

**GUS 8031: Critical Issues in Globalization, Social Justice and Sustainability
Fall 2010**

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Office hours: Monday and Wednesday 11 to 1

Or by appointment (call 215.204.1434 or e-mail sanjoy@temple.edu).

This course is an introduction to the critical issues in contemporary urban analysis. There are three issue areas students need to be familiar with if they are to understand and analyze urban conditions and dynamics. These issue areas are:

- Globalization
- Social justice
- Sustainability

The intent of the course is to introduce students to the key facts, theories, and debates surrounding these critical issues. We will be explicitly international in our orientation even while we look at U.S. conditions in some detail. We will focus on the political-economic aspects of these issues even while we recognize the importance of the social and cultural dimensions. We will give special importance to scale—from neighborhoods to metropolises to global systems—especially as the nature of the debates shift with the scale of analysis. Hence, the course incorporates thinking from multiple disciplines: geography, economics, planning, and sociology in particular.

The course will be taught largely in a seminar format. I will lead the discussions on weeks 1, 2, and 7. During the remainder of the time students will lead the discussions: seminars in weeks 3, 4, 5, 8, 9, 10, and 11; the final project in week 6 (preliminary) and weeks 12, 13, and 14. There is a substantial volume of reading and writing involved. So be prepared, and come to class prepared.

Grading will depend on the following elements:

1. Final project: paper and presentation (50 percent of grade)
2. Seminar: handout/paper and presentation (35 percent of grade)
3. Class participation and preparation (15 percent of grade)

There is no textbook for the course. The material needed is spread among many journals, books, and websites. All the material is on the blackboard site (blackboard.temple.edu) for this course.

SCHEDULE OF CLASSES

1	Aug 30	Intro	Overview and assignments	SC
2	Sept 13	Global 1	Fundamentals & Theory I	SC
3	Sept 20	Global 2	A. Apparel B. Agribusiness	Student 1 Student 2
4	Sept 27	Global 3	A. Financial Centers B. Service Sector	Student 3 Student 4
5	Oct 4	Global 4	A. New Industrial Forms B. Deindustrialization	Student 5 Student 6
6	Oct 11	Presentations	Preliminary	All students
7	Oct 18	Soc Just 1	Fundamentals & Theory	SC
8	Oct 25	Soc Just 2	A. USA B. Brazil	Student 7 Student 8

9	Nov 1	Soc Just 3	A. Regions B. Slums	Student 9 Student 10
10	Nov 8	Sustain 1	A. Cities B. Planet	Student 11 Student 12
11	Nov 15	Sustain 2	A. Conflict B. Justice	Student 13 Student 14
12	Nov 22	Presentations	Final 1	TBD
13	Nov 29	Presentations	Final 2	TBD
14	Dec 6	Presentations	Final 3	TBD

Week 1: Aug 30: Introduction, assignments

Scholte, J. A. 2001. What is happening? In *Globalization: A Critical Introduction*. Palgrave Macmillan.
 Sen, A. 2007. How to judge globalism. In *The Globalization Reader* (Lechner and Boli, Eds.). Blackwell.
 Fallows, J. 2007. China Makes, the World Takes. *Atlantic Monthly*. V. 300 Issue 1. 48-72.
 The Stan Shih Smile Curve

Week 2: Sept 13: Globalization—fundamentals and theory

Gereffi, G. 2005. The global economy: organization, governance, and development. In *The Handbook of Economic Sociology* (Swedberg ed.). Princeton.
 Castells, M. 1996. The informational economy and globalization. In *The Rise of the Network Society*. Blackwell.
 McCann, P. 2008. Globalization and economic geography: the world is curved, not flat. *Cambridge Journal of Regions, Economy and Society* 1–20

Week 3: Sept 20: Globalization case studies I (Production)

A. Apparel

Bair, J. and G. Gereffi. 2003. Upgrading, uneven development, and jobs in the north American apparel industry. *Global Networks* 3:143-69.

B. Agribusiness

Raynolds, L. T. 2004. The globalization of organic agro-food networks. *World Development* 32:725-43.
 Vagneron, I. et al. 2009. Is there a pilot in the chain? Identifying the key drivers of change in the fresh pineapple sector. *Food Policy* 34:437-46.

Week 4: Sept 27: Globalization case studies II (Services)

A. Financial centers

Taylor, P. et al., 2003. *Financial services clustering and its significance for London*. Report prepared for the Corporation of London.

B. Service sector

Aspray, W. et al. Eds. 2006. *Globalization and offshoring of software*. A report of the ACM Job Migration Taskforce. Mimeo.
 Dossani, R. and M. Kenney. 2007. The next wave of globalization: relocating service provision to India. *World Development* 35:772–791.

Week 5: Oct 4: Globalization case studies III (Restructuring)

A. New Industrial Forms

Markusen, A. 1996. Sticky places in slippery space: A typology of industrial districts. *Economic Geography* 72:293-313.

Camuffo, A. 2010. Transforming industrial districts: Large firms and small business networks in the Italian eyewear industry. *Industry and Innovation* 10: 377-401.

B. Deindustrialization

Hill, R. C. and C. Negrey. 1987. Deindustrialization in the Great Lakes. *Urban Affairs Review* 22:580-97.

Boyle, K. 2001. The Ruins of Detroit: Exploring the Urban Crisis in the Motor City. *The Michigan Historical Review* 27:109-127.

Week 6: Oct 11: Final paper outline due and presentation

Week 7: Oct 18: Social Justice I—fundamentals and theory

Chakravorty, S. 2006. Economic theory and income distribution. In *Fragments of Inequality*. Routledge.

Wade, R. H. 2004. Is globalization reducing poverty and inequality. *World Development* 32:532-69.

Teitz M. B. and K. Chappel, 1998. The causes of inner city poverty: Eight hypotheses in search of reality. *Cityscape* 3: 33-70.

Week 8: Oct 25: Social Justice II

A. U.S.A

Massey, D. S. and N. A. Denton. 1989. Hypersegregation in U. S. Metropolitan areas: Black and Hispanic segregation along five dimensions. *Demography*:373-91.

Logan, J. R. 2002. Separate and unequal: The neighborhood gap for Blacks and Hispanics in metropolitan America. Lewis Mumford Center for Comparative Urban and Regional Research. University at Albany. Mimeo.

B. Brazil

Perlman, J. 2007. *Globalization and the urban poor*. UNU-WIDER. Mimeo.

Week 9: Nov 1: Social Justice III

A. Regions

Kanbur and Zhang, 2006. Fifty years of regional inequality in China. In *Spatial Disparities in Human Development* (Kanbur et al. eds.). United Nations University Press. Plus, a large literature on regional inequality in China that is widely available.

B. Slums

Risbud, N. 2003. The case of Mumbai. In *Understanding Slums*. UN Habitat. Online at http://www.ucl.ac.uk/dpu-projects/Global_Report/home.htm, which also has several other city case studies, including Jakarta, Shanghai, Nairobi, Sao Paulo, Mexico City, etc.

Week 10: Nov 8: Sustainability I

A. Cities

Satterthwaite, D. 1997. Sustainable cities or cities that contribute to sustainable development. *Urban Studies* 34:1667-91.

B. Planet

Venetoulis, J. and J. Talberth. 2005. *Ecological footprint of nations*. Redefining Progress.

Moran, D. D. et al. 2008. Measuring sustainable development—nation by nation. *Ecological Economics* 64:470-4.

Week 11: Nov 15: Sustainability II

A. Conflict

Finnegan, W. 2002. Leasing the Rain: The world is running out of fresh water, and the fight to control it has begun. *The New Yorker*.

Barnett, J. 2000. Destabilizing the environment-conflict thesis. *Review of International Studies* 26:271-88.

B. Justice

Haughton, G. 2001. Environmental justice and the sustainable city. *Journal of Planning Education and Research* 18:233-243.

Pastor, M. et al. 2001. Which came first? Toxic facilities, minority move-in, and environmental justice. *Journal of Urban Affairs* 23:1-21.

Week 12: Nov 22: Final presentations day 1

Week 13: Nov 29: Final presentations day 2

Week 14: Dec 6: Final presentations day 3

STUDENT PRODUCTS

The seminars

The seminars will be student-led. There are seven class days devoted to these seminars; two will be discussed per class. Typically, each seminar will be presented by a single student, who will be responsible for the following:

- A handout for the entire class summarizing the seminar material and identifying three to four key questions for discussion from it. This handout will be 2-3 pages long and may be in the form of a paper or, more typically, will contain sets of lists and points (like a powerpoint presentation).
- The seminar. Be prepared to speak for about 20 minutes straight. Not more. There will be plenty of interruptions (especially by me) and discussions (so the presentations will not run straight) and the one hour of total time devoted to each seminar will quickly vanish. Be prepared to edit on the fly, discard less important material so that you can make the main points, and get to the end. The last is important.
- A term paper due to me one week after the seminar. This will be about 2,500 words long and will NOT be a summary of the material (that summary is in the handout). Rather it will be a discussion on the key findings from the material and will include expositions on the key questions that you (or others, like me or a fellow student) have identified.
- Note: Students are allowed to add more reading material to their seminar sessions. Do it only if it adds value; and if you do do it I will need one week's notice to put the material on blackboard so that all students can access it.

The final project

The final project is an independent product, a paper summarizing key and current thinking on a substantive area. The areas are listed below. Each student will pick one of these subjects. Please discuss your choice with me before you take a final decision. It is possible to add subjects—you have to talk to and convince me. Each student will be responsible for the following:

- A mini-presentation in week 6 (October 11). Speak for about 5-7 minutes on your choice of subject, why you have chosen it, and where you think you will go with it. This (ungraded) session will provide us an opportunity to provide suggestions and critical feedback.
- A full presentation during one of the last three weeks. This presentation will be about 15-18 minutes long (less than 20 certainly) and will run straight through. There be a question or two on clarification while you make the presentation, but the discussion will come after. That is, this will be like a conference presentation.
- A paper about 5,000 words long, due to me by noon on December 10 (Friday). Papers must be submitted in digital AND hard copy. Failure to submit by the deadline will constitute late submission. Late papers will be penalized one partial grade point for each day late (e.g., a B+ will become a B).

Guidelines:

- The final project and seminar *could* be interlinked projects, in the same broad area.
- Start early (in the first week!). Don't fixate on a "perfect" topic. You can learn a lot from any topic. The point is to learn how to learn.
- Be ready with a 1-2 page abstract in week 6. Circulate the abstract in the class.
- Make good use of comments and critiques raised in the discussions.
- Consider moving a little from your comfort zone.
- Use as much supporting material as you can. Not just the writings of others, but also supporting tables, maps, and other data.
- Finally, I'm most interested in critical analysis. Sometimes there is a tendency to veer from analysis into opinion. Try to avoid that as much as possible.

Subjects for the final paper:

Agglomeration economies	Global cities	Regional development
Civil society	Global governance	Segregation
Concentrated poverty	Global production networks	Social movements
Convergence and divergence	Globalization of services	Slums
Core and periphery	Human development index	Sprawl
Cultural globalization	ICT	Structural adjustment programs
Deindustrialization	Income distribution	Suburbanization
Economic justice	Industrial clusters	Sustainable design
Ecological footprint	International institutions (IMF, World Bank, WTO/GATT)	Urban development
Environmental conflict	Megacities	Urban governance
Environmental equity	Migration	Urban inequality
Environmental justice	Neoliberalism	Urban infrastructure
Export processing zones	New international division of labor	Urban poverty
Foreign direct investment	New urbanism	Urban transportation
Gentrification		

Useful information sources:

<http://www.globalization101.org/index.html> Basic globalization info

<http://www.lboro.ac.uk/gawc/index.html> Globalization and World Cities Research Network

<http://www.ejnet.org/ej/> Environmental Justice base material

<http://www.umich.edu/~snre492/cases.html> Environmental Justice case studies

US urban information sources:

<http://www.nationalhomeless.org/> National Coalition on Homelessness

<http://www.huduser.org/Publications/> US Department of Housing and Urban Development

<http://www.pewinternet.org/reports/> Pew Foundation on urban development

<http://www.ed.gov/pubs/> US Department of Education

<http://www.brookings.edu/dybdocroot/es/urban/publications/> Brookings Institution

General Policies:

Withdrawal from Classes: No student may withdraw from a course after the ninth week of classes. A student may not withdraw from the same course more than once. Students are encouraged to discuss this option in advance with me. To withdraw, students must obtain an adviser's signature. Students who are planning to withdraw MUST do so by the November 1; students should monitor OwlNet to be certain that the "W" appears or they will receive "F" and will still have to pay for the course—there will be no "NRs."

Incomplete Course Work: Students must have a written agreement with me describing the nature of the work to be completed and the completion deadline. I will report a default grade that will be entered if the student's work is not completed or if I do not change the "I" grade within one year.

Academic Freedom: See http://policies.temple.edu/getdoc.asp?policy_no=03.70.02

Disability: This course is open to all students who meet the academic requirements for participation. Any student who has a need for accommodation based on the impact of a disability should contact the instructor privately to discuss the specific situation as soon as possible. Contact Disability Resources and Services at 215-204-1280 in 100 Ritter Annex to coordinate reasonable accommodations for students with documented disabilities.

Academic Honesty: Plagiarism and academic cheating are prohibited. Essential to intellectual growth is the development of independent thought and a respect for the thoughts of others. The prohibition against plagiarism and cheating is intended to foster this independence and respect. Plagiarism is the unacknowledged use of another person's labor, another person's ideas, another person's words,

another person's assistance. Normally, all work done for courses—papers, examinations, homework exercises, laboratory reports, oral presentations—is expected to be the individual effort of the student presenting the work. Any assistance must be reported to the instructor. If the work has entailed consulting other resources—journals, books, or other media—these resources must be cited in a manner appropriate to the course. It is the instructor's responsibility to indicate the appropriate manner of citation. Everything used from other sources—suggestions for organization of ideas, ideas themselves, or actual language—must be cited. Failure to cite borrowed material constitutes plagiarism. Undocumented use of materials from the World Wide Web is plagiarism. Academic cheating is, generally, the thwarting or breaking of the general rules of academic work or the specific rules of the individual courses. It includes falsifying data; submitting, without the instructor's approval, work in one course which was done for another; helping others to plagiarize or cheat from one's own or another's work; or actually doing the work of another person. Students must assume that all graded assignments, quizzes, and tests are to be completed individually unless otherwise noted in writing in this syllabus.

I reserve the right to refer any cases of suspected plagiarism or cheating to the University Disciplinary Committee; I also reserve the right to assign a grade of "F" for the given paper or assignment or the whole course. Plagiarism has happened in my class before, and the consequences for the students have been dire. Don't even think about it. Talk to me, ask for more time, take an incomplete, but don't plagiarize.

Help with Writing: Consider browsing through handouts available from the Writing Center at http://www.temple.edu/writingctr/student_resources/handouts_main.htm, including the handouts on citation (APA, Chicago, MLA documentation) at http://www.temple.edu/writingctr/student_resources/sr_citation.htm.