

## Spring 2020

Class: Nguyen Bldg 1107, Tues/Thurs 10:30-11:45am  
Office Hours: Tues. 1-3pm, or by appointment.

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## GLOA 400-01: Global Cities and Global Crises

### Syllabus

How is globalization changing cities? How are cities changing globalization? How does globalization "take place" in cities? In this course, we will seek to answer these questions by looking at cities and their challenges around the world, traveling, for example, from Lagos (Nigeria), London (UK), Sao Paulo (Brazil), Delhi (India) to New York City (USA), San Francisco (USA), and Washington, DC (USA). Some of the challenges we will explore are the world-wide gentrification, segregation, and displacement; the global climate emergency; the contradictions of global historic preservation movements; and local social movements fighting deepening inequality and displacement on a global scale. As a capstone course, we focus on the cities and crises in order to synthesize, compare, and consolidate the various approaches and theories explored in studies of globalization, global affairs, and transnationalism.

The course is open to all Mason students and fulfills the Mason Core Capstone requirement. In this capstone course, you will meet the following learning outcomes:

- Focusing on cities, synthesize, compare, and consolidate various approaches and theories explored in studies of globalization.
- Explore the major trends and debates in global urban studies.
- Evaluate potential crises in urban centers worldwide.
- Make a presentation on current events in a major city of your choice.
- Develop a research paper through the stages of proposal, draft, and final paper. This paper will focus on one major city and synthesize various approaches in globalization studies and global urban studies.

### Course schedule and readings

#### *Required Texts*

There is one required book – Saskia Sassen’s *Cities in a World Economy*, which must be purchased in **printed** form and is available at the Fairfax campus bookstore for \$40.50 or you can buy it used. The other required readings available on Blackboard <https://mymasonportal.gmu.edu> must be printed by you or purchased as a bound reader for about \$30 total. Our class discussions will be about these readings. Read ahead of time and come to class ready to listen and engage in lively discussions of the course texts.

### Course Schedule

#### Week 1 / Tues., Jan. 21 / Introduction

- Florida, Richard. 2002. “The Rise of the Creative Class.” *Washington Monthly* (May).

**Week 1 / Thurs., Jan. 23 / Why are some cities global?**

- Florida, Richard. "The Rise of the Creative Class."
- Sassen, ch. 1, "Place and Production in the Global Economy."

**Week 2 / Tues., Jan. 28 / Why are some cities global?**

- Sassen, ch. 2, "The Urban Impact of Economic Globalization."

**Week 2 / Thurs., Jan. 30 / Why are some cities global?**

- Sassen, ch. 3, "National and Transnational Urban Systems."

**Week 3 / Tues., Feb. 4 / Why are some cities global?**

- Sassen, ch. 4, "The New Urban Economy."

**Week 3 / Thurs., Feb. 6 / Why are some cities global?**

- Sassen, ch. 7, "Global Cities and Global Survival Circuits."
- Sassen, ch. 9, "A New Geography of Centers and Margins."

**Week 4 / Tues., Feb. 11 / What is gentrification?**

- Lees, Loretta, Slater, Tom, and Elvin Wylie. 2008. "The Birth of Gentrification." Pp. 3-37 in *Gentrification*. New York: Routledge.

**Week 4 / Thurs., Feb. 13 / What is gentrification?**

- Lees, Loretta. 2008. "Gentrification & Social Mixing: Towards an Inclusive Urban Renaissance?" *Urban Studies* 45(12): 2449-2470.
- Solnit, Rebecca. 2016. "Death by Gentrification: The Killing that Shamed San Francisco." *The Guardian* (March 21).

**Week 5 / Tues., Feb. 18 / What is gentrification?**

- Caldeira, Teresa. 1996. "Fortified Enclaves: The New Urban Segregation." *Public Culture* 8: 303-328.

**Week 5 / Thurs., Feb. 20 / Why are some cities world-class?**

- Ghertner, D. Asher. 2011. "Rule by aesthetics: world-class city making in Delhi." In Ananya Roy & Aihwa Ong (eds), *Worlding Cities: Asian Experiments and the Art of Being Global*. Oxford: Blackwell.

**Week 6 / Tues., Feb. 25 / Why are some cities world-class?**

- Haines, Chad. 2011. "Cracks in the Façade: Landscapes of Hope and Desire in Dubai." In Ong and Roy (eds) *Worlding Cities: Asian Experiments and the Art of Being Global*. Oxford: Blackwell.

**Week 6 / Thurs., Feb. 27 / Why are some cities world-class?**

- Looser, Tom. 2012. "The Global University, Area Studies, and the World Citizen: Neoliberal Geography's Redistribution of the "World."" *Cultural Anthropology* 27(1): 97-117.

**Week 7 / Tues., March 3 / Is Lagos global? Is Lagos gentrifying?**

- Myambo, Melissa Tandiwe. 2017. "Africa's Global City? The Hipsterization of Johannesburg." *New Left Review* 108.

**Week 7 / Thurs., March 5 / Midterm Exam**

**Week 8 / Spring Break / March 9-15 / No Classes**

**Week 9 / Tues., March 17 / Cities and Global Climate Emergency**

- World Bank. 2010. Part II and Part III, pp. 8-32 in *Cities and Climate Change: An Urgent Agenda*.
- Midterm exam returned.

**Week 9 / Thurs., March 19 / Cities and Global Climate Emergency**

- Martinez-Alier, Joan. 2002. "The Environmentalism of the Poor." World Summit on Sustainable Development, University of Witwatersrand, Johannesburg, South Africa.

**Week 10 / Tues., March 24 / Cities and Global Climate Emergency**

- Martinez-Alier, Joan, Leah Temper, Daniela Del Bene and Arnim Scheidel. 2016. "Is there a global environmental justice movement?" *The Journal of Peasant Studies* 43(3): 731-755.

**Week 10 / Thurs., March 26 / The Right to the City**

- No class today. Work in Fenwick Library to complete capstone paper proposal and read:
- Harvey, David. 2008. "The Right to the City." *New Left Review* 53: 23-40.

**Week 11 / Tues., March 31 / The Right to the City**

- No class today. Watch:
  - Isandla Institute. 2016. "The Right to the City." <https://www.youtube.com/watch?v=CXV3St0JIsA>
  - Aparna. 2016. "Right to the City: Henri Lefebvre and David Harvey." [https://www.youtube.com/watch?v=u3VDs\\_d2cj4](https://www.youtube.com/watch?v=u3VDs_d2cj4)
- Due in Blackboard: Capstone paper proposal.

**Week 11 / Thurs., April 1 / The Right to the City**

- Johnson, Tamara M. 2015. "Salsation: Affective Encounters and the Right to the City." Pp. 385-398 in Mains S., Cupples J., Lukinbeal C., eds. *Mediated Geographies and Geographies of Media*. Springer, Dordrecht.

**Week 12 / Tues., April 7 / The Right to the City**

- Fredericks, Rosalind. 2014. ““The Old Man is Dead”: Hip Hop and the Arts of Citizenship of Senegalese Youth.” *Antipode* 46(1): 130-148.

**Week 12 / Thurs., April 9 / The Right to the City**

- Levy, David. 1989. Book review of Hernando de Soto’s *The Other Path: The Invisible Revolution in the Third World*. Federal Reserve Bank of Minneapolis website.
- Huchzermeyer, Marie. 2011. “Urban competitiveness or improving poor people’s lives: why ‘Cities Without Slums’?” Pp. 47-68 in *Cities with “Slums”: From Informal Settlement Eradication to a Right to the City in Africa*. Claremont, South Africa: UCT Press.

**Week 13 / Tues., April 14 / Global Historic Preservation**

- Arkaraprasertkul, Non. 2019. “Gentrifying heritage: how historic preservation drives gentrification in urban Shanghai.” *International Journal of Heritage Studies* 25(9): 882-896.

**Week 13 / Thurs., April 16 / Global Historic Preservation**

- Cultural Tourism DC. 2004. “Tour of Duty: Barracks Row Heritage Trail.” [https://www.culturaltourismdc.org/portal/c/document\\_library/get\\_file?uuid=405ef416-1224-4bc2-908f-f9ca51503d92&groupId=701982](https://www.culturaltourismdc.org/portal/c/document_library/get_file?uuid=405ef416-1224-4bc2-908f-f9ca51503d92&groupId=701982)

**Week 14 / Tues., April 21 / Global Historic Preservation**

- Mirabal, Nancy Raquel. 2009. “Geographies of Displacement: Latina/os, Oral History, and The Politics of Gentrification in San Francisco’s Mission District.” *The Public Historian* 31(2): 7-21.
- Due at 10:30am in class: Capstone paper draft.

**Week 14 / Thurs., April 23 / Local History, Global History**

- No class today.
- Due on BB by the end of class time: Right to the City paper.

**Week 15 / Tues., April 28 / Local History, Global History**

- Group discussion of our Right to the City papers.

**Week 15 / Thurs., April 30 / Revisiting Florida**

- Florida, Richard. “The Rise of the Creative Class.”

**Wed., May 8 at 7:15pm / Capstone final paper due through SafeAssign in Blackboard.**

## Course Requirements

Class participation	10%
Presentation	5%
Midterm exam	25%
Right to the city paper	5%
Capstone paper proposal	10%
Capstone paper draft	5%
Capstone final paper	40%

## Grading scale

A	95	over 93
A-	92	90-92
B+	88	87-89
B	85	83-86
B-	82	80-82
C+	78	77-79
C	75	73-76
C-	72	70-72
D	65	60-69
F	0	0-59

*Class participation:* Participation includes attendance, being on time, bringing the readings, asking questions, and, especially, participating in discussion. The weekly readings will be used extensively during class discussion.

### *Presentation*

In each class, one student will make a 5-minute presentations on a current event relevant to globalization in a city chosen by the student. The presentation should contain: 1) an explanation as to why the specific event deserves our attention, 2) a description of the event and the main actors involved, and 3) discuss how this event relates to globalization. These presentations must be done on or before April 17. A sign-up sheet will be available in the first day of class.

### *Midterm exam*

This exam will take the form of an essay (one of the questions from the syllabus and class discussion) and several multiple-choice questions. In preparation, carefully read the Florida article.

### *Right to the City paper*

Find a website or newspaper article by/about a group in your chosen city concerned about displacement. On the assigned day, write a one-page paper about this group and its activities, and share your findings (including the website or article) with the class during the next class session.

### *Capstone paper proposal*

For your capstone paper, choose a city that really interests you. It should be a relatively well-known city anywhere in the world because you want to have access to scholarly literature on the city. For this project, you will ask one (or more) of the questions in the syllabus: how is globalization changing this city? how is this city changing globalization? is X city global? is X city gentrifying? How are X city's informal areas related to globalization? Does X city have a right to the city movement and how does it relate to our class? Other questions are possible too. The goal is to synthesize what you have learned about globalization – for example, economic, political, cultural, environmental, conflict aspects of globalization – over your years at Mason.

This proposal is a short assignment (no more than two pages double spaced with one-inch margins and 12-point font) that sets out a plan for the capstone final paper. The proposal should have your name, project title, and page numbers at the bottom of the page. The proposal should briefly discuss the city you have chosen, your research question, two readings from our class that relate to your research question, why you have chosen this topic, why others should care about this research, and which data sources you think you need to use (official statistics, newspapers, interviews, etc.). Formal citations are not needed at this stage.

### *Capstone paper draft*

Bring a draft of your research paper to class. It should be at least a half-finished paper (not an outline) and ideally a full draft of your research paper. It should have the elements required in the final paper below. Please adhere to one of the standard formal citation styles. Chicago, APA, or ASA are preferred.

### *Capstone final paper*

This final paper is the centerpiece of this capstone course. The paper should be 2,500 words (or slightly more like 2,700 if necessary; the bibliography is not included in this count). The paper needs your name, title, page numbers, 1) Introduction to the city, research question, sources used, and answer/argument, 2) Literature review (including two class texts), 3) Findings, 4) Conclusion, 5) Bibliography (with at least 10 scholarly texts, 2 class texts, and sources used for the analysis and findings).

### *Late Policy*

For each day that any written work is late that grade will be reduced by a step (e.g., an A paper will become an A- paper one day after the due date, a B+ paper two days after the due date, etc).

*Academic Integrity:* The integrity of the University community is affected by the individual choices made by each of us. Mason has an Honor Code with clear guidelines regarding academic integrity. Three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. No grade is important enough to justify academic misconduct. Plagiarism means using the words, opinions, or factual

information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. Paraphrased material must also be cited, using MLA or APA format. A simple listing of books or articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in the academic setting. If you have any doubts about what constitutes plagiarism, please see me.

*Disability Accommodations:* Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people with disabilities. If you are seeking accommodations for this class, please first visit <https://ds.gmu.edu/> for detailed information about the Disability Services registration process. Then please discuss your approved accommodations with me. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email:ods@gmu.edu | Phone: (703) 993-2474.

*Other useful campus resources:*

Counseling and Psychological Services (CAPS), 703.993.2380, <https://caps.gmu.edu>

University Libraries "Ask a Librarian," <https://library.gmu.edu/ask>

Writing Center: Robinson Hall B213, 703.993.1200, <https://writingcenter.gmu.edu>