

# GLOBAL CITIES



SEMS 441: Urban Anthro: Global Cities Semester at Sea Fall 2006 Day B 1415-1530 Room 8  
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Course Web Page! [http://www.west.asu.edu/koptiuch/SAS\\_f06koptiuch/SASGlobalCities06/](http://www.west.asu.edu/koptiuch/SAS_f06koptiuch/SASGlobalCities06/)

**COURSE DESCRIPTION** For the first time in history over half the world's population now lives in cities. This milestone has been accelerated by the global reorganization of metropolitan social spaces worldwide. Since the late 1980s, social scientists have been engaged in debates over "global cities" and the impact of transnational change on cities within both the global north and the global south. Taking this interdisciplinary debate as our point of departure, this course examines urban culture and social space under impact of globalization since the 1970s, and the repercussive effects of cities and their citizenry upon transnational processes. Some of the questions to be explored include: How do cities fit into the recent globalization of economic activity? How is globalization represented in the urban built environment? What have new norms of consumption, social polarization, and processes of work and residence meant for the lives of those who live and work in global cities? How have transnational migrations of people, capital, and culture shaped the contours of globalization and reconfigured local ethnic relations and national identities rooted in global cities? The course will include case material about key cities in countries along the Semester at Sea itinerary, to exemplify these themes and model comparisons/contrasts for the students' own projects (for example, Tokyo, Hong Kong, Beijing, Ho Chi Minh City, Yangon, Mumbai, Cairo, Istanbul, Seville). Field component includes exploration, assessment, and illustration of our study of global cities in multiple onshore field sites, which can be done in conjunction with any variety of group or self-guided activities. Students are encouraged to bring cameras for digital media documentation of their observations. Technology permitting, assignments will be presented in the form of a student-created Web Portfolio accessible on the ship's Intranet.

## **COURSE OBJECTIVES**

- Understand the key perspectives in interdisciplinary theoretical debates on "global cities"
- Understand fundamental relationships between urban dynamics and transnational cultural and political-economic processes
- Understand how globalization is reproduced and challenged through urban dynamics and the social and political practices of urban actors
- Develop skills in techniques of urban ethnography

## **REQUIRED READINGS**

**TEXT:** John Rennie Short and Yeong-Hyun Kim, *Globalization and the City*. Prentice Hall 1999. \$53.60

**ARTICLES:** Additional required articles are available electronically in .pdf format on ship's Intranet in the folder for this course. These include discussions of global cities issues and case studies of key cities in countries along the itinerary. Download to your computer, read online, or print out as you prefer.

**COURSE WEB PAGE** During our last days at sea, students produced **Web Portfolios** of their writing assignments about the global cities we visited. These fascinating and original documents are available on the course web page, along with a complete list of the assigned articles and the films screened in class.

[http://www.west.asu.edu/koptiuch/SAS\\_f06koptiuch/SASGlobalCities06/](http://www.west.asu.edu/koptiuch/SAS_f06koptiuch/SASGlobalCities06/)

**METHODS OF EVALUATION**

Students are expected to attend all classes except in case of illness; non-medical absences will result in lowering of the course grade 2 points per absence. Grades will be based on:

- 5% Informed class participation, including preparedness for class and group discussions, completed assignments on due date
- 15% Flâneur's Diaries—student's observations during onshore excursions (collected at intervals)
- 10% Short quizzes designed to encourage completion of reading assignments
- 35% Mini-presentations documenting and analyzing cities, based on students' field observations in several cities along the itinerary; includes visual documentation and 1-2 pp interpretive "brief"
- 20% Comparative Global Cities Project: Ethnographic documentation and interpretive analysis comparing "vernacular urbanism" and "transnational urbanism" as exemplified in the built environment and social/cultural flows of two cities, one from Asian/South Asia and one from the Mediterranean. Mini-presentations may contribute to and build toward this final project.
- 10% Web Portfolio of course assignments. Technology permitting, this will be a web-based portfolio accessible via the ship's Intranet, and students will learn web page production during the course. (We did it!!!)
- 5% Final Exam

Grading scale: A+ 98-100; A 93-97; A- 90-92; B+ 88-89; B 83-87; B- 80-82; C+ 78-79; C 70-77; D 60-69; E <60

**GRADING RUBRIC**

A= Demonstrates effective gathering of "evidence" and description of "data," plus a strong interpretive analysis that ***explicitly*** draws on at least one of our course readings to shape discussion (cite author and title in your text). Skilled analysis and precise argument; incorporates vocabulary and concepts relevant to the course. Sophisticated writing and composition; few errors in grammar, spelling. Original insights, critical thinking, creative applications and syntheses of course content.

B= Demonstrates effective gathering of "evidence" and description of "data," plus interpretive analysis that ***explicitly*** draws on at least one of our course readings to shape discussion (cite author and title in your text). Active and critical discussion of ideas; may be more descriptive than analytical, or informative but lacking in sharp analysis. Demonstrates critical thinking, good grasp of concepts relevant to the course. Solid and adequate writing and composition; few errors in grammar, spelling. Intellectual creativity and willingness to attempt unique applications of concepts.

C= Does not meet all requirements of the assignment, incomplete tasks (e.g. no citation of course readings). Basic grasp of the substance of course concepts and materials; while essentially correct, comprehension and arguments do not stretch beyond a superficial application of concepts and ideas. Weak, unclear, or careless writing and composition skills; many errors in grammar, spelling. Imprecise language in presentation of ideas.

D= Fugaddabowdit. *Do over!*

NOTE: There will be some variation and flexibility in grading, in accordance with uneven strengths and weaknesses. Pluses and minuses in the grade also will reflect this.

**\*\*\* ANY PAPER WILL THAT MAKES NO EFFORT TO INCORPORATE INSIGHT FROM OUR READINGS CAN EARN A MAXIMUM GRADE OF "C" \*\*\***

**IMPORTANT:** ALL ASSIGNMENTS MUST BE SUBMITTED IN HARD COPY, TYPED, DOUBLE SPACED !!!! Please contact instructor if you are having trouble with assignments or computer access.

**ASSIGNMENTS:** Students are responsible for all assigned readings. Read PRIOR to the assigned class time. Class lectures and discussions will cover material supplemental to the readings, in addition to guiding you through them, so don't miss class--come even if you are unprepared! Assignments are due on the date scheduled regardless of absence. You are encouraged to consult with instructor at any time for assistance and ideas on improving your performance.

**LATE ASSIGNMENTS:** Unexcused late assignments will automatically have **10 % deducted** from the grade, and must be turned in by the end of the week they were due (an additional 10 % may be deducted each two class days thereafter). Absence from class does not excuse you from delivering your assignments at the appropriate time. Advise instructor of anticipated scheduling difficulties.

**CAUTION: *Harmful to your grade!***

**ATTENDANCE:** Class participation (including discussions, mini-presentations, and serving as engaged audience for your classmates) is important for this course to work! If you are not present, you deprive the class of your valuable contributions and miss the chance to learn from others. Therefore, each absence will result in a 2 point penalty against your grade—**CAUTION:** these can add up fast!!

**WRITING GUIDELINES** All work written for this course should be of a level appropriate to college students. **Mechanics and grammar DO count.** Please type and proofread carefully-- Spellcheck *rules!* Everyone can improve their writing skills--even terrific writers. The **Grading Rubric** will be used as the assessment tool for your written work. Please review it often!

**ACADEMIC INTEGRITY:** Students are expected to familiarize themselves with and strictly follow the **University of Virginia Honor Code** in this course. The absolute highest standard of integrity and ethical conduct is expected. Deviations from this principle on any graded activity will not be tolerated. Academic misconduct includes cheating on assignments and exams, and plagiarizing (using any work other than your own without proper acknowledgment). Academic dishonesty will result in a permanent failing grade. *It's not worth it!*

**CAVEAT:** If necessary or appropriate, the instructor reserves the option to notify students of changes to scheduled class topics, assignments, or due dates. This will enable us to remain flexible in the course.

### **TOPICAL OUTLINE OF COURSE:**

Class format will be a combination of lecture/discussion and global cities field lab. Active and engaged student participation will be key to the success of this course. The key structuring-device in our discussion & observation of global cities will be relationship between **Vernacular/Transnational Urbanism**. This & other topics will be covered always in relation to itinerary cities.

#### I. IMAGINING THE GLOBAL CITY:

- Heterotopias, Vernacular/Transnational Urbanism, practices of space and place, global city flâneur

#### II. GLOBAL CITY DEBATE:

- Discourses of globalization and the city in social sciences
- Origins and debates about concepts of global or world city
- Historical and contemporary phases of globalization and the city
- Characteristics of global cities; continued impact of colonial legacies

#### III. GLOBAL RESTRUCTURING OF URBAN POLITICAL ECONOMY

- Global reorganization of metropolitan social spaces
- Capital flows, telecommunications, urban redevelopment, transnational urbanism
- Command centers and network hubs
- Economic and social polarization—a look at high finance and low wage services sectors

#### IV. THE BUILT ENVIRONMENT OF THE GLOBAL CITYSCAPE

- Vernacular urbanism/transnational urbanism
- Competing geographies of built environment in global cities: skyscraper verticality v sprawl
- Diversity of culture, power, and place in global city landscapes; comparisons in global north and south
- Urban restructuring, global gentrification, racial or class spatialization and new-urbanist apartheid

#### V. GLOBAL CITY LIVES

- Who lives in global cities? Beyond abstraction of academic and governmental analyses
- Everyday urbanism “from below”
- Displacement, diaspora, geographies of identity
- Transnational migration and ethnic identity
- City and citizen between the nation and the globe

#### VI. GLOBAL CITY AND CULTURAL FLOWS

- Expressive repertoires of local/global urban representation
- Transnational migration and labor markets in global cities
- Trade and markets; city as global marketplace/marketing the global city
- Branded world of transnational corporate logos; corporate icons under attack
- De/reterritorialization of culture in global cities
- Culture/media and technology/identity

#### VII. GLOBAL CITY GOVERNANCE

- The city within local, national, and transnational scales of governance
- Im/migration to global cities and challenge to the nation
- Citizenship and democracy in global cities
- The “right to the city”: Public/private spatialization in urban restructuring

**FIELD REQUIREMENTS**

The field component of this course takes full advantage of the extraordinary opportunity to actually visit and explore some of the world's prominent metropolitan areas. Many faculty directed practica as well as independent visits and explorations will enable students to put themselves into the thick of urban culture and urban social spaces of contemporary global cities.

**Flâneur's Diary:** Students will record and analyze their urban observations in a type of journal we'll call the Flâneur's Diary. Using these notes and digital media documentation, students will engage critical issues in the study of global cities by preparing a series of guided mini-projects in any of several cities along the itinerary.

**Comparative Global Cities Project:** The final project asks students to compare their field-based observations of vernacular (local) and transnational (global) urbanism in two different Asian/South Asian and Mediterranean cities of their choice. Addressed in a comparative, transnational framework, this project will showcase the student's interpretive urban ethnography, integrating their own observations and experiences with course readings on global urbanism.

**Field Practica: City Orientations:** For this course, students are encouraged to include several SAS city orientations among their onshore activities as a resource to guide their urban ethnography (there are city orientation FDPs in Kobe, Quindao, Hong Kong, Ho Chi Minh city, Yangon, Chennai, Dubrovnik, Alexandria, Cairo, Istanbul, and Cadiz). These tours will help decide which three cities to focus on for you're the final project. *It is strongly recommended that students select these city tours right from the beginning of the voyage*, in order to build a foundation for comparative urban analysis later on.

**Field Practica: Others Suggested:** Students will also be expected to keep an eye on global city issues and ask questions about the cities they're visiting as they engage in other field activities. Students should record observations in the Flâneur's Diary and visual documentation for use in course assignments. Remember that you will need to compare three cities for your final project—you may not be ready to determine which cities to select until you visit several, so it is advisable to work toward this assignment in each city you visit. Suggested field practica:

JAPAN	Highlights of Kobe City; any International Student Exchange; Overnight Homestay; Hiroshima Tour
CHINA	Quindao City Orientation; Beijing University Hosted Visits; Beijing independent travel
HONG KONG	Hong Kong City Orientation; Family Insight (FDP); Traditional Chinese Markets (IND); International Student Exchange: Chinese University of Hong Kong
VIETNAM	Ho Chi Minh City Orientation; Ben Thanh Market and Museum of War Remnants
MYANMAR	Yangon City Orientation Full Day-Group A; Local Markets
INDIA	Chennai City Orientation; Socioeconomic Problems in Chennai (FDP); Rotarian Homestay in Chennai; College Visit and Indian Homestay; Service Projects: Dalit Work Project or Disabled Children's Home; Child Labor in Rural India; Rural Village and Farm Visit
EGYPT	Alexandria City Orientation; Islamic Cairo and City of the Dead
TURKEY	Istanbul City Orientation Full Day-Group A (FDP); Jewish Tradition in Istanbul; Christian Tradition in Turkey; Islamic Practices & Islamic Art
CROATIA	Dubrovnik City Orientations (any)
SPAIN	Cadiz City Orientation; Municipal History Museum (IND)

**Global Cities**

Koptiuch/ SAS Fall 2006

**Flâneur's Diary**

Students will record and analyze their urban observations in a type of journal we'll call the **Flâneur's Diary**. Using these urban field notes and digital media documentation, students will engage critical issues in the study of global cities by preparing a series of mini-projects in any of several cities along the SAS itinerary. The diary and the mini-projects will be the basis the final Comparative Global Cities Project, an ethnographic documentation and interpretive analysis comparing vernacular (local) and transnational (global) urbanism as exemplified in the built environment and global cultural flows or "scapes" (ethnoscapes, mediascapes, technoscapes, finanscapes, ideoscapes; see p. 75 of Short & Kim text) in at least two Asian/South Asian and Mediterranean cities.

This assignment is not an essay but is more like fieldnotes or a journal. Your aim is to become a transnational flâneur in the cities you visit during your onshore visits and contemplate the meaning of its urban form, observe and analyze its peculiar aspects, reflect on the significance of what you see, overhear, remember. Pay special attention to vernacular/transnational urban contrasts and juxtapositions with an eye toward your final project, but you may also wish to note other urban issues of interest to you.

The primary source material for this diary is your observation and reflection. You may want to include quotes and fragments from things you have been reading (academic texts, novels, newspapers, etc) that help you to understand some aspect of the urban environment.

The format of the assignment is a series of short entries. Entries may range from a sentence to two pages, but they should usually be about 200 words each (a long paragraph).

The diary will be turned in at intervals for feedback. Unless you plan to be carrying around your laptop with you, it will most likely be hand written so that you can have ready access to it in your fieldwork. It will be evaluated on the following criteria:

- 1) The quality of each observational entry. Your observations should show insight, originality and creativity. Write about things that you think others wouldn't have thought of or observed. Write about things in a manner that reveals the richness of city life, the transnational connectedness of the global city, the juxtaposition of vernacular/transnational urbanism and your thoughts about what's at stake between them.
- 2) The overall impact of all the entries combined. While this is not an essay, the impression left by all the entries when combined is also important to bear in mind.
- 3) The quality of the writing and referencing. Pay attention to grammar, sentence structure, spelling, etc.

Your urban diary will become the basis from which you can develop your mini-presentations plus written "briefs" (1-1.5 pp) after at least six of the countries we visit. Your mini-presentations and your diary should help you to decide which two cities to select for your final project. Your observations for the final project should be supplemented by some additional research into your topical focus for the city, and should integrate at least several of our course readings to lend support to your analysis and interpretation.

**GLOBAL CITIES CHART**

<b>COUNTRY</b> Most populous city (1), Port city (or 2 <sup>nd</sup> city)	<b>CITY</b> <b>POPULATION</b>	<b>METRO AREA</b> <b>POPULATION</b>	<b>NUMBER</b> <b>OF</b> <b>HIGH-RISES</b>	<b>WORLD TRADE</b> <b>CENTERS</b>
<b>MEXICO</b> (1) Mexico City ( ) Ensenada	8,720,916 413,481	19,231,829 (five cities) na	952 1	Mexico City, Guadalajara, Tabasco, Morelos, Puebla, Veracruz
<b>JAPAN</b> (1) Tokyo (6) Kobe	8,130,408 1,493,595	33,708,200 14,287,199	2,861 120	Tokyo, Osaka
<b>CHINA</b> (2) Beijing (3) Hong Kong (16) Qingdao	7,746,519 6,943,600 2,640,000	na na na	891 7,880 71	Beijing, Shanghai, Chongqing, Hangzhou, Shenzhen, Macau, Hong Kong
<b>VIETNAM</b> (1) Ho Chi Minh City (2) Hanoi	6,200,000 3,056,146	na na	219 30	none
<b>BURMA (Myanmar)</b> (1) Yangon (2) Mandalay	4,082,000 927,000	na na	12 0	none
<b>INDIA</b> (1) Mumbai (5) Chennai	11,914,398 4,216,268	16,368,084 (four cities) na	786 44	Mumbai, Kolkata (more in planning)
<b>EGYPT</b> (1) Cairo (3) Alexandria	6,789,479 3,328,196	12,512,350 (6 <sup>th</sup> of October City, Giza) na	169 41	Cairo
<b>TURKEY</b> (1) Istanbul (2) Ankara	10,121,565 3,561,187	12,673,969 (four cities) na	2,384 437	Istanbul (more in planning)
<b>CROATIA</b> (1) Zagreb (11) Dubrovnik	779,145 49,728	1,088,841 (three cities) na	44 0	Zaghreb
<b>SPAIN</b> (1) Madrid (3) Seville Cadiz	3,155,359 704,203 (47)131,813	5,613,804 (20 cities) 602,901	1,212 181 100	Madrid, Seville

Data from [www.emporis.com](http://www.emporis.com) and <http://world.wtca.org> in July 2006—we will update as we go!

**FLEXIBLE CLASS SCHEDULE:**

**Format:** The fairly small size of this class allows us to adopt a participatory format. Our preparation and active engagement will be crucial to making the seminar a success! Prior to arrival in each country we will prepare by concentrating on urban issues for that country. On the first class following each country we will share our field observations, photos, interpretations of vernacular/transnational urbanism and other issues that interest you. When we have only one class between countries we will combine these—it will be intense!

**Reminder:** You are encouraged to submit a field report for *each* country immediately after our visit, and then choose and revise your best six for your web portfolio and final grades. *Everyone* must do one on Japan (due B-7). TRY NOT TO FALL BEHIND IN TURNING IN THESE BRIEFS!

**Ensenada to Honolulu (2 classes)**

IMAGINING THE GLOBAL CITY: Heterotopias, Vernacular/Transnational Urbanism, practices of space and place, global city flâneur

READINGS: Short & Kim text—Part I: Global Discourses

Michel Foucault. Of Other Spaces (1967), *Heterotopias*.

<http://www.foucault.info/documents/heteroTopia/foucault.heteroTopia.en.html>

Eric Darton, The Janus Face of Architectural Terrorism: Minoru Yamasaki, Mohammed Atta, and Our World Trade Center. In: *After the World Trade Center: Rethinking New York City*, ed. Michael Sorkin & Sharon Zukin, Routledge 2002: 87-95

Henry Glassie, *Vernacular Architecture*, Indiana UP 2000, selections 16-25, 31-36

Mike Davis, The Urban Climacteric. In: *Planet of Slums*, Routledge 2006: 1-19

FILM: *Mixed Feelings: San Diego/Tijuana*, Phillip Rodriguez, 2002, 27 min

ACTIVITY: City ice-breaker (based on what city do you live in now or when you were growing up)

- Bring to class: make a list of all the “heterotopia” spaces that Foucault mentions in his article
- Think about contrast between vernacular/transnational urbanism

**Honolulu to Kobe (4 classes)**

GLOBAL CITY DEBATE: Discourses of globalization and the city in social sciences; Origins and debates about concepts of global or world city; Historical and contemporary phases of globalization and the city; Characteristics of global cities; continued impact of colonial legacies

- Flâneur’s Diary assignment to be explained (in this syllabus, p. 5)

READINGS: Short & Kim text—Part 2: Economic Globalization & the City (“read around”); global cities debate:

Friedmann, Sassen, Hannerz; Tokyo as a global city: Bestor, Machimura

John Friedmann, The World City Hypothesis. *Development and Change* 1986. (*The Global Cities Reader*, ed. Brenner & Keil, Routledge 2006)

Saskia Sassen, Locating Cities on Global Circuits. From: *Environment and Urbanization*, 2002 (*The Global Cities Reader*, ed. Brenner & Keil, Routledge 2006)

Ulf Hannerz, The Cultural Role of World Cities. From *Transnational Connections* 1996. (*The Global Cities Reader*, ed. Brenner & Keil, Routledge 2006)

Theodore C. Bestor, Supply-Side Sushi: Commodity, Market, And The Global City. *American Anthropologist* Mar 2001, Vol. 103, No. 1: 76-95. [Tokyo]

Takashi Machimura, The Urban Restructuring Process in Tokyo in the 1980s: Transforming Tokyo into a World City. From *International Journal of Urban and Regional Research* 1992. (*The Global Cities Reader*, ed. Brenner & Keil, Routledge 2006)

Charles Baudelaire, “The Eyes of the Poor” (“The Family of Eyes”), in his *Paris Spleen* (1869). Presented in class with discussion of the flâneur for our Flâneur’s Diary assignment

FILMS: *Japan Dreaming*, Sue Clayton, 1991 Icarus, 58 min (first 25 min)

*Tokyo: Eclectic Metropolis* (Architecture 2000), 1999 30 min

QUIZ #1: (B-4) will screen *Tokyo: Eclectic Metropolis* first, then for 10-15 minutes write three main points interpreting the film in relation to the assigned readings on global city debate (on Friedmann, Sassen, Hannerz); read aloud in class!

DUE: Discussion Points #1: (B-6) How is Tokyo a global city? Write up three points on this question, reflecting on and making reference to the readings for this segment of the voyage.

**Kobe to Hong Kong (1 class)**

- READINGS: Short & Kim text—Chap 5: Cultural Globalization; if time, also take a peek at Chap 10 on Sydney & the Olympics (compare Beijing) VERY TIGHT SCHEDULE—“READ AROUND” IN THESE ARTICLES!  
 Mike Davis, fragment on China and India. *Planet of Slums*, Routledge 2006  
 Edward Denison, Restoring History in China. *OpenDemocracy* article (.pdf) & photo essay beautifully illustrating vernacular/transnational urbanism, <http://www.opendemocracy.net/pix/home/denison.swf>  
 Sean Gallagher, Beijing’s urban makeover: the ‘hutong’ destruction. *Open Democracy* 12 June 2006  
[www.opendemocracy.net](http://www.opendemocracy.net)  
 Lisa Law, Defying Disappearance: Cosmopolitan Public Spaces In Hong Kong. *Urban Studies*, Vol. 39, No. 9, 1625–1645, 2002 (on Filipino domestic workers & public space in central HK)  
 Fulong Wu, Transplanting Cityscapes: Townhouse and gated community in globalization and housing commodification. In: *Globalization and the Chinese City*, ed. Fulong Wu, Routledge 2006:190-207 (if time)
- FILM: *The Urban Explosion* (on Mexico City, Istanbul, Shanghai, NYC), 1999 Journey to Planet Earth, 57 min—showed just the Shanghai segment  
*Hong Kong: Asia’s New Skyline*, 1999 Architecture 2000 Series, 29 min (if time)
- DUE: (B-7) Mini-presentation brief on vernacular/transnational in Japan (take a photo or two to illustrate)-*Everyone!*

**Hong Kong to Ho Chi Minh City (1 class)**

## READINGS:

- Christina Schwenkel, Recombinant History: Transnational Practices of Memory and Knowledge Production in Contemporary Vietnam. *Cultural Anthropology* 21(1)2006:3-30 (on war-tourism)  
 Elizabeth F. Vann, The Limits Of Authenticity In Vietnamese Consumer Markets. *American Anthropologist* Jun 2006, Vol. 108, No. 2: 286-296. (on “knock-offs” or “mimic goods”)
- FILM: *Mainland Southeast Asia—Laos & Vietnam*, (Power of Place) 1996 30 min (Vietnam at 23:00)  
*All Orientals Look the Same*. Valerie Soe, 1986, 2 min

**Ho Chi Minh to Yangon (2 classes)**

## READINGS:

- Maura Stephens, The Heart Of Burma. *Opendemocracy.net* 14 September 2005 (5 pp)  
 Donald M. Seekins, The State and the City: 1988 and the Transformation of Rangoon. *Pacific Affairs* 78(2)2005:257-275
- FILM: *The Burma Deception*, 1993, 37 min

**Yangon to Chennai (1 class)**

## READINGS:

- Sudharak Olwe, Not a pretty picture: Mumbai's street workers toil in desperate conditions to clear the city of the 7,000 tonnes of refuse its people produce every day. 18-2-2004 (photo essay)  
 Sara Dickey, Selections from her *Cinema and the Urban Poor in South India*. Cambridge 1993:15-29 [need to omit last pages thru 43 on Field Methods copy]  
 Anne Waldrop, Gating and Class Relations: the case of a New Delhi “colony.” *City & Society*, Vol. 16, Issue 2, pp. 93–116  
 Mike Davis, fragment on China and India. *Planet of Slums*, Routledge 2006 (reread)  
 Mary E. Hancock, Modernities Remade: Hindu Temples And Their Publics in Southern India. *City & Society* 14(1)2002:5-35 (recommended if time)
- FILM: *Nalini by Day, Nancy by Night*, Sonali Gulati 2005, Women Make Movies, 27 min (on call-centers)  
*Slum Futures—Bombay*, 23 min (unfortunately, dvd is not working)

**Chennai to Alexandria (5 classes)**

## READINGS: : Short &amp; Kim text—Part 4: Political Globalization &amp; the City (“read around”)

- Farha Ghannam, Researching ‘Modern’ Cairo. Introduction to her book: *Remaking the Modern: space, Relocation, and the Politics of Identity in a Global Cairo*, U Cal P 2002:1-24  
 Farha Ghannam, Relocation and the Creation of a Global City. Chapter 1 in her book: *Remaking the Modern: space, Relocation, and the Politics of Identity in a Global Cairo*, U Cal P 2002:25-42



Petra Kuppinger. Exclusive Greenery: New Gated Communities in Cairo. *City & Society* Dec 2004, Vol. 16, No. 2: 35-61.

Mike Davis, The Prevalence of Slums. In his book: *Planet of Slums*, Routledge 2006:20-49

Of the countries we're visiting, China, India, Turkey, Mexico, Egypt, and Vietnam are among the top 20 countries in the world with the largest populations living in urban slums. This chapter will help us understand our observations of urban poverty in these countries.

ACTIVITY: Urban housing prioritization exercise (housing cost, tenure security, journey to work, personal safety, shelter quality)

FILMS: *Cairo: Urban Complexities*, 1989 (North/South), 20 min

*Egypt: Gift of the Nile (Power of Place)*, 1996 14 min; land shortages, reclaiming desert, new desert cities

DUE: Flâneur's Diary, part 1

**DON'T FORGET TO BRING YOUR COMPUTER TO CLASS ON 10/25 FOR OUR WEB WORKSHOP.**

**Also DOWNLOAD THE SOFTWARE, Mozilla Composer**, from the Public server, in the folder

KOPTIUCH'S CLASSES, in the folder Software for Web Pages. Select either the PC or Mac version, and put it on your computer. Ideally if you could open it up and install the software, this would be great. Thanks!

### **Alexandria to Istanbul (1 class)**

READINGS:

Caglar Keyder, The Housing Market from Informal to Global. In: *Istanbul—Between the Global and the Local*, ed. Keyder, Rowman & Littlefield 1999:143-159

Jenny B. White, Bridge Between Europe and Asia, *Money Makes Us Relatives: Women's Labor in Urban Turkey*. U Texas P 1994: 21-31 (on Istanbul-all courses)

FILM: *Istanbul (Not Constantinople)*, 1991, 2:30 min (animation to the famous song—fun!)

*The Urban Explosion* (on Mexico City, Istanbul, Shanghai, NYC), 1999 Journey to Planet Earth, 57 min

*Turkey: Fundamental Change (Power of Place)* 1996 14 min; rise of Islamic fundamentalism in context of migration to big cities, & war refugees; urban probs from rapid growth (Istanbul=10 mill 1995)

### **Istanbul to Dubrovnik (1 class)**

READINGS:

Lada Cale Feldman, Ines Prica, Reana Senjkovic, eds., *Fear, Death and Resistance: An Ethnography of War: Croatia 1991-1992*. Institute of Ethnology & Folklore Research, Zagreb: Matrix Croatica X-Press 1993:

-----Poetics of Resistance, 1-4

-----Irena Plejic, All that we had, all that we were, reduced to memories, 229-239

### **Dubrovnik to Cadiz (2 classes)**

READINGS:

Mary Crain, The Remaking of an Andalusian Pilgrimage Tradition: Debates Regarding Visual (Re)presentation and the Meanings of 'Locality' in a Global Era. In: *Culture Power Place: Explorations in Critical Anthropology*, ed. Gupta & Ferguson, Duke 1997:291-311

Maria Papapavlou, The City as a Stage: Flamenco in Andalusian Culture. *Journal of the Society for the Anthropology of Europe* 3(2) 2003:14-24

Liliana Suárez-Navaz, Introduction to *Rebordering the Mediterranean: Boundaries and Citizenship in Southern Europe*. Berghahn Books 2004:1-20

DUE: Discussion points #2 on Spain readings

DUE: DUE: Flâneur's Diary, part 2 (ideally, before Spain, but after is okay)

### **Cadiz to Ft. Lauderdale (2 classes, plus study day, finals day)**

Debriefing of Spain field observations and synthesis of course themes during web labs to work on our Web Portfolios! Will hold optional lab on study day to give more time for assistance on web portfolios.

**Final Exam: Oral and web presentation of your "Comparative Global Cities Project"**

**ALL ASSIGNMENTS ARE DUE ON FINALS DAY!!**