Urban Politics and Development (P&D)
DVST-3500 (4 Credits / 60 class hours)

Cities in the 21st Century
International Honors Program

PLEASE NOTE: This syllabus is representative of a typical term. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester. In addition, considerations of student safety may change some course content.

Course Overview

Cities are places for civic engagement, concentrators of resources, and engines of opportunity; yet simultaneously arenas where economic disparities are made and exclusions from power are made apparent. This course explores, questions, and critiques the intersection of politics and development in cities at scales from global to local, and examines how related institutions, policies, and processes shape the evolution of the city. We will pay particular attention to these guiding questions: *What economic, social, and political factors (local, national, and international) shape the development of cities? How are different actors involved in the creation, maintenance, and functioning of urban environments? Are existing institutional structures sustainable?* In essence, Urban Politics and Development will explore how and why urban development is a tension-filled, conflicted process. From this standpoint, we also explore meaningful ways of addressing problems and solutions for urban development.

This course aims to provide a critical space for participation, analysis, exchange of ideas and mutual learning. It will closely complement the Urban Planning and Sustainable Environments and Culture and Society of World Cities courses, guest lecturers, site visits, and other programmatic elements we experience in each city.

Course Objectives

- To introduce students to a variety of theoretical, analytical, and methodological tools towards analyzing and understanding politics and development in cities;

- To experience, observe, understand, and respond to the multi-scalar impacts and manifestations of government policy, citizen action, and regional and global forces on the development of the city;

- To challenge students to engage with people and places through discussion, dialogue, and observation in reflective and substantive ways, towards effectively evaluating multiple, often contradictory sources;

- To develop critical assessment and analytical skills to connect theory to practice in order to formulate one's own position on course-related concepts, including development, democracy, and citizenship.

- Our overarching mission is to accumulate answers to the successive questions:
- First, what is the current form of the city? Second, why is it this way? Third, what can we do about it?

Course Methodology

Students will be introduced to qualitative research methods in conjunction with our Contemporary Urban Issues course These serve as important tools for a comparative study of politics and development issues, which we will look at theoretically from above, but explore from the bottom-up as they impact everyday life for the urban citizenry. How do we learn from everyday life and the structures people assemble in the operation of their city?   This question, in conjunction with our methodological skills, will drive the succession of assignments throughout the course to understand how people constitute their own systems of power and governance.

Course Materials

Weekly required and recommended readings are available via the flash drive. A separate list of additional bibliographic references (as appendix to the CUI syllabus) is provided for your further exploration of particular issues and program cities. Students are expected to complete required readings before P&D faculty sessions and may use readings for reference in discussions as well as essays. Students are encouraged to make use of the additional bibliographic references and to investigate local resources, including news media. Reading newspapers regularly in each city offers a valuable resource for understanding current issues and debates. Students are also encouraged to take individual initiative to find supplementary resources. Reading assignments may be updated during the semester.

Course Requirements

Students will be assessed on two individual projects, one group presentation, and individual participation. In all written work, standard essay format is expected: title, introduction, body, conclusion, works cited. All references must be cited using an accepted academic style. Essays should be organized and logically argued; use proper grammar and spelling.

1. Buenos Aires Case Study: actor mapping (30%)
   Group presentation, see Buenos Aires schedule
   A case study is an in-depth look at a particular topic or area of interest. It includes research into the facts of the subject and an analysis of those facts to understand the dynamics of the situation and the underlying reasons for certain conditions. Students will divide into groups to explore and compare issues of significance in Buenos Aires. Students will analyze and present what they have learned through a lens of P&D. The case study grade in Buenos Aires counts toward each student's individual P&D course grade, but is awarded according to presentation group— all members of a case study team receive the same grade for their Buenos Aires presentation. Students will receive feed-back from all faculty and the country coordinator, but the grade for this case study is the responsibility of the P&D instructor.

2. Hanoi informality: photos and a thousand words (30%)
   How is informality manifested spatially in the built environment?

How do participants in informality manage or operate the system?

These two questions ask you to investigate one form of informality in Hanoi, but in both tangible and intangible ways.

There are many sectors in which informality has become an accepted way of operating, sometimes in complement to more formal systems, but more often to compensate for lacunae in the formal system. You will select an example of an informal system from transportation, employment, markets and trade, housing, services, or another sector. Learn more about this example through observation, conversations with users, or by becoming a participant-user yourself. Who uses the informal system: not only whom does it serve, but also who operates the system? Where in the city does this system exist or operate? What are its physical manifestations?

In addressing and providing evidence toward the tangible, you will craft a photo essay using between 5-10 images. The photos (and succinct captions) will tell a comprehensive narrative of how informality is inscribed in particular spaces of the city and how it assumes material assemblage. What traces does the system leave in the built environment? Does it have a material impact on more formalized systems? Does it change the built form of the city?

In the accompanying essay, explain the intangible structuring of the informal system. How does it function? What unwritten rules or norms do users follow? Who or what enforces the rules? Or you might prefer to work backward by questioning what transgression of the system might look like and what reactions entail for rectifying or compensating transgression (meaning, are there ways in which users of the informal system police their rules or punish transgressors)? What rules structure the system? How do different users of the informal system manage? What kinds of rules are used and does it entail forms of governance?

Assessment of the Informality project will be based on:

> Topic selection—the importance of the topic, its relevance to the course;
>
> Logic—setting a clear path from the opening argument, organizing the content, establishing alignment through the thesis, research method, evidence collected, analysis and conclusion;
>
> Research—using appropriate and well considered primary research methods, developing depth or breadth of source materials, and integrating evidence in the argument of the essay;
>
> Photography—in addition to illustrating textual imagery, using photographs to collect evidence and craft narrative; and
>
> Writing—using care and precision of wording and phrasing to convey meaning.

3. Cape Town governance-from-below: a Common Pool Resource proposal (for self-assessment 30%)

This project asks you to approach solutions to urban problems, but with a different power structure in mind than that of top-down governance. Are there ways in which we might allow people—actors most affected by the issue—to craft and manage a solution themselves?

Begin by identifying an issue in Cape Town. How might you reframe this issue as a common-pool resource, for which you might be able to craft a governance solution or mitigation?

Identify who are all the major stake-holders in the issue. What kind of relationship do various stakeholders have with each other? Mapping the actors—along with their alliances and rivalries—will be an important step in laying the issue out.

Once you have established the contours of the overall problem, consider the outlines of a system for managing the problem. What would the governance structure for this issue look like? Toward your resolution structure, consider what common goals you might establish for all interested parties—where might the agreements align, but also what might be the obstacles?   Using the eight rules established by Elinor Ostrom, how might you design a system in which the multiple stake-holding parties might be able to operate toward a resolution?

Assessment of the Governance project will be carried out yourself. You should base your evaluation of your project qualitatively using the criteria below. In documenting your self-evaluation, please give separate comments and grades according to each of these four main categories:

1. Problem selection 30%—is the issue you have chosen important? Have you shown creativity in identifying the issue? (e.g. reframing as a resource-governance problem an issue that may not have been previously considered as such) and have you been creative in designing a governance solution?;
2. Research 30%—are your primary research methods appropriate to the topic? Have you developed a range of sources with sufficient depth or breadth? Is you evidence well-integrated in the argument of the essay? Have you identified a sufficient and accurately representative range of actors impacted by the issue? Have you drawn a sufficient and accurate range of relationships between actors?;
3. Logic 30%—is your argument clear? Is it rational? Is the content organized? Have you established alignment, from the thesis, through the research methods, evidence collected, analysis and to your conclusion?;
4. Writing 10%—is your wording and phrasing accurate toward conveying the meaning you intend? Is your writing clear, concise, and composed with care?

Following the individual category comments and grades, please provide your overall grade, calculating each category's listed percentage weighting.

4. Class Participation (10%)

Students are expected to participate by: engaging with class-wide and small group discussions, offering thoughtful comments and critiques or asking relevant questions, and demonstrating knowledge of course readings and relevant reflection and analysis from urban experiences. In order to participate in discussions, students must complete all assigned readings prior to each faculty session and come to class prepared to discuss or to reference readings: be prepared to speak for several minutes about what you found most interesting, important, or challenging about the reading assignment.

Assessment

Faculty will return assignments with written comments and grades: an "A" represents outstanding work that exemplifies thorough analysis, superior insight, and clear presentation; a "B" signifies highly competent work that accomplishes the task through considerable thought, reasonable analysis, and an organized presentation; a "C" conveys that work is adequate and meets basic requirements but demonstrates no distinction in terms of analytical insight or organization; a "D" denotes poorly or partially completed work that reflects a lack of initiative, inconsistent analysis, and/or erratic presentation. Plus and minus indicate relatively better or poorer work within each category.

Late work: In keeping with SIT policy, papers handed in late will drop one point per day unless permission is granted otherwise. Course assignments are due at the beginning of the class.

Course Policies

Refer to the Student Handbook for SIT policies regarding academic integrity, academic warning and probation, diversity and disability, harassment protocols, and the academic appeals process.

COURSE CHRONOLOGY: TOPICS AND READINGS

Session	Topic
New York	
1	**What is a city?**
Buenos Aires	
2	**Global centers and edges**
3	**One world not three**
4	**Urban centers and edges**
5	**Citizenship and resistance**
Hanoi	
6	**The post-socialist city**
7	**Urbanization from below**
8	**Informalities**
Cape Town	
9	**Governance from below**
10	**Social movements**
11	**In the 21st century**

NEW YORK, UNITED STATES

Session 1 — **What is a city?**

Inventing the city—concentrating resources, human and otherwise—manipulations of landscapes and labor—political hierarchy—the division of labor in society—dueling political/power and religio/science

Required:

Childe, V. G. 1950. "The urban revolution." *Town Planning Review* v.*21* n.1: pp. 3-17.

Soja, 2000, "Putting cities first: remapping the origins of urbanism" in Bridge and Watson, *A Companion to the City*. Oxford, UK: Blackwell: pp. 26-34.

Recommended:

Burgess, 1925, "The growth of the city" in Park, Burgess, and McKenzie, *The City*. Chicago: Chicago UP. pp. 47-62.

Dowding, Keith. 2001. "Explaining urban regimes." *International Journal of Urban and Regional Research* v.25 n.1: pp. 7-19.

Molotch, 1976, "The city as a growth machine: toward a political economy of place." *The American Journal of Sociology* v.82 n.2: pp. 309-332.

Smith, Michael. 2009. "V. Gordon Childe and the urban revolution: a historical perspective on a revolution in urban studies." *Town Planning Review* v.80 n.1: pp. 3-29.

BUENOS AIRES, ARGENTINA

Session 2 — **Global centers and edges**

Colonialism's continued legacy—settlement and extraction—the great divergence—a Global North that is global, a Global South that is south—political economy in a world system—industrialization: modernization or dependency?— three sectors of economic activity—three tests of development

Required

Wallerstein, Immanuel. 1974. "Dependence in an interdependent world: the limited possibilities of transformation within the capitalist world economy." *African Studies Review* v.17 n.01: 1-26.

Recommended:

Kenny, Charles. 2011. *Getting Better: why global development is succeeding—and how we can improve the world even more*. Basic Books. pp 53-69.

Seed, Patricia, 1995, "Conclusion: The habits of history" in *Ceremonies of possession in Europe's conquest of the New World, 1492-1640.* Cambridge: Cambridge UP. pp 179-93

Session 3 – **One world not three**

Institutionalizing the world system—IMF and World Bank—structural adjustment programs—public debt and private gain—Bretton Woods (can't see for all the trees)—where vultures build nests

Required:

Pew Research. 2015, "A Global Middle Class Is More Promise than Reality: From 2001 to 2011, Nearly 700 Million Step Out of Poverty, but Most Only Barely." Washington, D.C.: Pew Research Center, July. (don't read, but have a look through pp.1-58)

Sassen, Saskia. 1999. "Whose city is it? Globalization and the formation of new claims," in Holston and Appadurai (eds), *Cities and Citizenship*. Durham: Duke University Press: pp. 177-194.

Recommended:

Açemoglu, Daron, Simon Johnson, and James A. Robinson. 2001. "Reversal of fortune: Geography and institutions in the making of the modern world income distribution." *National bureau of economic research* No. w8460.

Kentikelenis, Alexander, Thomas H Stubbs, and Lawrence P King. 2016. "IMF conditionality and development policy space, 1985-2014." *Review of International Political Economy* v.0, n.0: pp.1-40

Session 4 — **Urban centers and edges**

A topography of neglect—derelict center, destitute edge—rural-to-urban migration—industrialization—de-industrialization = over-urbanization

Required:

Davis, Mike. 2006. "The urban climacteric" in *Planet of slums.* London: Verso. pp 1-19.

Recommended:

Anderson, Benedict, 1993, *Imagined communities: reflections on the origin and spread of nationalism.* London: Verso. pp 1-36.

Perlman, Janice. 2004, "Marginality—from myth to reality in the favelas of Rio de Janeiro, 1969-2002." in Ananya Roy and Nezar AlSayyad (eds.) *Urban informality: transnational perspectives from the Middle East, Latin America, and South Asia.* Lanham: Lexington: pp. 105-146.

Home, Robert. 2004. "Shaping cities of the Global South: legal histories of planning and colonialism." in Parnell, Susan and Sophie Oldfield. *The Routledge handbook on cities of the Global South*. London: Routledge. pp. 75-85

Session 5 – **Citizenship and resistances**

Citizenship—insurgent citizenship—weapons of the weak—quiet encroachment of the ordinary—collective vs individual (yet additive) resistances

Required:

Holston, James. 2009. 'Insurgent citizenship in an era of global urban peripheries'. *City & Society* v.21 n.2: pp. 245–267.

Holston, James and Arjun Appadurai. 1999. "Introduction," in Holston and Appadurai (eds), *Cities and Citizenship*. Durham: Duke University Press: pp. 1-18.

Recommended:

Bayat, Asef. 2010. "The quiet encroachment of the ordinary" in *Life as politics: how ordinary people change the Middle East*. Amsterdam: Amsterdam UP: pp.43-65.

Centner, Ryan. 2011, "Microcitizenships--fractious forms of urban belonging after Argentine neoliberalism." *International Journal of Urban and Regional Research*. V36 n2. pp 336-362.

Guano, Emanuela. 2004, "The denial of citizenship—'barbaric' Buenos Aires and the middle-class imaginary." *City & Society*, Vol. 16, Issue 1, pp. 69–97.

HANOI, VIETNAM   **2016 October 4 - November 7**

Session 6 — **The post-socialist city**
Doi moi—what is socialism and is it past tense?— with Vietnamese characteristics—coincidences of authority—seeing like a socialist state—the high modernist city

Required:

Beresford, Melanie. 2008. "Doi moi in review: the challenges of building market socialism in Vietnam." *Journal of Contemporary Asia* v.38, n.2: pp.221-243.

Harms, Erik. 2012, "Neo-geomancy and real estate fever in postreform Vietnam" *Positions* v.20, n.2: pp.404-434

Kurten, Sandra. 2008. "The transformation of public space in Hanoi" *ASIEN* v.108. pp 67-79.

Recommended:

Scott, James C. 1998. "The high-modernist city: an experiment and a critique" in *Seeing like a state*. New Haven: Yale UP: pp.103-146.

Session 7 — **Urbanization from below**
Industrial urbanization—people without land, land without people—rural carrying capacities—rural-to-urban migration—demographic transition models—total fertility rates—springing the Malthusian trap—neo-Malthusian catastrophes and neoclassical economic vibrancy—the Ehrlich-Simon wager—Piketty's returns on Capital in the 21st century—Rognlie's real wealth critique—a lacuna of land in the Ehrlich-Simon commodity basket?

Required:

Han, Sun Sheng and Kim Trang Vu. 2008. "Land acquisition in transitional Hanoi, Vietnam." *Urban Studies* v.45, n.5-6: pp.1097-1117.

Resurreccion, Bernadette and Ha Thi Van Khanh. 2006. "Able to come and go: reproducing gender in female rural-to-urban migration in the Red River Delta." *Population, Space, and Place* v.13, n.3: pp.211-224.

Weeks, John. 2011. *Population: An introduction to concepts and issues*. Cengage Learning: pp 90-108.

Recommended:

Adger, W Neil, P Mick Kelly, Alexandra Winkels, Luong Quang Huy, Catherine Locke. 2002. "Migration, remittances, livelihood trajectories, and social resilience." *Ambio Journal of Human Environment* v.31, n.4: pp.358-366.

Malthus, Thomas Robert. 1798. *An Essay on the Principle of Population, as it Affects the Future Improvement of Society with Remarks on the Speculations of Mr. Godwin, M. Condorcet, and Other Writers*. London: J. Johnson, in St. Paul's Church-Yard. pp 1-125.

Nguyen, Loc Duc, Katharina Raabe, and Ulrike Grote. 2015. "Rural-urban migration, household vulnerability, and welfare in Vietnam." *World Development* v.71: pp.79-93.

Teitelbaum, Michael S. 1975. "Relevance of demographic transition theory for developing countries." *Science* 188.4187: pp.420-425.

Session 8 – **Informalities**
Who rules and who makes rules—officially invisible but traces everywhere—informality's intersectionality

Required:
Kurfürst, Sandra. 2012 "Informality as a strategy: street traders in Hanoi facing constant insecurity" in McFarlane, Colin and Michael Waibel. *Urban informalities: reflections on the formal and informal.* Surrey, UK: Ashgate: pp 89-110.
Roy, Ananya, 2005, "Urban informality—toward an epistemology of planning" in the *Journal of the American Planning Association*, v.71, n.2: pp. 147-158.

Recommended:
AlSayyad**,** Nezar, 2004, "Urban informality as a 'new'way of life" in A. Roy and N. AlSayyad (eds), *Urban informality: Transnational perspectives from the Middle East, South Asia and Latin America*. Lanham, MD: Lexington Books. pp. 7-30.
Roy, Ananya, 2004, "Transnational trespassings: the geopolitics of urban informality" ibid: pp. 289-317.

CAPE TOWN, SOUTH AFRICA
Session 9 – **Governance from below**
The tragedy of the tragedy of the commons—why privatization isn't the solution—non-excludable yet rival—subak and monsoon-Asia— governance of common pool resources—Ostrom's eight rules—common pool governance—hydraulic anti-despotism

Required:
Ostrom, Elinor. 1993. "Design principles in long-enduring irrigation institutions," *Water Resource Research* v.29 n.7: pp. 1907-1912.
Chen, Martha and Caroline Skinner. 2004. "The urban informal economy: enhanced knowledge, appropriate policies, and effective organization." in Parnell, Susan and Sophie Oldfield. *The Routledge handbook on cities of the Global South*. London: Routledge. pp. 219-235

Recommended:
Ostrom, Elinor. 1990. *Governing the commons*. Cambridge UP.

Session 10 – **Social movements**
South Africa's urban social movements—the post-Apartheid landscape

Required:
Beinart, William. 2010. "Popular politics and resistance movements in South Africa, 1970s-2008" in Beinart and Dawson. *Popular politics and resistance movements in South Africa.* Johannesburg: Wits university Press: pp.1-9.
Dugard, Jackie. 2013. "Urban basic services: rights, reality, and resistance." in Langford, Cousins, Dugard, and Madligozi. *Socio-economic rights in South Africa: symbols or substance?* Cambridge: Cambridge University Press: pp.1-40.

Recommended:
Ross, Fiona. 2010. "Teen die pad, die Bos [Alongside the road, the Bush]." *Raw life, new hope: decency, housing, and everyday life in a post-Apartheid community.* Claremont: UCT Press: pp.
Simone, AbdouMaliq. 2004. "People as infrastructure: intersecting fragments in Johannesburg" *Public Culture* v.16, n.3: pp.68-90.

Session 11 — **In the 21st century**

Ghosts of high-modernism's past—the former future of cities—cargo-cult development—scaling sub- and super-linearity—ecological footprints—cities and their hinterlands—a rule of cities—planetary urbanization—the next school of cities

Required:

Bettencourt et al, 2007, "Growth, innovation, scaling, and the pace of life in cities" *Proceedings of the National Academy of Science* v.104 n.17: pp. 7301-7306.

Brenner and Schmid. 2011. "Planetary urbanization." in Gandy, *Urban constellations*. New York: DAP. pp 10-13.

Rees, William E. 1992. "Ecological footprints and appropriated carrying capacity: what urban economics leaves out." *Environment and urbanization* v.4 n.2: pp. 121-130.

Recommended:

Pieterse, Edgar. 2008. "Introduction: deciphering city futures" in *City Futures: Confronting the Crisis of Urban Development.* Zed Books: pp.1-15.

Roy, Ananya. 2009. "The 21st-century metropolis: new geographies of theory." *Regional Studies* v.43 n.6: pp. 819-830.