the use of imagined globalization in housing commodification in Beijing." *Area* 36(3): 227-234.

Short, J.R. 2012. Mega-events: urban spectacles and globalization. In. B. Derudder (ed.), *International Handbook of Globalization and World Cities* (London: Taylor and Francis): 188-197.

**WEEK 16**

N/A

# STUDENT SUPPORT FOR SUCCESSFUL LEARNING

Students are encouraged to make use of the university's support services. These can be very helpful as you navigate the significant challenges of university life in all its dimensions.

Please visit the Academic Advising website to obtain tips for success in this and other courses, information about academic affairs and regulations, and general advising about majors, minors, careers, and other aspects of academic life. Through the website you will be able to schedule appointments with advisors who can assist with specific issues. See here:

<https://advising.osu.edu/>

For guidance and access to resources in all areas of student life, please visit the Student Services Center. You can visit their website here for complete information: <http://ssc.osu.edu>

## COURSE MATERIALS AND TECHNOLOGIES

### Textbook, articles, audio-visual materials

- All readings for this course are available through hyperlinks provided in the syllabus or will be available in PDF format on Carmen.
- Audio-visual material will be available through links.

### Course technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help/hours](https://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** [ocio.osu.edu/help](https://ocio.osu.edu/help)
- **Phone:** 614-688-4357(HELP)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)
- **TDD:** 614-688-8743

### BASELINE TECHNICAL SKILLS FOR THIS COURSE

- Basic computer and web-browsing skills

- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).

## CARMEN ACCESS

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

## OTHER COURSE POLICIES

### Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful. A fruitful learning environment is achieved when everyone knows that their contributions to discussions are welcomed and that their peers are ready to listen with open hearts and minds to what we each have to say.

- **Writing style:** In any written communications and assignments, you should remember to write using correct grammar, spelling, and punctuation. A crucial part of this course is learning to be a better writer.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels they can express themselves freely and where people can disagree amicably and allow classmates time and space to talk through challenging ideas without feeling judged or demeaned. Though I have never faced any problems of this sort in any of my classes during my ten years here, and Buckeyes are invariably a kind and thoughtful bunch, I would like to put here an obvious reminder that intentionally demeaning language will not be tolerated in the class.

- **Citing your sources:** Please make it a regular practice to cite sources whenever appropriate. Use parenthetical citations, which look like this: “Globalization is characterized by a process known as a ‘time-space compression’ (Harvey, 2005).” When you cite a source, you must always also include the full bibliographical reference at the end of your document. For consistency, use MLA style for bibliographic citations.

## OHIO STATE’S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university’s *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university’s *Code of Student Conduct* and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the university or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university’s *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the university’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.htm](http://www.northwestern.edu/uacc/8cards.htm))

## Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at [titleix.osu.edu](https://titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu). Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit [equity.osu.edu](https://equity.osu.edu) or email [equity@osu.edu](mailto:equity@osu.edu).

## Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you find yourself feeling isolated, anxious or overwhelmed, please know that there are resources to help: [ccs.osu.edu](https://ccs.osu.edu). You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org). The Ohio State Wellness app is also a great resource available at [go.osu.edu/wellnessapp](https://go.osu.edu/wellnessapp).

## Support and Resources

For further detailed information and access to helpful resources related to all of the policies listed above, please visit Academic Advising (<https://advising.osu.edu/>) and the Student Services Center (<http://ssc.osu.edu>).

## ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

### Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

### Accessibility of course technology

This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

# GE THEME COURSES

## Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeking approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course. .

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

## Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at [daly.66@osu.edu](mailto:daly.66@osu.edu) or call 614-247-8412.

Course subject & number

## General Expectations of All Themes

**GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.**

**Please briefly identify the ways in which this course represents an advanced study of the 1**

In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Course subject & number

**ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

**GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.**

**ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

Specific Expectations of Courses in Lived Environments

**GOAL 1: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.**

**ELO 1.1 Engage with the complexity and uncertainty of human-environment interactions.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 1.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

**GOAL 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.**

**ELO 2.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 2.2 Describe how humans perceive and represent the environments with which they interact.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

**ELO 2.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

A large, empty rectangular box with a thin black border, intended for the student to write their response to the ELO. The box is currently blank.

## GEOG 2500 GE Form Responses

This course provides students at the 2000 level with opportunities to undertake rigorous and advanced study of two important contemporary phenomena: urbanization and globalization. Each of these phenomena is fundamentally geographical, which allows for their examination to include a wide range of geographical theory and concepts. Globalization and urbanization are also characterized by a high degree of unevenness in terms of material outcomes and the capabilities of various individuals and groups to exercise autonomy and agency to shape individual and collective futures. Hence, the course is structured in a manner that reflects configurations of power at the intersection of urbanization and globalization. By this, I mean that the course considers, in turn: enabling institutions and infrastructures, consolidated political and economic power, production, consumption, and everyday life. Structured in this fashion, the course invites students to move toward a systematic understanding of both globalization and urbanization that ties together economy, politics, and culture.

Because urbanization and (perhaps especially) globalization can appear distant and abstract to students, the course highlights real-world case studies to make complicated phenomena concrete and clear. Case studies will be explored using cutting-edge scholarly research papers and exceptional journalistic works.

### ELO 1.1

General critical and logical thinking:

The phenomena explored in this course – globalization and urbanization – are complex, contested, and have inspired a great volume of scholarly work. Students in this course will engage these broad phenomena via case studies and advanced-level scholarly research. Through these engagements, students will explore from many different angles a wide variety of arguments about the nature and implications of globalization and urbanization, will learn to discern positions and debates about key questions, and develop skills to independently evaluate arguments.

Course-specific ELOs, sample topics and assignments

ELO:

- Understand the forces of globalization from a variety of perspectives

### Sample Topic 1: Global Cities

In Week 1, students will examine the basic concept of the “Global City” by exploring the Globalization and World Cities Research Network’s typological approach to classifying global cities. This work will be paired with a critical evaluation of the concept of the “global city” designed to open discussion and establish a baseline understanding of the contested nature of ideas around globalization and urbanization.

### Sample Assignments in Fulfillment of ELO 1.1

- Journal entries (see syllabus for explanation of assignment)
- Research paper (see syllabus for explanation of assignment)

### ELO 1.2

General in-depth, scholarly exploration

Through case studies focused on thematic material, and guided by cutting-edge scholarly research, students will engage in in-depth study of globalization and urbanization discretely and in their overlapping forms. In addition, exceptional journalistic work, as well as documentaries and artwork will be used to flesh out ideas covered in scholarly formats and to demonstrate the different ways that thematic material have been expressed and represented in different settings and formats.

Course-specific ELOs, sample topics and assignments

ELOs:

- Understand the forces of globalization from a variety of perspectives
- Critically interpret representations of the city in different creative works
- Develop analytical language to assess built environments
- Understand the role of the informal sector in global cities

### Sample Topic 1: Iconic Towers

In Weeks 6 & 7, students will assess the role of iconic skyscraper in globalizing cities. The iconic skyscraper has been a symbol of political and economic power for well over a century. However, a major shift has been underway since the 1970s, as iconic buildings have been constructed in far greater numbers in the so-called developing world than in richer regions of the world. Students will look at the New York Twin Towers, Dubai's Burj Khalifa, the Azerbaijan Tower in Baku, and Beijing's CCTV tower. These cases, illuminated by detailed and critical scholarly works, will invite students to assess how buildings operate variously in a globalized era to symbolize and actualize different kinds of political and cultural power.

### Sample Topic 2: Slums and Gated Communities

In Weeks 14 & 15, students will explore how globalizing cities include residential areas catering to high-income as well as low-income groups. By looking closely at cases of so-called slums in places like Mumbai and Lagos, where residents include people from many different countries and regions and where a great assortment of global manufacturing and processing activities take place, students will see how globalization and urbanization unfold through the expansion of large and robust informal sectors. These will be contrasted with the emergence of luxury

gated communities comprised of residential spaces designed to appeal to a global elite through a series of aesthetic norms and amenities.

#### Sample Assignments in Fulfillment of ELO 1.2

- Advanced scholarly readings
- Journal entries
- Research paper
- In-class group work

## GOAL 2

### ELO 2.1

#### General Synthesis:

Throughout this course, students will be prompted to engage different perspectives on the nature and implications of globalization and urbanization. Specifically, they will encounter vigorous debates around the contested features of globalization, including its governance, control over its infrastructure and regulatory architectures, the symbolisms marshaled to advance and combat it, and the scholarly debates around conceptual and definitional issues that end up having real-world ramifications. At the same time, students will assess literature and other creative works that aim to explain as well as control urban spaces. In the process, students will be asked through weekly writing tasks to synthesize insights and arguments.

#### Course-specific ELOs, sample topics and assignments

#### ELOs:

- Assess contemporary patterns of urban development
- Analyze modes of urban governance
- Critically interpret representations of the city in different creative works
- Develop analytical language to assess built environments

#### Sample Topic 1: Command and Control

In Week 9, students will spend two class sessions stepping back from the minutiae of the case studies to engage in review and synthesis. This work will be geared toward reflecting in a broad sense on the thematic material covered to that point in the course and generating linkages across topics as well as identifying the contours of debates. In a subsequent class session, students will break out into small groups of no more than four students and share initial work on their final projects, which require students to select an urban space and analyze it in relation to globalization. Students will come prepared for this class session with worksheets that spell out in detail the expectations of the assignment and that prompt examination of the urban

spaces making use of the previous class session's synthesis approach. In this way, students will be asked to examine how specific urban sites emanate and/or invite forces of remote control. An example provided for students' consideration will be back-office bank accounting work done in urban industrial parks in Bangalore, India, for U.S. banks. The Bangalore work space can then be assessed as a site that concentrates global capital and local labor in highly productive ways with important implications for the creation of such spaces in India and the downstream effects in the United States due to such offshoring.

### Sample Topic 2: Refuge and Asylum

In week 13, the class will look at cities as waypoints and gathering spaces for refugees and asylum seekers in different contexts. Much emphasis in literature on globalization focuses on high-profile cities in high-income countries. This topic invites students to apply insights from previous thematic material to explore how global cities also are spaces of refuge and have long been such. Students will read about the rise of modern Shanghai, which began as a quintessentially colonial space, but also became home to a deeply cosmopolitan space in the period before the Second World War, serving as a safe harbor for Jewish and Russian refugees fleeing Soviet pogroms and Chinese citizens fleeing domestic conflicts. This will be followed up with readings about current-day refugee and asylum crises in Warsaw, Poland, resulting from the ongoing conflict in Ukraine and in our hometown of Columbus. Students will examine how cities become globalized in the context of proximate and distant geopolitical crises, underscoring interconnectedness and interdependence across different historical moments and geographies.

### Sample Assignments in Fulfillment of ELO 2.1

- Advanced scholarly readings
- Journal entries
- Research paper

### ELO 2.2

#### Development of Self-Learners

A core part of this course will be a larger student-directed research project. This assignment provides opportunities for students to identify a topic, reflect on the thematic material covered in the course, conduct original research using secondary source materials, and utilize concepts through analytical writing. Students will direct their own learning process individually by taking steps to identify a case study, conduct background research using available online research tools and the University Library, and write up a final paper. Students will also take charge of their own learning collectively by working in small groups to present their research paper topics to each other in small groups and to refine their research questions and brainstorm ideas.

### Course-specific ELOs, sample topics and assignments

ELOs:

- Develop analytical language to assess built environments
- Articulate their own relations to cities and their global spaces
- Develop skills as self-directed learners by conducting original research, working in groups, presenting findings, and completing writing assignments of different lengths

Sample Assignments in Fulfillment of ELO 2.2

- Advanced scholarly readings
- Journal entries
- Research paper

LIVED ENVIRONMENTS

GOAL 1

ELO 1.1

This course focuses on engagement with specific spaces – or lived environments – in contemporary, globalizing/globalized cities. It asks students to examine how the forces of globalization are reshaping cities, how alignments of social power are formed in the creation of global urban spaces, and how everyday people interact with the global spaces of cities. In this course, cities are approached holistically as contested spaces of social control, production, consumption, distribution, legitimation, and representation. From these various angles, students will examine how the lived environments of cities under globalization are made and remade.

Course-specific ELOs, sample topics and assignments

ELOs:

- Assess contemporary patterns of urban development
- Analyze modes of urban governance
- Critically interpret representations of the city in different creative works
- Identify cultural trends in urban design

Sample Topic 1: The Airport

In Week 2 of this course, we examine a quintessential global space of cities: the airport. The airport is an infrastructural space that serves to move people and goods from place to place at speeds and at volumes today without any historical precedent. In their enablement of

enormous flows, airports exemplify the ways cities are defined in crucial respects by their flows, meaning their abilities to send out and draw near capital, labor, goods, and ideas. Airports also express the challenges of rootedness in the globalizing city, as the function they serve is to move people through space. Thus, we find an important tension that students are invited to contemplate around place and mobility. Foundational reading by Marc Augé provides students with useful conceptual language (the “non-place”) to assess how the idea of place and its specificity are vital to the course’s overall exploration of global spaces in cities.

### Sample Topic 2: New Cities

In Weeks 8 & 9, students will look at the emergence in recent years of masterplanned new cities around the world. Students will read cutting-edge scholarly research that assesses the travel of urban planning theories and practices aimed at producing new cities whose functions are to draw attention and investment, as well as to cement the legitimacy of the commissioning regimes that bring such projects about. The lived environments of new cities around the world are explored for their expression of important political, economic, and cultural forces. Readings will emphasize contested features of masterplanned new cities; specifically, the tendency of new cities to exclude the greater mass of the public wherever they are initiated and their record of triggering fiscal and financial crises that end up being resolved through rounds of austerity.

### Sample Assignments in Fulfillment of ELO 1.1

- Advanced scholarly readings
- Documentary viewings
- Journal entries
- Research paper

### ELO 1.2

In this course, students will have abundant opportunities to engage with examples of human interactions with and impacts upon their environments. A core part of this class is to assess how global spaces in cities become global through contested processes of place-making and attendant processes of place-disruption. Through readings and films, students will engage with the challenges of stitching together the physical infrastructures, regulatory apparatuses, and representational regimes to make globalization work. At the same time, students will also explore how globalization can be evidenced in the interstices of high-profile and high-end elements of urban built environments, including slum areas, warehouse districts, shipping docks, and shopping centers. In the process, students will develop awareness of the complexity of global urban spaces and their multiple meanings, functions, and forms.

Course-specific ELOs, sample topics and assignments

#### ELOs:

- Assess contemporary patterns of urban development
- Develop analytical language to assess built environments
- Identify cultural trends in urban design

#### Sample Topic 1: The Container and the Port

In Week 3, students will read seminal work by M. Levinson about the shipping container (“the box”) and its role in producing modular logistical units that thoroughly transformed global trade and, along with it, the lived environments of cities. The shipping container ushered in an era of highly mechanized dock work and privileged the use of massive cargo ships for which only a small number of cities were able to handle. Thus, an object at the heart of global trade led to the demise of break-of-bulk shipping port towns and cities, along with their extensive unionized labor forces, and the rise of advanced container ship ports (i.e., Long Beach, Shenzhen, Singapore). A focus on the shipping container and the port unveils these vital pieces of globalization and impels students to assess how “the box” links people and places.

#### Sample Topic 2: The Export Processing Zone and Manufacturing

In Week 11, the course explores the Export Processing Zone as a vital urbanized industrial space that is a hallmark of the era of globalization. A departmental colleague (M. Dutta) is a leading researcher on ethnographic approaches to everyday life in EPZs in India. Students will read cutting-edge research by Dr. Dutta and assess how millions of laborers turn EPZs into habitable urban spaces in their own right. These sites of intensive manufacturing are heavily gendered, drawing students’ attention to ways global capital produces spaces of stratified labor within which people forge close interpersonal relations and, in the process, transform work spaces into lived environments with multiple dynamic meanings and social functions.

#### Sample Assignments in Fulfillment of ELO 1.2

- Advanced scholarly readings
- Documentary viewings
- Journal entries
- Research paper

#### GOAL 2

##### ELO 2.1

A major theme of this course is the variable ways that individuals and groups develop multiple modes of existing within and interacting with globalized urban spaces. Popularly, there are strong associations of global urban spaces and elite social groups. While these associations feature as key items of focus in this course through examination of airports, financial centers,

“world cities,” and luxury enclaves, students also read recent scholarly literature that opens up global spaces to consideration “from below.” To this end, students will explore global slums, manufacturing spaces, and refugee sites. Through this, students will analyze how inhabitants of different types of global urban spaces generate site-specific cultures linked to place that express dimensions of socio-economic class in a globalized economy.

#### Course-specific ELOs, sample topics and assignments

##### ELOs:

- Understand the forces of globalization from a variety of perspectives
- Identify cultural trends in urban design

##### Sample Topic 1: The Financial Center

In Week 4, this course will assess the concept of the “world city” through the foundational work of Saskia Sassen. This topic will focus on three key cities – New York, London, and Tokyo – and consider how and why these cities are deemed fully “global” in this framework, and what the parameters of global mean when these cities are held to be globalization’s apex. Students will consider how the concentration of financial capital in these cities normalizes uneven geographies of economic agglomeration and power. Particular focus in the reading will be placed on the class-based aspects of the world city described by Sassen, which renders the world city a space where new social relations are forged and reproduced, with a distinct hierarchy taking shape atop which sit workers engaged in “producer services” and at the bottom of which are armies of low-wage service labor. Global spaces in cities thus emerge as spaces of class formation and class reproduction.

##### Sample Topic 2: The Global Slum

In Week 14, the course will focus on the “global slum,” a concept that has gained attention in recent years and generated debate within urban planning and geography. During this week, the course focuses on slums as spaces of social production and reproduction, where people at the lowest end of the global income distribution converge from many points and create highly cosmopolitan places.

##### Sample Topic 3: Tourism Spaces

In Week 15, the course will focus on global tourism. Students will watch a film produced by Deutsche Welle (in English) that examines how mass tourism impacts everyday life in Venice, Italy. In this instance, students will be prompted to engage the relationship generated between tourists and residents, and to consider how the notion of place is redefined and contests in and through the process of global tourism. A focus on tourist sites will permit students to circle back to the theme of non-places explored in Week 2 through the topic of airports and to assess ways that tourism premised on the intrinsic quality of place questions and contentious debates around the degeneration of tourist sites into non-places. Students will critically assess the

value-laden judgments of tourist sites as supposedly defiled places and explore how tourism testifies to the connections and interdependencies that characterize globalization at its most fundamental level.

#### Sample Assignments in Fulfillment of ELO 2.1

- Advanced scholarly readings
- Documentary viewings
- Journal entries
- Research paper

#### ELO 2.2

Students will have many opportunities in this course to develop understandings of the varied and contested ways that people interpret and interact with their lived environments. Specifically, this course focuses on global spaces in cities to reveal from multiple angles how new spaces are built under conditions of globalization and are variously received by individuals and groups. Some of the key ways that students are prompted to examine how spaces are perceived and represented are through careful examination of iconic skyscrapers, assessment of plans for new cities in different settings around the world, and everyday life in so-called slums. These topics are approached through cutting-edge scholarly research, excellent journalistic work, and documentary. During class sessions, students will also look at artworks by Andreas Gursky, Edward Burtynsky, Zhan Wang, and others to learn how to read and analyze imagery of global urban spaces.

#### Course-specific ELOs, sample topics and assignments

##### ELOs:

- Critically interpret representations of the city in different creative works
- Develop analytical language to assess built environments
- Identify cultural trends in urban design

#### Sample Topic 1: Iconic Towers

In Weeks 6 & 7, students will read texts that critically examine the production of iconic skyscrapers around the world. The selected texts (Sklair & Gherardi, Knox, Grant, Ong) represent advanced scholarly research that delves into the cultures and politics of city planning and architectural design. Each text also includes discussion of public reaction and response to the creation of iconic skyscrapers and such edifices are simultaneously symbols of globalization and focal points of varied types of social contention. In these ways, students will have

opportunities to analyze how globalization is territorialized in the inevitable encounter with local social forces and contexts. Through journal entries, students will be prompted to reflect on iconicity in architecture in Columbus or other cities with which they are familiar.

### Sample Topic 2: Global Slum

In Week 14, students will read about, watch a video, and hear lectures on the topic of global slums. The topic of the slum is an opportunity for students to learn to identify the crucial importance of associations between language and place. Specifically, we will focus on the intuitively negative connotation that circulates around the word “slum” and efforts by the United Nations and planning scholars to reappropriate the term for more positive ends aimed at improving human settlements. Students will learn how the notion of the slum, despite its reappropriation in elite scholarly and planning circles, continues to be mobilized in order to legitimate processes of slum clearance across the developing world. Through first-person testimonies offered in texts and video, students will also examine how slum residents understand and represent their own living spaces and therefore also will glimpse how globalization is evidenced in slum spaces in surprising ways (e.g., garbage pickers in Lagos, Nigeria, monitoring the London Metal Exchange to gauge spot prices for recovered metal wares).

### Sample Assignments in Fulfillment of ELO 2.2

- Advanced scholarly readings
- Documentary viewings
- Viewing of artworks
- Journal entries
- Research paper

### ELO 2.3

The framing concepts of this course – globalization and urbanization – are hotly contested and have inspired a wide array of theoretical debates and discourses. For instance, a prominent strain of discourse around globalization posits a homogenization of places and cultures through continual integration into a planetary capitalist system. There are triumphal and critical perspectives on this homogenizing tendency. Students will be prompted in journal entries to analyze and critique these perspectives. Another prominent discourse addressed in this class will be that surrounding norms and forms of the built environment under globalization. Powerful elite conceptions on the types of spaces or projects that are necessary and natural parts of a globalizing project – masterplanned new cities, global mega-events, garment sweatshop districts – are, in themselves, potent expressions of cultural norms and manifestations of narrow theories about the proper ordering of places and people to enable

flows of capital, goods, ideas, and people. Each of these examples are embodied in specific lived built environments that support and normalize social relations under globalization.

#### Course-specific ELOs, sample topics and assignments

##### ELOs:

- Understand the forces of globalization from a variety of perspectives
- Critically interpret representations of the city in different creative works
- Articulate their own relations to cities and their global spaces

##### Sample Topic 1: New Cities

In Weeks 8 & 9, students will read scholarly texts (Murray, Moser & Cote-Roy) examining the creation of master-planned new cities around the world. A significant aspect within these texts is the critical evaluation of the aesthetic principles that drive the creation of these global spaces. In this process, students will have opportunities to analyze how global elites elevate certain ideas and norms (i.e., rectilinear grids, functionalist planning codes, signature design branding, etc.) in the creation of lived environments. The formation of such norms will be explored as simultaneously a process of cultural identification and of expulsion and exclusion for large numbers of people. Specifically, as the literature read in this section makes clear, the creation of new cities crystallizes the preoccupations and value systems of national elites in many settings and also reveals a discomfort with existing lived environments typically associated with poverty, dysfunction, and “backwardness.” Students will critically evaluate the formulation of plans for new cities as expressions of global urban design ideologies and discourses.

##### Sample Assignments in Fulfillment of ELO 2.3

- Advanced scholarly readings
- Journal entries
- Research paper