



GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

College/School New College of Interdisciplinary Arts and Sciences Department Social & Behavioral Sciences
Prefix ASB Number 442 Title Urban Studies (note: Changemaker request in process to change course name to Global Cities) Units: 3
Is this a cross-listed course? Yes If yes, please identify course(s) SBS 460 Urban Studies [also to be changed to Global Cities]
Is this a shared course? (Choose one) If so, list all academic units offering this course Both offered by SBS

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent numbered course with topics? No

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. Chair/Director Initials (Required)

Course description:

Requested designation: Global Awareness-G

Mandatory Review: No

Note- a separate proposal is required for each designation.

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015

For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SQ/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
Criteria checklist for General Studies designation(s) being requested
Course catalog description
Sample syllabus for the course
Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Kristin Koptiuch E-mail koptiuch@asu.edu Phone 602-463-4742

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Jeffrey Kassing Date: 3/09/2016

Chair/Director (Signature):

ASB 442 Urban Studies/Global Cities

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	Syllabus: Description, Required Readings, Virtual Global Cities Project assignment
		2. The course must match at least one of the following descriptions: (check all which may apply):	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	Syllabus
<input type="checkbox"/>	<input checked="" type="checkbox"/>	d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."	

Course Prefix	Number	Title	Designation
ASb	442	Urban Studies (Changemaker request in process to change course name to Global Cities) PLEASE NOTE THIS COURSE IS CROSSLISTED WITH SBS 460 URBAN STUDIES (also to be changed to Global Cities)	Global Awareness (G)

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue	SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.	SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.
1. subject matter leads to understanding of the contemporary world outside the US.	The course focuses on contemporary urbanism in comparative perspective, primarily in the Global South (developing world).	Syllabus description, course objectives, required readings, assignments
2c: study the cultural significance of a non-US centered global issue	The course examines the cultural significance of global urbanism. Focused on issues of urban inequalities in megacities in the developing world, it comparatively explores the global reorganization of metropolitan social space under impact of neoliberal globalization since the 1970s. We explore the tremendous impact these changes have had on contemporary global culture.	Syllabus: Course Description explains global comparative approach to contemporary global urbanism. Course readings (required books and additional articles) all focus on developing students' comparative understanding of global cities. The student's major assignment is the Virtual Global Cities Project, in which each selects a megacity in the Global South (i.e. developing world--not in Europe, Australia, North America) to research independently, guided by course concepts and with assistance from the social sciences librarian. Each student creates a website about their chosen city (for several years of these see http://globalcities-koptiuch.jimdo.com/), generally covering cities in several world regions that we constantly compare in class.

COURSE CATALOG DESCRIPTION

ASB 442/SBS 460 Urban Studies

Current catalog description: Studies local and global urban issues such as social geography, political economy, culture and social space, urban social diversity.

PLEASE NOTE: A Changemaker request is in process to change the **title** of both sections of this cross-listed course to: **Global Cities**.

The revised **description** proposed is:

This close look at megacities in the Global South decisively challenges the outdated impression that the rest of the world's cities still lag way behind the US and Europe. The social sciences debate over "global cities" anchors our examination of the reorganization of metropolitan social space under impact of neoliberal globalization since the 1970s. The course explores urban inequalities of slums and dreamworlds, compares vernacular and transnational styles of urbanism (in architecture, design, markets, consumerism, jobs, ads, ways of living), and asks how transnational flows of people, capital, and culture have reconfigured ethnic relations and national identities rooted in global cities. Students become virtual transnational flâneurs, tacking between the slums and skyscrapers of global cities, and conduct guided research on a global megacity to investigate how the production of the global city changes the lived space and urban culture of local residents, and how they respond. We ask, whose city is it? (1019)



From Publishers Weekly

In the evil paradises of this uneven anthology edited by scholars Davis and Monk, the free market coddles the wealthy at the expense of everyone else. With contributions from academics, architects and journalists, the essays explore how cities like Beijing and Johannesburg disregard good governance for prestige projects adored by the nomadic business elite. Though the message is consistent, the tone wanders from a fun and flimsy piece on Orange County by journalist Rebecca Schoenkopf to history professor Jon Wiener's overly somber look at Ted Turner's two million-acre landholding. In one essay, Davis launches a salvo at Dubai, distilling the glittering emirate into Milton Friedman's Beach Club, powered by the labor of imported near-slaves. California-style gated housing developments are a recurring theme, popping up in Iran and Hong Kong. More original is science fiction novelist China Miéville's brilliant essay Floating Utopias about a seafaring metropolis and tax haven to dwarf the largest ocean liner. The catch? This libertarian dream project will probably never be built because that philosophy, Miéville explains, is for people too small, incompetent or insufficiently connected to avoid taxes or, for that matter, to build a boat equipped with an airport. Even when it's not so pithy, this leftist world tour reminds us of development's human cost. (*July*)

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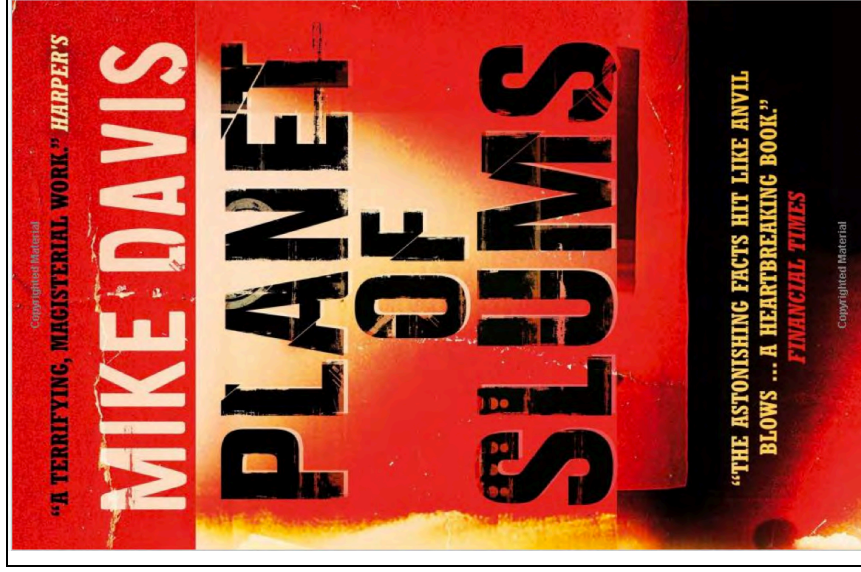
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From Publishers Weekly

Urban theorist Davis takes a global approach to documenting the astonishing depth of squalid poverty that dominates the lives of the planet's increasingly urban population, detailing poor urban communities from Cape Town and Caracas to Casablanca and Khartoum. Davis argues health, justice and social issues associated with gargantuan slums (the largest, in Mexico City, has an estimated population of 4 million) get overlooked in world politics: "The demonizing rhetorics of the various international 'wars' on terrorism, drugs, and crime are so much semantic apartheid: they construct epistemological walls around gecekondu, favelas, and chawls that disable any honest debate about the daily violence of economic exclusion." Though Davis focuses on individual communities, he presents statistics showing the skyrocketing population and number of "megaslums" (informally, "stinking mountains of shit" or, formally, "when shanty-towns and squatter communities merge in continuous belts of informal housing and poverty, usually on the urban periphery") since the 1960s. Layered over the hard numbers are a fascinating grid of specific area studies and sub-topics ranging from how the Olympics has spurred the forceful relocation of thousands (and, sometimes, hundreds of thousands) of the urban poor, to the conversion of formerly second world countries to third world status. Davis paints a bleak picture of the upward trend in urbanization and maintains a stark outlook for slum-dwellers' futures.

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GLOBAL CITIES



ASB 442 Urban Anthro (27886), SBS 460 Urban Studies (26500), MAS 598 Topics (26496)

Prof: Dr. Kristin Koptiuch

Arizona State University at the West Campus, Spring 2015

Course web: <http://globalcities2015.jimdo.com/>

T/Th 1:30-2:45 CLCC 238

koptiuch@asu.edu web: www.public.asu.edu/~koptiuch/

office 602-543-6031 mobile 602-463-4742

Office Hours (FAB S123): Tues 3:00-4:00 p, Weds 4:30-5:30 p, and other times by appt

General Studies: SB

COURSE DESCRIPTION A close look at megacities in the Global South will decisively challenge the outdated impression that the rest of the world's cities still lag way behind the US and Europe. As of 2009 over half the world's population now lives in cities (54% in 2014). The interdisciplinary social sciences debate over "global cities" launches our examination of the global reorganization of metropolitan social space under impact of neoliberal globalization since the 1970s, and the repercussive effects of cities and urban inhabitants upon transnational processes. **Questions we explore** include: Why have gated communities appeared in Beijing, Cairo, Abidjan, Buenos Aires, Karachi? What does it tell us about global interconnections that Americans would feel at home in a shopping mall in Shanghai, Tehran, Nairobi, Santiago, or Delhi? Why do China's megacities *not* have huge slums like Istanbul, Lagos, Mexico City, Mumbai (despite China having the world's most slum dwellers, 180 million)? What role do cities play in the recent globalization of economic activity and how is it represented in the urban built environment? What have new norms of consumption, social polarization, and changing conditions of work and residence meant for the lives of those who live and work in global cities? How have transnational flows and migrations of people, capital, and culture shaped the contours of globalization and reconfigured local ethnic relations and national identities rooted in global cities? How does the production of the global city change the lived space of the local people? *Whose city is it?* The slum dwellers'? The local elite's? The transnational corporations'?

To approach these questions we compare the local/global styles of *vernacular* and *transnational* urbanism (in architecture, design, markets, consumer products, jobs, ads, ways of living), and explore urban inequalities that characterize neoliberal global cities, spatially embedded in the built environment of *slums* and "evil paradise" *dreamworlds*. We adopt a *virtual walking-in-the-city strategy* to situate ourselves as *transnational flâneurs* tacking between the slums and skyscrapers of the global city. Mini-field observations in metropolitan Phoenix also help build our non-virtual understanding of these issues. Students conduct guided individual research on a specific global city in the Global South, sharing their often-startling discoveries with the class and preparing a unique web portfolio Virtual Global Cities Project.

COURSE OBJECTIVES: Demonstrate understanding of:

- The importance of urban social-spatial forms in contemporary global societies
- Key perspectives in interdisciplinary theoretical debates on "global cities"
- Fundamental relationships between urban dynamics & transnational cultural & political-economic processes
- How globalization is reproduced and challenged through the social and political practices of urban actors
- Develop skills in techniques of urban ethnography thru "walking in the city" in both local practica and virtual city mappings, as well as thru researching a particular global city in light of course analytical lenses

COURSE FORMAT

Class format is a combination of lecture/discussion, walking-in-the-city practica, and virtual global cities field lab. Active and engaged student participation will be key to the success of this course! The key structuring-device in our discussion & observation of global cities will be cultural/spatial relationships between **vernacular/transnational urbanism**, and the social/political relationship between **urban slums/dreamworlds**. An exciting aspect of the course is that each student will conduct **independent research** on a specific city in the **non-western world** in order to build their final **Virtual Global Cities Project** as a set of web pages using Jimdo.com, accessible to a worldwide audience via the internet! We will workshop the necessary research skills with social science Librarian Lisa Kammerlocher.

REQUIRED READINGS Additional *required* articles will be made available on Blackboard (BB). Books are on Reserve in Fletcher Library as well as available for purchase online or in the bookstore. Used copies are fine.

- Mike Davis, *Planet of Slums*. Verso 2006
- Mike Davis & Daniel Bertrand Monk, eds. *Evil Paradises: Dreamworlds of Neoliberalism*. New Press 2007
- Each student will identify additional readings pertaining to their individual Virtual Global Cities Project.

METHODS OF EVALUATION

Students are responsible for attending all classes and completing all assignments; in case of illness, find out what you missed and catch up on readings, etc. Assignments are designed to build toward the final web project; ALL are very important steps that provide text and understanding for your final project. **NOTE!! No assignments will be accepted beyond two weeks of the due date. Must submit ALL assignments to qualify for an A- or better on final grade!**

Grades awarded as **A/B/C/D** on 100 point scale; see **Grading Rubric** on last page of this syllabus.

10% Flâneur's Diaries (@ 5% each)—student's observations and reflections during field practica assignments in metro Phoenix (these will also be linked to your web site)

1. Mall/swap meet
2. Master planned communities & public/private space

20% Discussion Points/Quizzes (@4%each) designed to encourage engagement with our readings

1. Discussion Points #1 on vernacular/transnational urbanism
2. Discussion Points #2 on global cities debate (essay quiz in response to film; prepared at home, written in class)
3. Discussion Points #3 on *Planet of Slums*
4. Discussion Points #4 on *Evil Paradises*
5. Discussion Points #5 on Huang, *Walking Between Slums & Skyscrapers* (on BB)

20% City Projects (@ 4% each) documenting and analyzing particular assigned aspects of your virtual city project.

1. Top 10 List of news/magazine articles
2. Commentaries in three discussion points on news items about your global city
3. Top 10 List of scholarly articles
4. Annotations on five articles about your global city
5. Imaging the City (*pecha kucha* 6-slide PowerPoint presentation)

15% Assemblages (@5% each) of images, factual data, and 2-3 pp of your own text on your global city. Assemblages become key web pages for the final project and serve as models for other web pages.

1. Slums Assemblage
2. Skyscrapers/Evil Paradises Assemblage
3. Walking in the City Assemblage

25% Virtual Global Cities Project: Web site integrating ethnographic documentation, visual images, article annotations, and critical interpretive analysis comparing “vernacular urbanism” and “transnational urbanism” as exemplified in the built environment and social/cultural flows of a specific global city. City Projects and Assemblages should be revised to build pieces of this final project. **Your independent research for this project forms the major part of the coursework; the City Projects and Assemblages are designed to build towards and facilitate this goal.**

5% Flâneur's Diary: Living on the Edge—final reflective essay on your project, with slides for presentation below

5% Final *Pecha Kucha* Presentation (lightening talk) of Virtual Global Cities Web Project—*mini, fast, futuristic!*

Course grading scale: A+ 98-100—very rare!; A 93-97; A- 90-92; B+ 88-89; B 83-87; B- 80-82; C+ 78-79; C 70-77; D 60-69; E <60

VIRTUAL GLOBAL CITIES PROJECT WEB SITE STRUCTURE

Global Cities 2013: Walking between Slums and Dreamworlds of Neoliberal Urbanism of YourCity (tag line)

1. Homepage—Introduction to your project overall, map of city location, selected images
2. Vernacular and Transnational Urbanism in YourCity
3. Slums
4. Skyscrapers
5. Other Dreamworlds: Malls and Gated Communities (p. 4 & 5 may be combined if appropriate for the city)
6. Walking between slums and skyscrapers in YourCity (who has the ‘right to the city’?)
7. Special Topic (choose any topic of interest *to you* about your city)
8. Flâneur's Diary: Living on the Edge—final reflective essay, use for *pecha kucha* presentation; link Phx Diaries 1 & 2
9. Sources Consulted (*all* sources cited in your project go here instead of at the bottom of each of each other page)

WARNING: NO INCOMPLETES !! If you do not intend to complete the course it is advisable to officially withdraw.

Course withdrawal deadline: 4/5. Graduation filing deadline 2/16/15.

IMPORTANT: ALL ASSIGNMENTS MUST BE SUBMITTED IN HARD COPY, TYPED, DOUBLE SPACED !!!! Some will also be posted on Blackboard or presented in class. Please contact instructor if you need clarification or are having trouble with assignments or computer/printer access.

ASSIGNMENTS: Students are responsible for all assigned readings. Read **PRIOR** to the assigned class time. Class lectures and discussions will cover material supplemental to the readings, in addition to guiding you through them, so please come to class--**come even if you are late or unprepared!** Assignments are due on the date scheduled regardless of absence. Consult with instructor at any time for assistance and ideas on improving your performance. **IT IS YOUR RESPONSIBILITY TO CHECK BLACKBOARD & EMAIL REGULARLY.**

LATE ASSIGNMENTS: Late assignments will automatically have *10 %* deducted from the grade. To encourage you to keep up, **LATE PAPERS WILL NOT BE ACCEPTED BEYOND TWO WEEKS OF THE DUE DATE.** Absence from class does not excuse you from delivering your assignments on time; consult with instructor if this is not possible. Advise instructor of anticipated scheduling difficulties. Missing assignments receive a grade of zero. **Must submit ALL assignments to qualify for an 'A-' or better on final grade!**

ATTENDANCE: If you miss six or more classes you are encouraged to drop the course as you'll have missed some 20% of the course. Absence is at times unavoidable; nonetheless your grade is likely to suffer. Do not schedule other appointments or commit to other obligations during class!

CLASS PARTICIPATION is expected to be energetic and will be considered in the assignment of final grades (especially in borderline cases). This includes readiness to discuss the readings as well as your own and your classmates' assignments. If you are not present, you deprive the class of your valuable contributions and also miss the chance to learn from your colleagues. **Forfeit 10% assignment grade for no participation on due date.**

WRITING GUIDELINES All work written for this course should be of a level appropriate to college students. Mechanics and grammar **DO** count. Please type and proofread carefully-- SpellCheck *rules!* Everyone can improve writing skills--even terrific writers. Check out the **Student Success Center** (<https://tutoring.asu.edu/>) for coaching to improve your work. The **Grading Rubric** (last page of syllabus) will be used as the assessment tool for your written work. Please review it often!

ACADEMIC INTEGRITY: The absolute highest standard of integrity and ethical conduct is expected. Deviations from this principle on any graded activity will not be tolerated. Academic misconduct includes cheating on assignments and exams, and plagiarizing (using any work other than your own without proper acknowledgment). Ignorance of proper methods of citation is no excuse for plagiarism. See <http://libguides.asu.edu/integrity>. Academic dishonesty will result in a permanent failing grade. See the **ASU Academic Integrity Policy** <http://provost.asu.edu/academicintegrity>. **NO EXCEPTIONS, NO SECOND CHANCE! NOT WORTH IT!!!**

CAVEAT: If necessary or appropriate, the instructor reserves the option to change scheduled class topics, assignments, or due dates. Quizzes may be added if deemed necessary. Fieldtrips & guest speakers may be added.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES: Students who feel they may need a disability accommodation(s) in class must provide documentation from the Disability Resource Center (DRC; UCB 130) to the class instructor verifying the need for an accommodation and the type of accommodation that is appropriate. Students who wish accommodations for a disability should contact DRC as early as possible.

COURSE/INSTRUCTOR EVALUATION You will receive an email with subject "ASU Course/Instructor Evaluation" w/instructions for online course/instructor evaluation 7-10 days before last class day. Response(s) are anonymous and will not be delivered to instructor until after grades have been submitted. This evaluation is an important process that allows our college to (1) help faculty improve instruction, (2) to help administrators evaluate instructional quality, (3) ensure high standards of teaching, (4) improve instruction and student learning over time.

PLEASE REREAD THESE TEXTS OFTEN AS WE MOVE THROUGH OUR COURSE!

From: *The Global Cities Reader*, eds. Neil Brenner & Roger Keil, 2006

**Whose City Is It? Globalization
and the Formation of New Claims**

Saskia Sassen

Public Culture 1996, 8: 205-223

The space constituted by the global grid of cities, a space with new economic and political potentialities, is perhaps one of the most strategic spaces for the formation of transnational identities and communities. This is a space that is both place-centered in that it is embedded in particular and strategic locations; and it is transterritorial because it connects sites that are not geographically proximate yet are intensely connected to each other. As I argued earlier, it is not only the transmigration of capital that takes place in this global grid, but also that of people, both rich, i.e., the new transnational professional workforce, and poor, i.e., most migrant workers; and it is a space for the transmigration of cultural forms, for the reterritorialization of “local” subcultures. An important question is whether it is also a space for a new politics, one going beyond the politics of culture and identity, though at least partly likely to be embedded in it. [...]

Globalization is a process that generates contradictory spaces, characterized by contestation, internal differentiation, continuous border crossings. The global city is emblematic of this condition. Global

cities concentrate a disproportionate share of global corporate power and are one of the key sites for its overvalorization. But they also concentrate a disproportionate share of the disadvantaged and are one of the key sites for their devalorization. This joint presence happens in a context where the globalization of the economy has grown sharply and cities have become increasingly strategic for global capital; and marginalized people have found their voice and are making claims on the city. This joint presence is further brought into focus by the increasing disparities between the two. The center now concentrates immense economic and political power, power that rests on the capability for global control and the capability to produce superprofits. And actors with little economic and traditional political power have become an increasingly strong presence through the new politics of culture and identity, and an emergent transnational politics embedded in the new geography of economic globalization. Both actors, increasingly transnational and in contestation, find in the city the strategic terrain for their operations. But it is hardly the terrain of a balanced playing field.

In the *State of the World's Cities 2012/2013*, UN-Habitat estimated that approximately **a quarter of the world's urban population lives in slums**. This is down from 31% in 2001—but the absolute number of people living in slums worldwide has grown. In the world's **developing regions** the number of people living in the slums was **863 million**, in contrast to 760 million in 2000 and 650 in 1990. Given current urbanization trends, this figure is likely to have increased by 2014. These estimates suggest that **one third of the developing world's urban population is living in slums** (UN-Habitat, Global Urban Indicators Database, 2012), representing **15%** of all the people living in those regions.

From: *Evil Paradises: Dreamworlds of Neoliberalism*, eds. Davis & Monk, 2007, p. xv:

If the iron-and-glass arcades of the 1850s were the enchanted forests of early consumer capitalism, today's luxury-themed environments—including city-sized supermalls, artificial island suburbs, and faux downtown “lifestyle centers”—function as alternative universes for privileged forms of human life. On a planet where more than 2 billion people subsist on two dollars or less a day, these dreamworlds enflame desires—for infinite consumption, total social exclusion and physical security, and architectural monumentality—that are clearly incompatible with the ecological and moral survival of humanity.

WEEKLY SCHEDULE

(NOTE: web links are clickable in digital syllabus and in PDF Readings folder on BB)

WK 1 1/13 INTRODUCTION TO THE COURSE

ACTIVITY: City ice-breaker (based on what city you live in now and/or when you were growing up)

FILM: *Mixed Feelings: San Diego/Tijuana*, Phillip Rodriguez, 2002, 27 min; and YouTube epitome videos.

1/15 IMAGINING GLOBAL CITIES: WALKING THRU DREAMWORLDS AND NIGHTMARES

FILM: *City Life 1* 2001 30 min (on Sao Paolo), *Megacities* 2011, and/or other film clips

READINGS: Walking thru global city dreamworlds and nightmares—getting grounded in our key texts:

- Davis—*Planet of Slums*, Chapter 1: The Urban Climacteric, 1-19
 - Davis & Monk—*Evil Paradises*, Intro, ix-xvi
 - Huang—*Walking Between Slums & Skyscrapers*, Intro, 1-11 (on BB)
- **Active reading strategy:** As you familiarize yourself with the key themes of these books, jot down notes to answer these big-picture questions: 1) Why does Davis call earth a “planet of slums”? 2) What makes the “paradises” so “evil” according to Davis & Monk? 3) What do we gain by following Huang in holding together in the same picture both slums and skyscrapers? These are key questions we will explore throughout the course!

WK 2 1/20 VERNACULAR/TRANSNATIONAL URBANISM: ANGLES OF URBAN ANALYSIS

READINGS (articles on BB):

- Henry Glassie, *Vernacular Architecture*, Indiana UP 2000, selections from the book, pp. 16-25, 31-36
- Eric Darton, “The Janus Face of Architectural Terrorism: Minoru Yamasaki, Mohammed Atta, and Our World Trade Center.” In: *After the World Trade Center: Rethinking New York City*, ed. Michael Sorkin & Sharon Zukin, Routledge 2002: 87-95 (you will need to extract the features of transnational urbanism from this provocative article!)
- Teddy Cruz, “Learning From Tijuana.” *Triplecanopy* #7 http://canopycanopycanopy.com/7/learning_from_tijuana

DUE: DISCUSSION POINTS #1. To help us to collaboratively define vernacular and transnational urbanism, write up three key points answering the questions below, based on your understanding of the readings by Glassie and Darton. Number your points! *Explicitly* refer to the readings in *each* point, using *author name and reading title in your text*. Don’t use a dictionary or the web—use the two articles to guide your thinking. Be succinct—write about one paragraph for each point. *Do not rely on quotes!* Explain in your own words. This and most assignments will become part of your final project, so *write well for the world*, not for the professor! Typed, double-spaced, hard copy to turn in. 1½ page max.

1. What is “vernacular urbanism”?
2. What is “transnational urbanism”?
3. Compare and contrast these two concepts--give your thoughts about the relationship between them?

1/22 GLOBAL CITY DEBATE: Discourses of globalization and the city in social sciences; Origins and debates about concepts of global or world city; Historical and contemporary phases of globalization and the city; Characteristics of global cities; continued impact of colonial legacies. Be sure to read these excerpts, they are the basis for the **in-class quiz next class—DON’T MISS IT!**

READINGS (articles on BB):

First four are short but very dense excerpts from: *The Global Cities Reader*, ed. Brenner & Keil, Routledge 2006).

- John Friedmann, The World City Hypothesis. *Development and Change* 1986.
- Saskia Sassen, Locating Cities on Global Circuits. From: *Environment and Urbanization*, 2002
- Ulf Hannerz, The Cultural Role of World Cities. From *Transnational Connections* 1996.
- Anthony King, World Cities--Global? Postcolonial? Postimperial? Or Just the Result of Happenstance? Some Cultural Comments, *The Global Cities Reader*, 2006

WK 3 1/27 GLOBAL CITY DEBATE: TOKYO PRACTICUM

READINGS (articles on BB):

- Takashi Machimura, *The Urban Restructuring Process in Tokyo in the 1980s: Transforming Tokyo into a World City*. From *International Journal of Urban and Regional Research* 1992.

FILM: *Tokyo: Eclectic Metropolis* (Architecture 2000), 1999, 30 min

DUE: DISCUSSION POINTS #2 (in-class quiz): We will screen the film first, then for 10-15 minutes write three numbered paragraphs making points interpreting the film *in relation to the assigned readings on global city debate* (by Friedmann, Sassen, King, Hannerz; the Machimura will help because it's on Tokyo, but I'm especially looking for your *explicit* understandings of the global city debate from the other four authors). Make explicit reference to the authors and their ideas; *points without explicit reference can only earn max grade of 'C.'* Use full sentences. **MUST PREPARE BY READING! To be read aloud in class! DON'T MISS IT!**

1/29 SPATIAL TYPOLOGIES: PUBLIC/PRIVATE/HETEROTOPIAS

"The present epoch will perhaps be above all the epoch of space. ... but "space itself has a history" (Foucault)
We consider the historicity of several types of spaces. Our focus on global city slums and dreamworlds draws our attention to two types of urban spaces, but there are many more—let's set these in relation to some other spaces.

IN-CLASS EXERCISE: SPATIAL TYPOLOGY WORKSHEET?

READINGS:

- Christine Boyer, "The Inversion of Public and Private Space," selection from her book, *The City of Collective Memory: Its Historical Imagery and Architectural Entertainments*. MIT Press 1994 (BB) Concise, provocative sketch of the historically shifting meaning and urban restructuring of public/private space.
- Michel Foucault, "Of Other Spaces," (1967) on heterotopias. (BB or web)

<http://foucault.info/documents/heterotopia/foucault.heterotopia.en.html>

- **Active reading strategy:** as you read this famous article, jot down a list of all the specific examples that Foucault gives of spaces he calls "heterotopias" (there are about 15-20 examples). NOTE: "Carceral spaces" means spaces of incarceration (could be a prison or even a gated community...). **Bring your list to class.**

WK 4 2/3 WALKING IN THE CITY: THE FLÂNEUR'S GAZE & URBAN INEQUALITY

READINGS (articles on BB):

Charles Baudelaire, "The Eyes of the Poor" ("The Family of Eyes"), in his *Paris Spleen* (1869). Presented in last class with discussion of the *flâneur* for our Flâneur's Diary assignments.

Michel de Certeau, *Walking in the City*. In *The Practice of Everyday Life*. Trans. Steven F. Rendall.

Berkeley: University of California Press, 1984. 91-110. NOTE: Remember Huang's intro to *Walking Between Slums & Skyscrapers* (WK 2) when you read this famous article, and use the two together to guide your Flâneur's Diary assignment for next week.

DUE: FLÂNEUR'S DIARY ASSIGNMENT #1: Malls/swap meet. First *read* the two "Walking in the City" readings above, and *re-read* what Huang says about de Certeau on p.4 of *Walking Between Slums & Skyscrapers* (WK 2). Then take yourself to *two different types* (high-end and low-end) of commercial urban spaces and practice "walking in the city." I suggest go to *both* on the same day.

1) A *very* upscale mall (e.g. Kierland Commons www.kierlandcommons.com/, Scottsdale Quarter www.scottsdalequarter.com/)

and

2) A low-end shopping site, preferably a swap meet (e.g. Phoenix Park 'n Swap at E 32 St & Washington, Indoor Swapmart at N 27 Ave & I-17, Swap Mart at N 42 Ave & T-bird, El Gran Mercado at S 35 Ave & Durango, Glendale 9 Swap Meet at N 55 Ave & Montebello, Mercado de los Cielos at Desert Sky Mall 7611 W Thomas Rd). Google 'Phoenix swap meet' for convenient locations near you and hours of operation, or here's a recent list <http://phoenix.about.com/cs/shop/a/fleamarket.htm>.

INSTRUCTIONS CONTINUED NEXT PAGE!

Instructions continued: FLÂNEUR'S DIARY ASSIGNMENT #1: Malls/swap meet

Feel free to bring a companion. Observe how you experience these two urban spaces as a walker, as you meander through them. Record your observations by writing field notes. Your goal is to try to convey *your* experience of each place, and to build a comparison between them. Use your senses to guide your observations—and don't forget to notice the people too! (Who are they, what social groups—race/ethnicity/class/gender/families/individuals/teens) How did *you* feel in each setting?

Bring a small notebook or a few folded sheets of paper to jot down notes *while you're still there*—you will forget more and more of the details of the experience the longer you wait to record your observations! Use these notes to write up your findings later. Bring a camera/phone to take a photo or two of each place to use on your web pages. These diary assignments will become web pages linked to your “Flâneur’s Diary” web page. So write for your worldwide web audience—not just for the professor! Let yourself get carried away! *Be sure to put yourself in your description*—it’s *your* perspective. Page length: 1½-2 pp, double-spaced. **Use full sentences, not bullet points!**

2/5 PLANET OF SLUMS

IN-CLASS EXERCISE: SLUMS PRIORITIZING (based on Davis’ book, p. 27)

FILM: *Slum Cities* 2007 clips on Mumbai & Rio de Janeiro (watch rest online library.lib.asu.edu/record=b5407966~S3)

RECOMMENDED: *Slum Dog Millionaire* (Boyle 2009; on slums and evil paradises in Mumbai, India!)

READINGS:

- Mike Davis, *Planet of Slums*, chaps 2-4, pp 20-94. Davis offers us strategies for differentiating and better understanding the over 200,000 slums around the globe. From a typology of slums, to treatment of slums by international agencies and governments, to relation of slum locations to public/private spatial shifts.
- Sadanand Dhume, *Slumdog Paradox*. *YaleGlobal Online* 2009 (2 pp). The film as metaphor for India in the age of globalization. <http://yaleglobal.yale.edu/content/slumdog-paradox>
- Rebecca Tuhus-Dubrow, *Learning from Slums*, 2009, *Boston Globe* (4-5 pp). Good complement to Davis. http://www.boston.com/bostonglobe/ideas/articles/2009/03/01/learning_from_slums/?page=full
- VIMEO Video: Landfill Harmonic: The World Sends Us Garbage... We Send Back Music, 2012 (Paraguay. 3:43 min) <http://vimeo.com/52711779> (inspiring!)
- Michael Silverberg, The world’s tallest slum—a “pirate utopia”—is being cleared by the Venezuelan government, *Quartz* 7/23/14 <http://qz.com/239103/the-worlds-tallest-slum-a-pirate-utopia-is-being-cleared-by-the-venezuelan-government/>

WK 5 2/10 THE “RIGHT TO THE CITY” & PLANET OF SLUMS UNDER NEOLIBERALISM

SLIDES on neoliberalism, right to the city, and “evil paradises”

FILM: *Estamira* (Prado 2007, trailer, clips); *We Don't Play Golf Here* (Landau 2007, clips)

- David Harvey, *The Right to the City*, 2008 (BB 15 pp)—important critical perspective on global urbanism; ignore the theoretical details and look for his discussion of third world cities p 6-13.
- Mike Davis, *Planet of Slums*, chap 5 (pp 95-120). Terrific chapter, tying together what is at stake in the reorganization of metropolitan space, context for determining the “right to the city,” and our next book.

- **DUE: DISCUSSION POINTS #3 on *Planet of Slums*** (chaps 2-5). Write up three points. Each point should be a stand-alone paragraph. Point #1 should summarize your understanding of the overall picture that Davis gives us of the significance of slums in contemporary global cities. Points #2 & #3 are up to you, inspired by different chapters. Explain what you mean and how/why you came up with your points by *explicitly* integrating ideas and/or examples from the reading into each paragraph. Put your points in context by swiftly giving an overview of the authors’ main theme; we should be able to tell what the chapter is about from your paragraph. Considerations might include: What did you find most surprising? What is Davis’ understanding of what is a slum? Why have slums mushroomed around the globe in recent years? Why did slums *not* grow during the colonial period? What are you not so sure you understand and would like to think through a bit further, and why do you think it’s important? Typed, double-spaced, hard copy to turn in. 1½ page max. (this will become part of your slums web page!)

2/12 EVIL PARADISES OF NEOLIBERALISM

Slides on “evil paradise” locations from the book to illustrate visually and help us assimilate the ideas. And Dr K’s project on “psychopathic space” in London.

READINGS:

- Davis/Monk, *Evil Paradises* (book), chapters 2-8 (pp 1-139; (okay to skip pp 18-28 in chap 2—a bit hard)

- **Active reading strategy:** As you complete each chapter, jot notes for one key idea that you might want to write a discussion point about—then you’ll have several possibilities waiting for you when you go to write your three points. Note: chapter 2 by Mitchell is longer and serves as an intro to the other chapters, via discussion of global neoliberal structural changes affecting Cairo. But if Mitchell seems too difficult for you, jump to other chapters then go back to it later. Don’t get stuck on Mitchell—the rest of the chapters are very readable and pretty amazing!

WK 6 2/17 IN-CLASS WORKSHOP: RESEARCH STRATEGIES #1 News and scholarly articles

W/ social sciences librarian **Dr. Lisa Kammerlocher**—**NOTE: open a RefWorks account before class! (free)**

Learn strategies and resources for finding both news items and peer-reviewed scholarly articles and books for your global city research and City Projects 1-4. And strategies for keeping your project *focused* on our key course themes (slums/dreamworlds in global cities, vernacular/transnational urbanism). Learn to use RefWorks. Our library resources page is: <http://libguides.asu.edu/content.php?pid=5176&sid=32102>

- **IMPORTANT! CHOOSE A GLOBAL CITY BY TODAY!** for your Virtual Global City Research Project! Please **identify 1st, 2nd, and 3rd choices**, so you’ll have alternatives in case more than one student wants the same city. **Email your choices to dr k (the sooner the better!) with reasons why you made these choices.** Try to pick a city discussed in *Planet of Slums*. See also BB folder for online resources to select your city. Must select a mega city in the ‘global south’/developing world (*not* in Europe, Australia, North America).

2/19 +EVIL PARADISES; EXPLORE YOUR GLOBAL CITY I: IN THE NEWS

DUE: DISCUSSION POINTS #4 on *Evil Paradises*. Write up three points. Each point should be a stand-alone paragraph. Point #1 should explain briefly the overall concept of the book, answering these questions: what do the editors mean by “evil paradises” and “dreamworlds of neoliberalism”? How are key principles of neoliberalism realized in urban built form? Points #2 & #3 are up to you, inspired by different chapters. Explain what you mean and how/why you came up with your points by *explicitly* integrating ideas and/or examples from the reading into each paragraph (refer to chapter author and chapter title). Put your points in context by swiftly giving an overview of the chapter author’s main theme; we should be able to tell what the article is about from your paragraph. Considerations might include: What did you find most surprising? Why are the “paradises” *evil*? How do you think “dreamworlds” issues relate to what you’ve read on slums? What are you not so sure you understand and would like to think through a bit further, and why do you think it’s important? Typed, double-spaced, hard copy to turn in. 1½ page max.

IN CLASS: **Make your own reading assignment** by researching news and magazine articles about your global city, using search strategies from our Libguides library web page (also under BB External Links button) <http://libguides.asu.edu/content.php?pid=5176&sid=2487070>. Click the Articles tab, and use any of the **News Articles** search engines in the left column, e.g. **Lexis Nexis Academic**. Be sure to use *only* newspaper or magazine articles—NOT scholarly articles! (if longer than a couple pages, probably not *news*)

Searching on your city’s name alone will turn up zillions of news items. Test it out. Then add more search categories to narrow it down. Try searches for the past 10 years (expand that if you do not get enough). First try to determine what are some of the key issues of concern that show up in articles about your city. Next, use our course focus to refine your search categories. See our **Key Word List** handout for helpful categories. Store all in a News folder on Refworks, and make a new folder for your best Top 10!

Please finish class today by showing dr k at least five of your top 10, to verify that you are on track

If TIME: **TIMELINE RESEARCH:** Create Timeline of key **historical dates** in your city’s history (important for identifying its vernacular, colonial, transnational urban forms), *and* a chart of **city population** by decade. What accounts for its most dramatic growth? Where did urban migrants come from? For your intro web page!

WK 7 2/24 GET ACQUAINTED WITH YOUR GLOBAL CITY I: IN THE NEWS (continued)

DUE: CITY PROJECTS #1: Top 10 List of News Articles Your *informed* selection of the ten most useful news articles you've found on your global city for our focus on slums, evil paradises/skyscrapers, and the right-to-the-city. In RefWorks create a **bibliography** list of your top 10 articles: use *Chicago 16th Edition (Author-Date System)*. You will need to READ AROUND in MANY articles to arrive at your Top 10 articles that you feel are most pertinent to your research on your global city. Please limit your list to 10 items—we *know* you can find many more; the point is to sift through them and find those *most* relevant to this project. Use our course's analytical lenses to *focus* your research!

DUE: CITY PROJECTS #2: News Commentaries on three key themes in your Top 10 News Articles (1½ -2 pp) The purpose here is to learn about your city and create text to present a picture of it based on your Top 10. To keep focused on our key course themes, draw on your Top 10 selection to write three commentaries addressing 1) slums, 2) evil paradises/skyscrapers, 3) right-to-the-city issues in your city. Each commentary should be inspired by your *overview* of multiple articles, identifying general trends for each theme (i.e. *not* about any individual article). Use the news to explain what is going on in your city for our key themes. **IMPORTANT:** Be sure to make clear that your comments are grounded in your Top 10 list by *explicitly* referring to authors & titles in your commentaries, to support your points. Try to figure out whose interests the authors' viewpoints represent (slum dwellers? Global business?). You will plug this text into your web pages, so write to address your web audience! To be discussed in class too.

2/26 CHINA'S URBANISM: Skyscrapers, Evil Paradises, Urban Displacement

SLIDES from Dr K's five week trip to China in July 2010 with a Fulbright-Hays Seminars Abroad program.

Rapid urbanization: instant cities, monster cities, simulacra cities, ghost cities

FILM: Selection of clips from films addressing urban changes in China

READINGS: Everybody should read the first article by Fulong Wu (he explains the meaning and purpose of gated communities in North America & China).

- Fulong Wu, Gated & packaged suburbia: Packaging & branding Chinese suburban residential development. 2010 **IMPORTANT!**
- *Plus* go to BB pdf folder for clickable links to online news articles, audio on China. We will divide up the articles and have everyone read/listen to a few of them and tell each other what they're about.

WK 8 3/3 WALKING IN GLOBAL CITY HONG KONG

How "local and global compression challenges" the flâneur's habitat in the contemporary global metropolis.

READINGS:

- Huang, *Walking Between Slums & Skyscrapers* (BB), Part One on Hong Kong, chapters 1-3, pp. 13-56

- Active reading strategy: Pay attention to how Huang weaves together different layers of her analysis—social science context of global city discussion about Hong Kong, with the "walking in the city" experience as she interprets it in the cultural production of the film, *Chungking Express*. Because we cannot take a fieldtrip to the cities we're researching this semester, we'll need to borrow from Huang's "montage" strategy.

- Chungking Mansion—youtube video gives you a claustrophobic glimpse of its compressed spaces (10 min)

FILM: *Chungking Express* by Wong Kar-wai, 1994 (110 min). We will watch the first half or so in class. Be sure to read Huang's chapter 2 about this urban film on the sensory experience of walking in Hong Kong!

3/5 WALKING IN GLOBAL CITY UNDER LOCAL/GLOBAL COMPRESSION

DUE: DISCUSSION POINTS #5 on Huang. Write up three points answering the questions below, each inspired by Huang's discussion of Hong Kong in the assigned three chapters. Each point should be a stand-alone paragraph. Explain what you mean by explicitly integrating points and/or examples from the reading into each paragraph. Typed, double-spaced, hard copy to turn in. 1½ page max.

- 1) Explain what Huang means by "dual compression" in global cities.
- 2) How does Huang understand the impact that dual compression makes on the walkers in the city, as they walk between slums and skyscrapers? Draw on her analysis of the walkers in the film *Chungking Express* to answer this question. You may also want to refer to her interpretation of the film's director (Wong Kar Wai) as flâneur (in last section).
- 3) What else strikes you as intriguing about Huang's discussion? Explain, with support from the book.

3/5 (cont) In-class: EXPLORE YOUR GLOBAL CITY II: IN URBAN SCHOLARSHIP

READING: **Make your own reading assignment** by researching *peer-reviewed scholarly articles* about your city using search strategies from our Libguides library web page (also under BB External Links button) <http://libguides.asu.edu/content.php?pid=5176&sid=32102>. Click the Articles tab, and use search engines in the center column, e.g. **Academic Search Premier, Anthrosource**. Be sure to click on the *scholarly* or *peer reviewed* articles button! (if only a couple pages, probably not *scholarly* articles). See assignment due next class. **Please finish class today with at least three of your top 10 selected**, to verify that you are on track.

WK 9 3/8-14 **SPRING BREAK!!** Have fun, but take advantage of the break for the next assignment! Email dr K if you need help finding relevant scholarly articles on your city.

WK 10 3/17 EXPLORE YOUR GLOBAL CITY II: IN URBAN SCHOLARSHIP (cont.)

DUE: CITY PROJECTS #3. Top 10 List of Scholarly Articles Your *informed* selection of ten articles on your global city, following search strategies from our WK 5 Research Strategies workshop. To get a good jump on preparing for your web project, please be sure to include **3-4 articles on slums, 3-4 articles on evil paradises, and 3-4 articles on other topics relevant to your city**. In RefWorks create a bibliography list of your top 10 articles: use *Chicago 16th Edition (Author-Date System)*. You will need to read the *abstracts* of MANY articles to arrive at your Top 10. These should be *refereed or peer-reviewed scholarly articles only* (not newspaper/magazine articles—*done that!* If you're not sure if it's a scholarly article, ask a librarian or dr k!). Ask Dr K for help if you are having trouble finding relevant articles. Use our search terms.

DUE: CITY PROJECTS #4. Annotations on five items from your Top 10 List of Scholarly Articles (2.5-3 pp). You should read all 10, but select 5 to annotate. **At least 2 should be on slums and at least 2 on evil paradises**. **ANNOTATIONS** are *not* summaries or abstracts. Instead, focus on our course themes as raised in each specific article—**how does each article address these themes for your city (slums, evil paradises, right-to-the-city, etc)?** No more than a half-page annotation on each item (double spaced), 3 pp total—write succinctly! *Each annotation should start with the full citation, should address one article only, and should stand on its own* (do not write as one integrated paper). Try to use 3-4 sentences: one to state the author's main idea/argument in the article, two or three to explain how it is relevant to your project (include specific examples support this). **IMPORTANT:** the purpose is to create text using course themes to present a picture of your city for your web pages, so *write to address your key themes and explain to your web audience!*

3/19 IN-CLASS WORKSHOP: RESEARCH STRATEGIES #2 IMAGES

Social sciences librarian **Dr. Lisa Kammerlocher** will teach us strategies and resources for finding **digital images and video** depicting your global city research. Adopt strategies for keeping your image selection *focused* on our key course themes (slums/dreamworlds in global cities, vernacular/transnational urbanism).

- Learn how to cite images—**who/what/where/when**, store citations.
- We'll learn to use Google Earth, AP Photo, YouTube, Flickr, Google images, and other search resources
- **Don't miss it!** You will need these skills for the Imaging the City project due next week.

WK 11 3/24 “WALKING IN THE CITY” THROUGH IMAGES

SLIDES: Images of global cities from Dr K’s travels around the world. (if time)

PECHA KUCHA style mini-presentations of your PowerPoint slides of images of *your* city (to be explained)

READINGS: *Read your images!* Use the search strategies learned in the Image Workshop to find and “read” images of your global city that you potentially can use for your Virtual Global City Project. Be selective! Stick to images that address key course themes. Label & store images carefully, *retain citation sources!*

DUE: CITY PROJECTS #5: IMAGING THE CITY. Research images of your global city for your final project. Create a PowerPoint with your required “epitome images” of slums and evil paradises, and turn in before 11:00 am today to BB discussion board folder “Imaging the City Projects.” Please use the name of your city as subject heading. Dr K will organize these to quickly show to the class all in a row. We will try out *pecha kucha* or “lightening talk” presentation style, timed at 20 seconds per slide, plus your YouTube video clip. Save ALL your best images to use later on your web site, but for this assignment please select your very best images and **make six very basic PowerPoint slides** as follows:

1. TITLE slide with skyline, city name, and *your* name
2. Google Earth map image of your city
3. Epitome photo #1 (slums & skyscrapers/dreamworlds), with source citation
4. Epitome photo #2 (slums & skyscrapers/dreamworlds), with source citation
5. A data slide on skyscrapers (based on information from Emporis.com)-you can make a chart, add a photo
6. One YouTube video of your city that shows something pertinent to your project. Type the title and a description, plus the URL address; highlight the URL and select “insert hyperlink” to make it *live* when clicked.

REMEMBER TO INCLUDE A SOURCE CITATION for each image/video: WHO WHAT WHERE WHEN.

POST YOUR PPT to BB Discussion Board folder for these projects by 10:00 am today!

3/26 WEB WORKSHOP: LEARN HOW TO CREATE WEB PAGES FOR YOUR PROJECT

DO NOT MISS IT!!!

Today we learn how to create web pages for your project using Jimdo.com. It’s time to get your global city research project organized, and to begin writing and assembling fragments for your web pages. The next three weeks will ask you to assemble materials and write text for your web pages on slums, evil paradises/skyscrapers, and walking-in-the-city.

- **SUGGESTIONS:** to help you keep organized, create folders (on computer) for each required web page, and store there any text, images, videos that you might use for your assemblage for each web page
- Sort materials into the folders, collect and write additional materials for each page in your web portfolio
- Keep in mind your general introduction to your site on your Homepage: you may want to give a sort of overview critical tour (*not tourism!*) of your city: present your city in general, any significant historical points, and explain how your project will focus on our course themes. Include an epitome image and a map. Store potential materials in a folder for your intro. Jot down ideas for this along the way. But you should finish refining this intro *after* you have completed the rest of your project pages!
- **NOTE:** You will need to create a similar assemblage of materials for each required web page. But we don’t have enough weeks left to dedicate for each additional page, so you will need to assemble materials on your own for the other required web pages (Homepage intro, Vernacular/Transnational, Additional Topic, Flaneur’s Diary Reflection). Remember, your web portfolio is your major project for our course, and is the equivalent of a final research paper (but more fun!). Dedicate some time and effort to make it fabulous!

WK 12 3/31 WALKING IN THE CITY: Social Exclusion, Planned Segregation, Private Governance

READING: Jon Talton, Phoenix 101: 'Master Planned Communities'. *Rogue Columnist* 9-25-09 (3 pp)

http://roguecolumnist.typepad.com/rogue_columnist/2009/09/phoenix-101-master-planned-communities.html

DUE: FLÂNEUR'S DIARY ASSIGNMENT #2: Master Planned Communities & Public/Private Space.

Read Talton's short essay before you do this assignment. Take a short field trip to any "master planned community" in metro Phoenix (e.g. Anthem, Verrado, Arrowhead Ranch). The folder for this assignment on BB contains links to online lists of such communities around the Valley. Ideally we'd compare this field site with a non-master planned community, but this is more than we'll have time for; keep that comparison in the back of your mind. Feel free to bring a companion, plus your notebook and camera. *If anyone asks what you are doing there, or if you wish to introduce yourself to residents or staff, explain that you are doing an assignment about master planned communities for your urban anthropology course at ASU.* These tend to be huge communities, so you will need to drive around, but make sure you get out and walk through some of its sections. Explore especially spaces that appear to be "public" and observe how you experience these spaces in this community as a non-resident walker. Record your observations in your field notes. Try to obtain brochures or 'interview' staff or residents to help you answer as many of the following questions as you can. Write up a 1½-2 pp essay interpreting your observations and findings in relation to your understanding of our course themes.

Remember to put yourself in the story to convey the I/eye-was-there of the flâneur observer!

**SEE BB ASSIGNMENT BUTTON FOR A SEPARATE SHEET OF THESE Q'S
TO TAKE WITH YOU IF YOU WISH**

- What type of landscape or land use existed on this spot prior to the planned community? When was it built?
- How many homes and residents live there? Has the community been completely built out by the developer?
- Describe this community's separation from the surrounding neighborhoods (walls, empty space, etc). How is it connected to the city that it is a part of (contiguous or separated)?
- List/describe amenities inside the community (schools, golf course, shopping, etc). Are these considered "public" areas/resources/services within the community? Are they accessible to non-residents?
- How does the developer describe the building style? (Tuscan, California, Spanish, Traditional...)
- How is the community organized: Are there separate sections for lower/middle/upper ranges of home prices, or are they all interspersed? What is the price range? Do the expensive home areas have ways to exclude other residents?
- How is the notion of "community" discussed in the ads, signs, or brochures? (what's the "pitch"?)
- Do you notice many 'for sale' signs, foreclosure signs, short-sale signs? Any noticeable impact of the recession?
- Does a homeowner association, with fee-based obligatory membership for residents, govern the community?
- If you talk to any residents (try to find someone!), ask them how they like living there? Do they work nearby? Was it easy for them to get to know the neighbors? Are they happy with the homeowner association governance?
- Reflect on your overall assessment as a flâneur of the planned exclusivity and privatization that you observed.

REMEMBER TO ADDRESS YOUR AUDIENCE: WORLD WIDE WEB READERS!

4/2 **Film on Global Urbanism: *Ekümenopolis: Ucu Olmayan Sehir*** (2012) (Ecumenopolis: City without Limits) w/English Subtitles, 1:33:00 min. This is a TERRIFIC film about the neoliberal urban restructuring of Istanbul from the 1980s onward. Catch the [synopsis on the filmmakers' website](#). In many ways this movie is the backdrop for the 2013 #occupy gezi protest movement. <http://youtu.be/maEcPKBXV0M>

<http://istanbul2013.jimdo.com/resources> Dr K's web site on Istanbul's 2013 #occupy gezi movement

Next 3 weeks 13-15: GUIDE TO CITY PROJECTS 6-8: URBAN ASSEMBLAGES.

PREPARE AND ASSEMBLE text & images for your web page on SLUMS, EVIL PARADISES (skyscrapers and other dreamworlds), and WALKING BETWEEN SLUMS & DREAMWORLDS in your global city. Think of each web page as an *assemblage* of pertinent text and supporting materials, fragments on their own but working together they create a cohesive and fuller picture of your city on the topical focus of each page in your menu. You've *already* generated lots of this stuff in your Discussion Points 3-5, your News Commentaries and Annotations on Scholarly Articles, your images, data, videos. Now is the time to use it!

Each assemblage includes the following parts: 1) TEXT and 2) SUPPORTING MATERIALS

- 1) WHAT TO TURN IN: ASSEMBLAGE TEXT.** Use your prep work to draft 2 ½ - 3 ½ typed, double-spaced pages of your writing about the assemblage topic (slums, skyscrapers/other dreamworlds, walking) in your city (min. 2 full pages, max. 3.5 pages). This is your web text first draft. You can make corrections and revise later, based on Dr K's comments and your own further research and reflection. But remember, this is *your* research, so do not rely heavily on quotations from other authors. Let us hear *your* voice tell the story of your city!
- Please **turn in** a hard copy of this text to Dr K for comments. (please use a word processor, not Jimdo)
 - Also begin using this text to **create your web pages** in Jimdo with your other assemblage materials.

TEXT COMPONENTS TO TURN IN (as a short coherent essay on this part of your city's story):

- **Introduction:** set your global city's features in the context of our key course texts on this assemblage topic
 - See each assemblage instructions for specific examples of how to do this. Draw on your **Discussion Points 3-5** to develop your intro (it's *your* text, use it!). You surely know a lot more by now about your city, so reshape, revise, build upon your earlier reflections to make it apply to your city.
- **Several passages to answer basic questions to show how your city exhibits this assemblage topic. This is the body of your webpage text.**
 - See each assemblage instructions for **specific questions** for this assemblage topic. Answer as many as you can, drawing on your sources to shape your text. Use text from your **Discussion Points, News Commentaries** and **Scholarly Annotations** to develop these passages. Adapt your original text for this new purpose and make connections and transitions so the text flows smoothly and makes cohesive sense to your reader.
 - **INTEGRATE YOUR SOURCES INTO YOUR TEXT:** How do you know what you're telling the reader? Your sources! *Each web page must have at least two different references (in addition to our relevant course texts!) integrated into your text.* Work them into this text. **Do not use footnotes!** Instead, explicitly refer to authors' names and article titles *right in your text*, and tell the reader about the article and how it contributes to your discussion of the assemblage topic.
- **Conclusion:** Wrap up your discussion for your readers—what insights do you wish to leave them with?
- **Bibliography:** Please include proper bibliographic citations at the end of your 2-3 pages of text to turn in this week. You should also put *all* citations on your Sources Consulted web page (*not* on other web pages).

2) WHAT ELSE TO ASSEMBLE FOR WEB PAGES: SUPPORTING MATERIALS (*not* to be turned in)

- **Select quotes** from our course texts and your other readings from scholarly and news articles to capture some key ideas or analytical points. You can insert these in inset boxes on your web page, or integrate them into your text, or they can caption an image...
- **Charts, tables...:** You can create or borrow charts/tables to help display some of your info (cite source).
- **Choose images/videos:** Use text and images *reciprocally*: let the images lead you to tell the story, *and* let the story you want to tell lead to the images you select to illustrate it. Select several images and maybe one video to help readers visualize this assemblage topic in your city.
- **Captions your images/videos** to help explain how they illustrate what you say in your text.
- **Don't forget source info on images: who/what/where/when.** You can put this in the caption area too.

TIME WILL BE PROVIDED IN CLASS TO PUT YOUR MATERIALS ON YOUR WEB PAGES. Your assignment is to **prepare in advance** at home the materials to put on your pages: write text passages, select images, write captions, gather specific data/information, make charts, etc. Then you'll have something to work with for your web work in class. **Please don't come to class empty-handed!!!**

WK 13 4/7 SLUMS ASSEMBLAGE

READING: Mike Davis, *Planet of Slums*, Chapter 7 “SAPing the Third World”—important chapter! Read it quickly to remind you of Davis’ book and perspective on slums. Then **look up your city (& its country) in the index to Mike Davis’ book** and read/take notes on *all* of those pages. This may prove invaluable to your story.

DUE: CITY PROJECTS 6: SLUMS ASSEMBLAGE. TEXT TO BE TURNED IN BY SATURDAY.

Prepare and assemble text & images for your web page on slums in your global city. You’ve already generated lots of this material: Discussion Points #3 on *Planet of Slums*, your News Commentaries and Scholarly Article Annotations, your images, data, videos. Use this prep work to draft 2 ½ - 3 ½ typed, double-spaced pages of your writing about the slums in your city.

- **Introduction:** put your global city’s slums in the general context of the “Planet of Slums”
For example, explain that slums are not a characteristic of just your city alone, but part of what Davis explains as global patterns in burgeoning cities since the 1970s and inadequate housing and jobs infrastructure to accommodate this growth (Davis tells us that 1/3 of the globe’s population lives in slums; 78% of urbanities in less developed countries live in slums, p. 23). Your understanding of when and how slums became prevalent in your city will be enhanced by reading chapter 7 of Davis—integrate this into your intro. Draw on your **Discussion Points #3** too. How does it apply to *your city*?
- **Assemble factual data on slums in your city to answer basic questions in several passages**
Answer as many as you can to describe the slum situation in your city: How many people live there? Are there many slum/squatter neighborhoods or just one? When did these slums really start to grow and why? Who lives there? What type of work do they do? What type of housing, tenure? Any community organizations that represent slum dwellers? What is the relationship between slums & the rest of the city? Are the slum residents at risk of displacement? Any recent struggles over the ‘right to the city’?
- **Conclusion:** Wrap up your discussion—what insights do you wish to leave with your readers?
- **Bibliography:** must have *at least* two scholarly/news sources *besides* Davis’ book, built into your text.
- **Assemble Supporting Materials for web page** (not to turn in)

4/9 NO CLASS—Dr K is presenting a paper at Urban Affairs Assoc Conference in Miami. Please finish your Slums Assemblage and email it to Dr K by Saturday night

WK 14 4/14, 4/16 SKYSCRAPERS & OTHER EVIL PARADISES ASSEMBLAGE

READING: Davis & Monk, *Evil Paradises*, To get you going, everyone should skim the short chapters 10 (on Medellin) and 11 (on Brazil); they’ll refresh your understanding of what makes up this category of our project. Quickly reread the introduction to the book too—a good place to find a choice quote or two.

DUE: CITY PROJECTS 7: SKYSCRAPERS AND EVIL PARADISES ASSEMBLAGES. TEXT TO BE TURNED IN BY THURSDAY

Prepare and assemble text & images for your two separate web pages on these topics. You’ve already generated lots of this material: Disc Points #4 on *Evil Paradises*, your News Commentaries and Scholarly Article Annotations, your images, data, videos. Use this prep work to draft a TOTAL of 2 ½ - 4 typed, double-spaced pages of your writing about evil paradises in your city.

- **Introduction:** put your city’s skyscrapers & ‘evil paradises’ in the context of *Evil Paradises*.
Explain that skyscrapers, gated communities, shopping malls, business parks, glamour zones, etc (your city may not have all of these) are not a characteristic of just your city alone, but part of the “new geographies of exclusion & landscapes of wealth that have arisen during the “globalization boom” (p. ix) since the early 1990s. Reviewing the book’s intro will have greater meaning now that you are in full swing on your city research. Draw on your **Discussion Points #4** too. How does it apply to *your city*?
- **Assemble factual data on evil paradises in your city to answer basic questions in several passages**
Answer as many as you can to describe the skyscraper/dreamworlds situation in your city: Describe some types of evil paradises you’ve learned about in your city. Are there many of each? How do they serve as sites of exclusion within the urban fabric? (security walls, guards, admission charges, prices unaffordable by ordinary people...). What % of the urban population has access to such places? (could discuss income structure) What types of global connections can you identify in these urban sites (transnational corporate owners, financial/trade partners, international architects, global franchises...). What is the relationship of these sites to the surrounding area, to slums, or to the rest of the city? [continued next page]

- **Conclusion:** Wrap up your discussion for your readers—what insights do you wish to leave them with?
- **Bibliography:** must have *at least* two scholarly/news sources *besides* Davis’/Monk’s book, in your text.
- **Assemble Supporting Materials for web page** (*not* to turn in). Don’t forget your *Emporis* skyscraper data

WK 15 4/21, 4/23 WALKING IN YOUR GLOBAL CITY ASSEMBLAGE

READINGS: Now that you’ve survived most of our course, *re-skim* the BB selections from Tsung-Yi Michelle Huang's book *Walking Between Slums and Skyscrapers* (or skim her chapters on Tokyo or Shanghai, on reserve in Library). As you read, keep *your* global city in mind, and jot down notes you can use to create several passages of your own writing about your global city, using Huang’s walking-in-the-city strategies to take your reader *between the slums and skyscrapers/evil paradises* that you wrote about in your other web pages. Then write those passages, and assemble materials for your Walking in the City web page, based on what you write.

DUE: CITY PROJECTS 8: WALKING IN THE CITY ASSEMBLAGE. TEXT TO BE TURNED IN BY

THURSDAY. Prepare and assemble text & images for your web page on walking in your global city. *This may be your most original web page and text, and is key to your project.* You’ve already generated lots of this material: Discussion Points #5 on Huang’s chapters, your News Commentaries and Scholarly Article Annotations, your images, data, videos. Use these to draft 2 ½ - 3 ½ typed, double-spaced pages of your writing about the walking in your city.

- **Introduction:** set up your walking-in-the-city web page by drawing a framework from Huang (de Certeau, Baudelaire, may also be helpful). **Explain Huang’s idea of “dual compression”** and what she hopes to gain in understanding neoliberal urbanism by holding together in one picture both slums and skyscrapers. Draw on Discussion Points #5—you’ve already written about this! Next, how does it apply to *your* city? Your goal on this web page is to **take readers on a virtual walk through slums and skyscrapers/dreamworlds of your city**, and in the process answer the key question: **Whose city is it?**
- **Assemble factual data on walking in your city to answer basic questions in several passages**
 - Which walking-in-the-city materials have you found about your city that can let you develop your ideas for this web page? (YouTube videos by tourists, documentary or popular movies, internet sites and images...). How has your own *virtual* walking between slums and skyscrapers in your city during your research shaped your thinking about the relationship between these two aspects of the global city? Who *does* walk in your global city—can you identify any groups for whom this tacking between slums and skyscrapers might pose a challenge to the inequalities shaping the urban domains of each? How have the corporate privatization of public space and expanding urban glamour zones under neoliberal global urbanism challenged the lived spaces of slums or squatter dwellers in your city? *Whose city is it?* Who battles for it? How does walking performatively impact the answer to this question?
- **Conclusion:** Wrap up your discussion for your readers—what insights do you wish to leave them with?
- **Bibliography:** must have *at least* two scholarly/news sources *besides* Huang’s book, in your text.
- **Assemble Supporting Materials for web page** (*not* to turn in).

NOTE: The three assemblages above are the core of your project. Use same process to more quickly create your other required web pages. E.g. start with your Disc Pts #1 to create your **Vernacular & Transnational Urbanism** web page. Then bring this topic home to *your* city by giving key examples of vernacular and transnational urbanism *in your city* with supporting images—a good place for your Epitome Images. As you research your city keep an eye out for another topic of interest to you & not included in our main web pages, for your **Additional Topics** web page (this need *not* have all the same components as the other web sites, but should be more than just images).

REMEMBER TO ADDRESS YOUR AUDIENCE: WORLD WIDE WEB READERS!

WARNING: DO NOT SIMPLY CUT AND PASTE TEXT FROM OTHER AUTHORS/WEB SITES! THIS SHOULD BE *YOUR* WRITING, YOUR INTERPRETATION, YOUR RESEARCH! Use your text from the City Projects and Assemblages, which are based on your research—they’re already written! Revise them for the required web pages. Reread the **Grading Rubric** below.

CONGRATULATIONS—ALMOST DONE WITH YOUR FABULOUS PROJECT!

WK 16 4/28, 4/30 CONTINUE WORKING ON WEB PORTFOLIO—get help with any problems!

You really **really REALLY** should have text and images for *every* web page by Thursday. ***Please remember that each page should integrate at least two scholarly/news references into the text, besides our textbooks.***

Flâneur's Diary: Living on the Edge--This is your final reflective essay as a "transnational flâneur" on what you learned in the course of researching and preparing your global city project. You've come to know your city through your research, observations, and analysis. Reflect on this learning process from your position of virtually "living on the edge" in your city, perched between vernacular/transnational, between slums/dreamworlds. The idea is to a) convey a thoughtfully reflective overview of your experience doing your research project, and b) select 2-3 key ideas that you've been most impressed by in your own learning process to pass them on to others. What would you like the readers of your web portfolio to be sure to learn and take away with them? Worth 5% of grade—do a thoughtful piece!

LINK YOUR PHOENIX FLANEUR'S DIARIES 1 & 2 TO THIS WEB PAGE (*not* as attachments; instead, create two **subpages** and paste in your diary text and images. Say something brief about them at the end of your reflective essay, and add **internal links** to the titles of the two subpages. Ask Dr K for help.

NOTE: Ideally, use this essay to guide your final *Pecha Kucha* presentation, illustrated by 6 PowerPoint slides. **INSTRUCTIONS WILL BE HANDED OUT FOR THIS.**

WK 17 5/7 Thursday 12:10-2:00 pm NOTE THE TIME CHANGE—EXAM SLOT! @#\$\$@#\$\$!!!!**FINAL PECHA KUCHA PRESENTATIONS OF VIRTUAL GLOBAL CITIES PROJECTS
YOU WILL NEED TO SUBMIT YOUR SLIDES BY MIDNIGHT 5/6!**

DUE: COMPLETED WEB PORTFOLIO on your global city research (25% of grade)

DUE: PECHA KUCHA PRESENTATION (5% of grade)—see instruction sheet (6 minute lightning-presentation accompanied by a maximum of 6 PowerPoint slides, timed at 60 seconds each; dr K will put ALL the projects together in one PPT. You will need to prepare for your presentation—your final reflective Flâneur's Diary essay can be the basis for your talking-points, and create 6 slides (please include minimal text as well as images, e.g. headlines and key bullet points, to guide your presentation). **SEE HANDOUT.**

GRADING RUBRIC FOR ALL ASSIGNMENTS—Letter grades. 10% off for absence in participation

- A = Demonstrates effective gathering of "evidence" and description of "data," plus a strong interpretive analysis that ***explicitly*** draws on the required number of sources to shape discussion (cite author and title in your text). Skilled analysis and precise argument; meaningfully incorporates vocabulary and concepts relevant to the course. Sophisticated writing and composition; few errors in grammar, spelling. Original insights, sharp critical thinking, creative application and synthesis of course concepts.
- B = Demonstrates effective gathering of "evidence" and description of "data," plus solid interpretive analysis that ***explicitly*** draws on the required number of sources to shape discussion (cite author and title in your text). Active and critical discussion of ideas; may be more descriptive than analytical, or informative but lacking in sharp analysis. Demonstrates critical thinking, good grasp of concepts relevant to the course. Solid college level writing and composition; few errors in grammar, spelling. Intellectual creativity and willingness to attempt original application of course concepts.
- C = Does not meet all requirements of the assignment, incomplete tasks (e.g. does not cite required sources). Basic grasp of the substance of course concepts and materials; while essentially correct, comprehension and arguments do not stretch beyond a superficial application of concepts and ideas. Weak, unclear, or careless writing and composition skills; many errors in grammar, spelling. Imprecise language in presentation of ideas.
- D = Ignores requirements or does not adequately fulfill assignment. Unclear communication, writing and composition skills not at college level; misreading or misunderstandings; incomplete tasks or citations.
- E = Fugaddabowdit! *Do over and resubmit!*

NOTE: Pluses and minuses reflect variation and flexibility in grading, in accordance with uneven strengths and weaknesses.

Absence on due date forfeits the 10% participation. Please attend even if you are unprepared with assignment!

***** ANY PAPER OR WEB PAGE THAT DOES NOT INCORPORATE INSIGHT FROM READINGS (AND THE REQUIRED EXPLICIT REFERENCES) CAN EARN A MAXIMUM GRADE OF "C"**