Course Description
Cities are centers of individual opportunity and civic engagement and simultaneously sites of inequality and economic disparity. This course explores, questions, and critiques the intersection of politics and development in cities at multiple scales, from local to global, 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 (or not) 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, conflictual process that occurs at multiple scales. From this standpoint, meaningful ways of addressing problems and solutions for urban development will also be explored.

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.

Course Methodology

The course will use a combination of lecture presentations, seminar discussions, group work, and individual projects. The intention is to create a learning community where students actively contribute ideas and questions, and everyone helps everyone else learn. The course aims to make the most of the richness and variety of the Cities program experience, which encompasses guest lecturers, site visits, homestays, exercises in reading the city, cultural immersion, and three other interrelated, academic courses. The assignments involve looking at particular political and developmental issues in the cities studied and gathering and analyzing primary data from field sources.

Course Materials

Required readings are available to students via digital download. Thematic readings, listed at the end of the syllabus, are for further reference and for individual exploration in greater depth. Students are expected to complete the specified readings by each Politics and Development faculty session and to reference readings in discussions as well as essays. In addition, students are encouraged to make use of thematic readings and IHP in-country libraries 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 use individual initiative to find supplementary resources.

Assessment

The components of student grades are:

(25%) Class participation: Assessment of participation is based on the level of engagement during course activities. Students are expected to attend all class meetings. Showing up receives the minimum passing participation grade. Missing or being late to class will negatively affect your participation assessment. Asking relevant questions or adding comments that help the class as a whole will positively affect your participation assessment.
Response papers: In preparation for eight of our meetings (out of the 11 scheduled) over the term, students are to reflect and respond to the readings assigned for the relevant week. Generally, response papers should first synthesize or juxtapose major concepts across the readings, then relate the readings toward an issue, topic, or phenomenon in the city in which we are meeting that particular week. For particular weeks, a particular question or prompt guiding the response will be provided beforehand. Please be concise in your responses; do not exceed a single-spaced page (about 500 words). I have a strict naming convention. You will turn in a digital file as PDF. Name the file by session number and last name only, per the example: 2.Miller.pdf (note there are no spaces in the title, only a ‘period’ separates number and name). Do not include your name within the document itself (ie. no names in headers). Papers are due by the beginning of the Politics and Development class for sessions 2, 3, 4, 5, 6, 7, 9, and 10.

Final project: Each student will be responsible for completing a final paper on a topic of his or her choosing. The topic must be comparative of a political situation or development issue across at least two of the first three cities: New Orleans, Sao Paulo, and Capetown. The topic must be approved by the instructor by the sixth week of the program. The paper is due at lecture 8. The project will have both a written and a visual component. The written paper (approximately 1500 words long), should be researched from secondary sources (academic, though in many cases news sources will also be necessary). The visual component (a photo-essay of approximately 5-10 images) will consist of primary sources: images taken by the student in support of the project. Further elaboration of the project will be made in class.

Assessment of the final project will be based on such factors as: topic selection—the importance of the topic and its relevance to the course; research—the depth or breadth of source materials, integration into the paper; logic—the argument and the organization of the content; and writing—the care and precision in presenting the material.

Course Chronology

NEW ORLEANS, U.S.A.
Session 1: Cities in the 21st century (and the previous 100 centuries)

SÃO PAULO, BRAZIL
Session 2: Political economies in theory


**Session 3: Informal economics, informal settlements**


**Session 4: How right is right to the city?**


**CAPE TOWN, SOUTH AFRICA**

**Session 5: Defend the individual: safety**


**Session 6: Defend private space or defend public access?**


**Session 7: Defend nature or defend against nature?**


Session 8: To control the sewer is to control the city

HANOI, VIETNAM

Session 9: Coincidences of authority: state and municipal control

Session 10: Remembering forward: the politics of heritage

Session 11: So, which way forward for 21st century cities?

Supplemental resources:

General
UN HABITAT, 2011, State of the world's cities 2010-2011
Urban Age, 2009, Steering regeneration in cities
Adler, 2013, X and the city
Borja, ----, Democracy in search of the future city
Bridge and Watson, 2000, A companion to The City
Carley et al, 2001, Top-down and bottom-up: the challenge of cities in the new century
Scoones, 2007, Sustainability
Smith, 1996, The new urban frontier
Smith, 2002, New globalism, new urbanism: gentrification as global urban strategy
Swilling and Annecke, 2012, Just transitions: explorations of sustainability in an unfair world
You, 2007, Sustainable for whom?

Previous urban models:
Clark, 2000, “Monocentric and policentric: new urban forms and old paradigms”
Jacobs, 1961, Death and life of great American cities

Political Economics
Bromley, 2004, Power, property, and poverty: why de Soto’s Mystery of Capital cannot be solved
Gilbert, 2004, “Love in the time of enhanced capital flows: liberalization and informality”
Scott, 1985, Weapons of the weak
Sen, 1979, Equality of what?

Neoliberalism
Boas and Gans-Morse, 2009, Neoliberalism: from new liberal philosophy to anti-liberal slogan
Brenner and Theodore, 2010, Cities and the geographies of ‘actually existing neoliberalism’
Brenner and Theodore, 2010, Neoliberalism and the urban condition
Stiglitz, 2008, The end of neo-liberalism
Thorsen and Lie, ----, What is neo-liberalism?

Informal settlement
Caldeira, 1996, Fortified enclaves: the new urban segregation
Cities Alliance, 2008, Slum upgrading up close: experiences of six cities
Davis, 2006, Planet of slums
The Guardian, 2006, Brazil’s roofless reclaim the cities
Lula da Silva et al, 2003, “The programme for land tenure legalization on public land in Sao Paulo, Brazil”
Ooi and Phua, 2007, “Urbanization and slum formation”
Roy, 2004, Transnational trespassings: the geopolitics of urban informality
Roy, 2009, Strangely familiar: planning and the worlds of insurgence and informality

Right to the city
Harvey, 2003, The right to the city
Simone, 2004, The right to the city
UNESCO, 2009, “Urban policies and the Right to the City: rights, responsibilities, and citizenship”

**Sao Paulo**
Acselrad, ----, Grassroots reframing of environmental struggles in Brazil
Budds and Teixeira, 2012, Ensuring the right to the city: housing, development, and tenure in Sao Paulo, Brazil
Cornwall et al, 2008, Brazilian experiences of participation and citizenship: a critical look
de Lourdes and Saad-Filho, 2006, Neoliberal economic policies in Brazil, 1994-2005
Earle, ----, Housing, citizenship, and the Movimento Sem Teto of Sao Paulo
Earle, 2012, From insurgent to transgressive citizenship: housing, social movements, and rights in Sao Paulo
Fernandes and Neves, 2010, Urban bias in development and educational attainment in Brazil
Irazabal, ----, Urban design, planning, and the politics of development in Curitiba
Perz, 2000, The rural exodus in the context of economic crisis, globalization, and reform in Brazil
Rousseff, 2012, Address to the World Socialist Forum

**Cape Town**
Mandela, 1964, I am prepared to die
Mbeki, 1979, The historical injustice
Swilling, 2010, Sustaining Cape Town: imagining a livable city
Bradlow et al, 2011, Housing, institutions, money: the failures and promise of human settlements policy and practice in South Africa
Lieres and Robins, 2008 Democracy and citizenship
Miraftab, 2007, Governing post-Apartheid spatiality: implementing city improvement districts in Cape Town
Visser and Kotze, 2008, The state and new-build gentrification in central Cape Town, South Africa
Western, 2002, A divided city: Cape Town

**Hanoi**
Beresford, 2008 Doi moi in review: the challenges of building market socialism in Vietnam
Dixon, 2004, State, party, and political change in Vietnam
Geertman, 2010, Urban development trends in Hanoi
Han and Vu, 2008, Land acquisition in transitional Hanoi
Schwenkel and Lefkowich, 2012, How Is Neoliberalism Good to Think Vietnam: How Is Vietnam Good to Think Neoliberalism
Thayer, 2009, Vietnam and the challenge of political civil society
Wischermann, 2011, Governance and civil society action in Vietnam: changing the rules from within: potentials and limits
Evaluation and Grading Criteria

Grading
Faculty will give grades in the form of points and will return assignments with written comments. Faculty will describe the range of points received for the assignment so that a student will know how his/her work compares with the rest of the class. At the end of the semester, your cumulative point score will be calculated in order to determine the final letter grade for the course. Point grades on individual assignments are not directly correlated to letter grades. The final letter grades will be determined on the basis of cumulative points on assignments completed across countries.

For final grades in IHP Cities courses it is useful for students to think of letter grades in the following way. An "A" represents truly outstanding work that exemplifies thorough analysis, superior insight, and crystal clear presentation. A "B" signifies highly competent work that accomplishes the task at hand very well, through considerable thought, reasonable analysis, and an organized presentation. A "C" represents adequate work that meets basic requirements but demonstrates no distinction in terms of analytical insight or organization. A "D" is characterized by poorly or partially completed work that reflects a lack of initiative, inconsistent analysis, and/or erratic presentation. Plus and minus indicates relatively better or less-good work within each category. There is no A+.

Course Policies
Attendance and Participation: All students are expected to be present at every class session, with the only exceptions being illness. Unexcused absences and habitual lateness will result in penalties reflected in your participation grade. Please inform the instructor if tardiness is anticipated. All students are expected to come to class on time.

Late work: In keeping with IHP 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 day.

Please refer to the SIT Study Abroad handbook for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment and the academic appeals process. Also, refer to the specific information available in the Student Handbook and the Program Dossier given to you at Orientation.