**CRP 1101: The Global Cities**

Lectures: Tuesdays and Thursdays; 10:10-11:25am; 146 Stocking Hall  
Discussion Sections: Fridays; 9:05am, 10:10am, 11:15am, & 12:20pm; 115 Sibley Hall

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**Course Description**

Globalization and rapid urbanization are currently the two most determining factors about the future of our cities, especially in the global South. City-competitiveness, global economic dependency, ethnic diversity, new forms of expectations and choices, multiplication of decision authorities, etc. characterize the present-day globalization. Responses to these are the changing forms of organizations and functions of both state and non-state actors and the necessity of constant negotiation for decisions. Everyday more and more people are migrating to cities in search for economic opportunities. Most of the countries that are strongly facing rapid urbanization, the global South, do not have a spatial or urban planning system that can respond properly to the rapid urban growth and change. Urban planning is challenged there with providing shelter, amenities and other municipal services for an increasing number of people who are currently living in informal settlements. Globalization accompanied by rapid urbanization thus results primarily into global impoverishment, global social inequality, global marginalization, disempowerment, and lack of democratic institutions whereby much of the population can reality be participants in the urbanization process.

What is important for urban planning now is to grasp a broader understanding of the changing organization and function of different authorities, the process of negotiation and the current forms of urban planning practices. Multiple and contesting planning rationalities are now in action where power relations play an important role, where consensus is challenged by actors' multiplication and diversification, where our urban future is contested by diversified and contesting interests and expectation.

Considering the above background and in reference to the cities of the global South, this course provides space to discuss and understand the following questions.

- How can we conceptualize global cities in the context of globalization and rapid urbanization?
- How do inter-city dependency, increasing global-local contestation, ethnic diversity, multiplication of actors, diversity of preferences, changing production relations, transformation of state’ functions and decision authority, etc. influence urban planning institutions and practices in the cities of the global South?
- How do people claim their urban citizenship in the cities of the global South and what conditions their citizenship?
- How can we, as planning professionals, plan an urban system inclusively and in a way that ensures economic growth, promotes social equity, appreciates diversity and maintains biodiversity and environmental quality?
At the end of the course, the participants will have knowledge on the followings.

**Learning objectives**

- Participants will gain knowledge about the key players, institutions, and forces that condition urban planning practices and thus influence urban life in the cities of the global South.
- Participants will learn to evaluate and critically analyze the role of urban planning in contributing to, reinforcing, or ameliorating social inequalities in cities.
- Participants will learn to interpret academic and non-academic tests, synthesize information, and development arguments related to the course themes.

**Course structure**

This course consists of four broad sections.

The section on *Background and Context* takes an interest on colonialism, urbanization and the current forms of globalization to understand the forces, priorities, expectations and choices that now shape urban life in the cities of the global South.

The section on *Global City Case Studies* investigates the decision making process taking New York, London, Ontario region, Singapore, Hong Kong, and Delhi as case studies. This section will take the form of group work. The class will be divided in six groups, each with an assignment for one of the listed cities. You are required to read the listed literature and other sources, discuss in group and prepare a presentation for the class to be presented on March 9 and March 14. Note that the group presentations will be graded! Further details will be supplied in the class.

The following section, *Looking Empirically* then presents empirical cases about urban land administration, urban expansion, urban restructuring and redevelopment, and claim making strategies. The empirical cases explain how the forces of globalization and urbanization have introduced new forms of cooperation, negotiations, priority determination, institutional practices and planning rationalization and how these transformations influence the production of ‘public’ and claim making to them and thus the urban life in the global cities.

The fourth section, *Linking with Theories* explains the global cities linking the discussion of the previous sections with discourse like state entrepreneurialism, accumulation by dispossession, urban informality, politics of regulation and the production of space. The fourth section concludes the course indicating how planning professional can work for a better urban life addressing the issue of social equity, economic development and appreciating diversity and environmental quality.

**Teaching methods**

The teaching methods will include lectures, group work, documentary films and photo presentations and in-class discussion. Some lectures will include debate on specific topics between group representatives. Beside the regular lectures, the teaching assistants will organize weekly *discussion sessions* where you can again discuss the lecture topics and your assignments. A carefully reading of the literature listed under each session is necessary for an informed discussion in the weekly sessions and for quiz preparation.

Each of the students needs to submit a short report/take-home exam within a week after the completion of each sections. Details of the assignments will be given in the weekly discussion sessions. Depending on the number of teaching assistants and time available, you may also present and discuss your draft assignment with your colleagues and teaching assistants in the weekly sessions.

**Required reading**

Book chapters and articles will be made available on Blackboard or appropriate links will be provided. Readings will **NOT** be supplied per email individually. Registration at Blackboard is therefore necessary. The syllabus is subject to regular modification; latest version will be available on blackboard. It is your responsibility to check the updated syllabus regularly.

Complete the required reading before each discussion session so that you can actively participate in the discussion. Also reflect on own practical- and life experience and make reference to current discussions, e.g. newspaper article, on housing issues.
Conduct
Attend class regularly, engage materials, share ideas and experiences, and ask questions. Show respect for classmates and the instructor, and expect the same in return. Do **NOT** use mobile telephone and internet in the class time, unless it is asked to do so.

Notes To Students With Disabilities
If you have a disability-related need for reasonable academic adjustments in this course, please provide the instructor with an accommodation letter from Student Disability Services. Students are expected to give two weeks notice of the need for accommodations. If you need immediate accommodations, please arrange to meet with your instructor within the first two class meetings.

Plagiarism and Turnitin Notice
Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

Each student in this course is expected to abide by the Cornell University Code of Academic Integrity (See [http://cuinfo.cornell.edu/Academic/AIC.html](http://cuinfo.cornell.edu/Academic/AIC.html)). Course materials developed in this class or posted on Blackboard are intellectual property belonging to the author. Students are not permitted to buy or sell any course materials without the express permission of the instructor. Such unauthorized behavior constitutes academic misconduct. Make yourself familiar with the Code of Conduct to avoid any academic action or disciplinary measures!

SECTION I: BACKGROUND AND CONTEXT (Subject to minor modification)
January 26  Introduction to the Course
- No reading -

I-1: An Introduction to the Global City Concept
January 31
**Film: Global City**

I-2: Colonialism and Cities
February 02
Sheppard, Eric; Porter, Philip; Faust, David and Nagar, Richa (2009). Knowing the Third World - Colonial Encounters (pp. 52-67), in *A World of Difference: Encountering and Contesting Development*, New York: Guilford Press.
**Film**

February 07
Sheppard, Eric; Porter, Philip; Faust, David and Nagar, Richa (2009). The Historical Geography of Colonialism and the Slave Trade (pp. 319-350), in *A World of Difference: Encountering and Contesting Development*, New York: Guilford Press.

February 09
***Class debate***

I-3: Urbanization, Development, and Global City

February 14
********QUIZ ONE + Lecture ******
Sheppard, Eric; Porter, Philip; Faust, David and Nagar, Richa (2009). Knowing the Third World - The Development Decades (pp. 68-94), in A World of Difference: Encountering and Contesting Development, New York: Guilford Press.

February 16


I-4: Globalization and Global City

February 21 NO CLASS

February 23

February 28
*****QUIZ TWO + Instruction for group projects, Group formation*****

****ASSIGNMENT ONE TO BE SUBMITTED IN A WEEK****

SECTION II: GLOBAL CITY CASE STUDIES

March 2

***Group work***

London (group 1 & 2)
City-State Singapore (Group 3&4)

Optional:

Hong Hong (Group 5&6)

Delhi (Group 7&8)

Cairo (Group 9&10)

Optional:
(You may also find other chapters of this book useful)

Rio de Janeiro (Group 11&12)

March 7
Presentation of Group 1, Group 2, Group 3, Group 4

March 9
Presentation of Group 5, Group 6, Group 7, Group 8

March 14
Presentation of Group 9, Group 10, Group 11, Group 12

March 16
Summary of Case projects + ***********QUIZ THREE**************

****ASSIGNMENT TWO TO BE SUBMITTED IN A WEEK****

SECTION III: LOOKING EMPIRICALLY - CITIES MEETING THE GLOBAL INTEREST

March 21
Land administration, urban restructuring and ‘New City’ development

March 23
Land administration, urban restructuring and ‘New City’ development (contd.)
March 28
Politics of urban infrastructural provisions

May 30
****QUIZ FOUR****
Global images — FIFA festivalization of the global cities
Optional:

April 4    NO CLASS
April 6    NO CLASS

April 11
NGO based claim making

April 13
Alternative Claim Making

April 18
Group debate
- No reading -

April 20
****QUIZ FIVE****
A Returning to the Conceptualization of Global Cities (Apr. 14)

****ASSIGNMENT THREE TO BE SUBMITTED IN A WEEK****
SECTION IV: LINKING WITH THEORIES

April 25
Capital accumulation: state entrepreneurialism, accumulation by dispossession
Video: Marianna Mazzucato on 'The Entrepreneurial State' (recommended to watch at home)

April 27
The Production of Space
Harvey, David (2005), Space as a Key Word (pp. 93-118). In *Spaces of neoliberalization: towards a theory of uneven geographical development*. Stuttgart: Franz Steiner Verlag.

May 02
Urban informality as a mode of production
Video Lecture: Ananya Roy, The 21st Century Metropolis (recommended to watch at home)

May 04
***Class debate***

****ASSIGNMENT FOUR TO BE SUBMITTED IN A WEEK****

CONCLUSION
May 09
**** QUIZ SIX****
Creative planning: new challenges, new opportunities (May 10)
**Evaluation**
Your performance will be evaluated based on (i) short quizzes, (ii) four short assignments or take-home exam and (iii) attendance.

Further details will be provided later.

<table>
<thead>
<tr>
<th>Area of evaluation</th>
<th>points</th>
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<tbody>
<tr>
<td>Quizzes (5 quizzes x 20 points)</td>
<td>100</td>
</tr>
<tr>
<td>4 short assignments (4 reports x 40 points)</td>
<td>160</td>
</tr>
<tr>
<td>Group Project: Global City Case Studies</td>
<td>40</td>
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<tr>
<td>Attendance (class, 25 points + discussion session, 25 points)</td>
<td>50</td>
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  - separate attendance record and calculation:
  - Example: Out of 27 classes -
    - 25-27 meetings: 25 points
    - 22-24 meetings: 22 points
    - 19 to 21 meetings: 20 points
    - Less than 19 meetings: **0 point**