

Geography 5502: *The Neoliberal City*, Spring 2018

Mondays & Wednesdays, 12:45-2:05, Derby 1116

Instructor: Professor Nancy Ettlenger, 1144 Derby Hall, 292-2573; ettlinger.1@osu.edu

Office hours: by appointment

Canvas page: go to <https://carmen.osu.edu/>, login, select course (Geog 5502); click on '*modules*' (left column) for syllabus, e-reserves, and class outlines once the semester begins

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Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.  
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COURSE DESCRIPTION

This course examines the neoliberal governance of cities and associated problems and prospects for change from the vantage point of social in/justice. The course begins with an introduction to different critical approaches to, and definitions of, neoliberalism (neo/Marxism, poststructuralism, race, feminism, queer theory), and then focuses on case studies regarding selected topics drawing from the different definitions/approaches. Broadly, topics cover: conceptualization of 'community;' scalar politics; regimes of control (security, carceral geographies); gentrification; cultural policy and 'creative' cities; 'smart' cities; homelessness; informalization; financialization and real estate in neoliberal life; and resistance (see specific topics on pp. 7-8). Readings cover cities around the world, and accordingly, class discussion includes a comparative, context-sensitive assessment of neoliberal urban governance. Throughout the course, geographic insights on neoliberal urban governance will be discussed, notably regarding issues of place, space, scale, and spatiality.

Students learn through critical reading and class discussion, as well as through individual research projects that develop a case study of neoliberal urban governance on a topic and city of choice. Columbus is an excellent laboratory for studying neoliberalism; students are encouraged, but not required, to develop case studies locally so as to enable a field component. Students complete a paper on their research projects by the end of the semester and also participate in a poster session, which facilitates interaction with other students about their research projects and affords each student an understanding of a broad range of research projects.

READING

E-Reserves (journal articles and chapters of books): electronic copies are accessible on Canvas under Modules. The articles on Canvas are listed in the order in which you will read them (see pp. 7-8). They are listed on pp. 4-6 in alphabetical order with full bibliographic information. All reading is required unless indicated as optional. *Please alert N. Ettlenger if you have any problems accessing course material.*

CLASS PREPARATION & PARTICIPATION

Students are required to read the assigned material **before**, not after, the class in which material is to be discussed; note-taking on the assigned reading is strongly recommended. Lectures are prepared based on the assumption that students are well prepared for class. Students are expected to participate in class discussion *responsibly*, that is, based on adequate preparation. Based on past experience, students who prepare inadequately for class are unlikely to perform well or at the level of their ability, and they are likely to fall behind and find themselves unable to effectively catch up. *All written assignments are due on a day in which class does not occur to avoid conflict with class preparation.*

CLASS ETTIQUETE

Use of electronic devices in class for reasons other than class material is unacceptable.

CLASS ATTENDANCE

Regular and punctual attendance is required. Students should drop this course if they have commitments that overlap with the class period. **Students should indicate *in advance* if they cannot be at a particular class on time or have to leave in the middle** due to uncontrolled circumstances. *Students are responsible for any course material and announcements that are missed.*

EVALUATION AND GRADING

Students are evaluated on the basis of (1) a take-home essay exam; (2) a research paper; (3) Canvas posts; (4) poster and (5) participation, as elaborated below.

(1) Take-home essay exam

This course includes one take-home essay exam around the middle of the semester. The exam requires critical synthesis of course material, and will position students to move forward with their projects. The exam should be double spaced with 1" margins using 11 or 12 Times Roman font, paginated, and proofed. Students have 9.5 days for the exam to permit time for organizing. It is not expected that students will spend all this time on the exams; the time frame is given in light of students' multiple responsibilities among courses, jobs, family responsibilities and so forth. That said, the exam requires too much to wait till the last minute!

(2) Research project: paper

Students develop case studies on neoliberal governance. Topics are open (using topics from the syllabus or other topics that are not included in class reading) as are cities, although bear in mind that a local case study affords the opportunity for a field component (e.g. observation, interviews). Field research is *not required*; that said, it is useful to have a time and space for developing field experience and using it towards research. Students who have developed research in Columbus or elsewhere are welcome to further develop their projects in this course. Proposals for alternative projects are welcome.

Note on field research: Students conducting field research (e.g. interviews) are *not* required to receive approval from the Institutional Review Board (IRB), but note that IRB approval is required if you plan to publish using interview data. If you plan to submit a proposal to the IRB, do so as early as possible in the semester and discuss with N. Ettliger. Most projects are likely eligible for exempt status, which requires a proposal that is, however, streamlined – see <http://orrr.osu.edu/irb/exempt/> .

Brief **proposals** for the research project (no more than 2 pages) are due no later than Thursday, noon, March 22. *If possible, hand in your proposal as soon as possible to give yourself more time for reading beyond the syllabus on your topic and/or field research.* The proposals are required, but will not be formally graded, although they are part of the overall assessment of ‘participation’ (see next page); they are an opportunity for students to crystallize their interests, receive feedback, and get rolling. Students are welcome to discuss their projects with N. Ettliger at any time. **Revised proposals** (unless no revision is indicated) are due no later than Thursday, March 29. One class, towards the end of the semester, will be devoted to discussing progress on individual research projects; students share and discuss their questions and problems.

The **proposal should include** (1) a title that conveys the main point of the project, and concise statements of: (2) a problem, which leads you to pose (3) a research question (s); 4) how you situate your research project (how is it similar to, yet different from, other, related research)?; your conceptual framework (how

do you conceptualize neoliberalism?) and how that conceptual framework guides your analysis and contribution; (5) your strategy/methods for answering your question(s) (secondary and/or primary data? what kinds of data and how will you collect it, etc .?); and (6) a bibliography to date (at least some of your references should come from Web of Science – see #2 below under ‘Some tips for reading beyond the syllabus’). The revised proposal should engage comments on the initial proposal and any other changes; *attach the initial proposal with my comments to the revised proposal*.

A final **paper** on the research project is due on Monday, April 30; it should be double spaced with 1” margins using 11 or 12 Times Roman font, paginated, and proofed.

Undergraduate students’ papers should be 8-12 pages and should connect to course material, using at least 6 assigned references; referencing beyond course material is also required, as needed for the topic researched. Undergraduates are encouraged but not required to use the paper towards a senior thesis and also possible publication upon revision. *Graduate students’* papers should 15- 25 pages, should reference course material, and also extend academic referencing *well beyond course material*. Graduate students are expected to use this course towards their research program; that is, approach the paper with the idea of further revising and using towards your MA thesis/paper or PhD dissertation, and/or submitting for publication.

SOME TIPS FOR READING BEYOND THE SYLLABUS: There are many different ways to go about finding references beyond course material. Some useful approaches include: (1) follow the references for articles required for class as well as those you read for your projects; (2) search using keywords and/or author names at the ISI site at http://apps.webofknowledge.com.proxy.lib.ohio-state.edu/UA_GeneralSearch_input.do?product=UA&search_mode=GeneralSearch&SID=3DbEP6pKp5bDbCCFh69&preferencesSaved= ; (3) use the OSU Library Catalog: <http://library.ohio-state.edu/search> ; (4) subscribe to ‘contents alerts’ of journals pertinent to your interests; (5) follow pertinent references in material you read in or beyond the syllabus.

(3) Canvas Posts

Each class for which reading is assigned (following the course introduction, 1st day) students prepare brief comments and post them on Canvas (click on '**Discussions**') for each *article/chapter* assigned for the required reading for that day (i.e. if there are 3 readings, each student should post 3 comments, one for each reading). *The post should reflect knowledge of the main points of the article in relation to the topic for discussion* (many of the readings are multidimensional; formulate your questions/comments with the topic for discussion in mind). Students are encouraged to read each others’ questions/comments before class, another avenue for learning in this course – from peers.

Go to 'Discussions' (left column on the course Canvas page). Please place all your comments/questions in the one post, with an indication of the title of the article you are commenting on.

(4) Poster

All students present a poster regarding their research project on the last day of class to afford: (1) exposure to, and discussion of, the wide range of projects, and (2) feedback from peers and N. Ettlenger that can be used in finalizing the paper.

(5) Participation

The participation portion of the evaluation pertains to: regular and punctual attendance, general responsible class participation; completion of the research proposal and revisions if necessary.

Grading scheme

Students will be evaluated on the basis of *participation*, a *take-home essay examination*, *carmen questions*, and *final paper*.

The final letter grade will be figured on a 4.0 scale as follows:

	<u>undergraduate students</u>	<u>graduate students</u>
exam	35%	30%
paper	30%	35%
Canvas posts	15 %	15%
poster	10%	10%
participation	10%	10%

MISCELLANEOUS REGULATIONS

- 1) Academic misconduct, including plagiarism, is not tolerated. See the Code of Student Conduct at OSU at http://studentaffairs.osu.edu/resource_csc.asp.
- 2) An ‘incomplete’ at the end of the quarter is possible *under extenuating circumstances*, which require documentation.

COURSE BIBLIOGRAPHY (required unless otherwise specified as *optional*)

- Addie, J.-P. D. 2013. The rhetoric and reality of urban policy in the neoliberal city: implications for social struggle in Over-the-Rhine, Cincinnati. *Environment and Planning A* 40: 2674 – 2692.
- Alves, J.A. 2013. From Necropolis to blackopolis: necropolitical governance and black spatial praxis in São Paulo, Brazil. *Antipode* 46: 323-339.
- Allspach, A. 2010. Landscapes of (neo-)liberal control: the transcerceral spaces of federally sentenced women in Canada. *Gender, Place and Culture* 17: 705-723.
- Bach, J. 2011. Modernity and the urban imagination in economic zones. *Theory, Culture & Society* 28: 98-122.
- Bernstein, N. 2008. City of immigrants fills jail cells with its own. *New York Times on the Web*, December 27, <http://www.nytimes.com/2008/12/27/us/27detain.html> , last accessed 8/2/2013.
- Brannon, M.M. 2017. Datafied and divided: techno-dimensions of inequality in American cities. *City & Community* 16: 20-24.
- Bulkeley, H., Luque, A., and Silver, J. 2014. Housing and the (re)configuration of energy provision in Cape Town and São Paulo: making space for a progressive urban climate politics? *Political Geography* 40: 25-34.
- Chaskin, R.J. and Joseph, M.L. 2013. ‘Positive’ gentrification, social control and the ‘right to the city’ in mixed-income communities: uses and expectations of space and place. *International Journal of Urban and Regional Research* 37: 480-502.
- Coaffee, J. 2015. The uneven geographies of the Olympic carceral: from exceptionalism to normalization. *The Geographical Journal* 181: 199-211.
- Crossa, V. 2014. Reading for difference on the street: de-homogenizing street venting in Mexico City. *Urban Studies* DOI: 10.1177/0042098014563471, 1-15.
- Datta, A. 2015. New urban utopias of postcolonial India: ‘entrepreneurial urbanization’ in Dholera smart city, Gujarat. *Dialogues in Human Geography* 5: 3-22.
- Davidson, M. and Lees, L. 2009. New-build gentrification: its histories, trajectories, and critical geographies. *Population, Space and Place* 16: 395-410.

- DeFilippis, J., Fisher, R., and Shragge, E. 2006. Neither romance nor regulation: re-evaluating community. *International Journal of Urban and Regional Research* 30: 673-689.
- England, M. 2008 When 'good neighbors' go bad: territorial geographies of neighborhood associations. *Environment and Planning A* 40: 2879-2894.
- (optional) Ettlinger, N. 2010. Bringing the Everyday in the Culture/Society Discourse. *Human Geography* 3(1): 49-59.
- Fairbanks II, R.P. 2011. The politics of urban informality in Philadelphia's recovery house movement. *Urban Studies* 48: 2555-2570.
- (optional) Florida, R. 2002. The rise of the creative class: why cities without gays and rock bands are losing the economic development race. *Washington Monthly*, <http://www.washingtonmonthly.com/features/2001/0205.florida.html>, last accessed July 26, 2013.
- Fraser, J.C., Chaskin, R.J., and Bazuin, J.T. 2013. Making mixed-income neighborhoods work for low-income households. *Cityscape* 15: 83-100.
- Ghertner, D.A. 2012. Nuisance talk and the propriety of property: middle class discourses of a slum-free Delhi. *Antipode* 44: 1161-1187.
- Graham, S. 2012. When life itself is war: on the urbanization of military and security doctrine. *International Journal of Urban and Regional Research* 36: 136-155.
- Hanan, J.S. Home is where the capital is: the culture of real estate in an era of control societies. *Communication and Critical/Cultural Studies* 7: 176-201.
- Harvey, D. 1989. From managerialism to entrepreneurialism: the transformation in urban governance in late capitalism. *Geografiska Annaler* 71 B: 3-17.
- He, S. and Wu, F. 2009. China's emerging neoliberal urbanism: perspectives from urban redevelopment. *Antipode* 41: 282-304.
- Jaffe, R. 2012. Criminal dons and extralegal security privatization in downtown Kingston, Jamaica. *Singapore Journal of Tropical Geography* 33: 184-197.
- Jefferson, B.J. 2017. Digitize and punish: computerized crime mapping and racialized carceral power in Chicago. *Environment & Planning D: Society & Space* 35: 775-796.
- Joassart-Marcelli, P. and Bosco, F. 2014. Alternative Food Projects, Localization and Urban Development: Farmers' Markets in Southern California *Metropolises* 15: 2-22
- Kitchen, R. 2014. The real-time city? Big data and smart urbanism. *Geojournal* 79: 1-14.
- Lazzarto, M. 2009. Neoliberalism in action: inequality, insecurity and the reconstitution of the social. *Theory, Culture & Society* 26: 109-133.
- (optional) Lefebvre, H. 1996. The right to the city. In *Writings on cities*, trans. E. Kofman and E. Lebas, pp. 147-159. Cambridge, MA: Blackwell.
- Lurie, D.V. and Wodiczko, K. 1988. *October* 47: 53-67.
- Maharawal, M.M. 2017. San Francisco's tech-led gentrification: public space, protest, and the urban commons. In *City unsilenced: urban resistance and public space in the age of shrinking democracy*, eds. J. Hou and S. Knierbein, pp. 30-43. New York: Routledge.
- McLean, H. 2014. Cracks in the creative city: three contradictions of community arts practice. *International Journal of Urban and Regional Research* 38: 2156-2173.
- McLean, H., Ranking, K., and Kamizaki, K. 2015. Inner-suburban neighborhoods, activist research, and the social space of the commercial street. *ACME: An International E-Journal for Critical Geographies* 14: 1283-1308.
- McGuirk, P. 2012. Geographies of urban politics: pathways, intersections, interventions. *Geographical Research* 50: 256-268.
- Meehan, K. 2013. Disciplining de facto development: water theft and hydrosocial order in Tijuana. *Environment and Planning D: Society and Space* 31: 319-336.

- Mele, C. 2013. Neoliberalism, race and the redefining of urban redevelopment. *International Journal of Urban and Regional Research* 37: 598-617.
- Mitchell, K. 2010. Ungoverned space: global security and the geopolitics of broken windows. *Political Geography* 29: 289-297.
- Montgomery, A. 2016. Reappearance of the public: placemaking, minoritization and resistance in Detroit. *International Journal of Urban and Regional Research*, DOI:10.1111/1468-2427.12417, 776-799.
- Murphy, S. 2009. "Compassionate" strategies of managing homelessness: post-revanchist geographies in San Francisco. *Antipode* 41: 305-325.
- New York City Chapter, Right to the City Alliance 2010. *People without homes & homes without people: account of vacant condos in select NYC neighborhoods*. New York: Right to the City Alliance, New York chapter
http://www.urbanjustice.org/pdf/publications/People_Without_Homes_and_Homes_Without_People.pdf, last accessed 7/25/2013.
- Nuijten, M., Koster, M., and de Vries, P. 2012. Regimes of spatial ordering in Brazil: neoliberalism, leftist populism and modernist aesthetics in slum upgrading in Recife. *Singapore Journal of Tropical Geography* 33: 157-170.
- Oswin, 2014. Queer time in global city Singapore: neoliberal futures and the 'freedom to love.' *Sexualities* 17: 412-433.
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- Peck, J. and Tickell, A. 2002. Neoliberalizing space. *Antipode* 34: 380-404.
- Rose, N. 1993. Government, authority and expertise in advanced liberalism. *Economy and Society* 22: 283-299.
- Rosol, M. 2015. Governing cities through participation – a Foucauldian analysis of CityPlan Vancouver. *Urban Geography* 36: 256-276.
- Schiller, N. G. 2011. Localized neoliberalism, multiculturalism and global religion: exploring the agency of migrants and city boosters. *Economy and Society* 40: 211-238.
- Spence, L.K. 2012. The neoliberal turn in black politics. *Souls* 14: 139-159.
- Wacquant, L. 2010. Crafting the neoliberal state: workfare, prisonfare, and social insecurity. *Sociological Forum* 25: 197-220.
- Willse, C. 2010. Neo-liberal biopolitics and the invention of chronic homelessness. *Economy and Society* 39: 155-184.
- Zukin, S. 1997. Cultural strategies of economic development and hegemony of vision. In *The urbanization of injustice*, pp. 223-243. NY: New York University Press.

SYLLABUS

date *	general topic	class lecture/discussion	assignment
Jan M 8	Introduction		
W 10	definitions of/ approaches to neoliberalism	neo/Marxist approaches	Harvey; Peck & Tickell <i>optional: Lefebvre</i>
M 15		NO CLASS in honor of Martin Luther King Day	
W 17			Addie; Maharawal
M 22		postructural approaches	Rose; McGuirk
W 24			Rosol; Bulekely et al.
M 29		racialized neoliberalism	Spence; Alves
W 31		feminism; queer theory; (intersectionality – optional)	McClellan; Oswin; (<i>optional: Luft</i>)
Feb M 5		recap	Canvas post
W 7		conceptualizing 'community'	
M 12	scalar politics		Bach; Parker
W 14			He & Wu; Joassart-Marcelli & Bosco
M 19	regimes of control	securing the neoliberal city	Graham; Mitchell
W 21			Jaffe; Coaffee
M 26		carceral geographies	Waquant; Bernstein
W 28		exam handed out	Allspach; Jefferson
Mar M 5	gentrification	neoliberal & racialized discourses of, actions on 'blight,' 'obsolescence,' 'nuisance'	Ghertner, Mele
W 7		types of gentrification	Davidson & Lees; NYC RTTC
F 9	exam due by noon, hard copy, N. Ettlinger's office (1144 Derby)		

M 12	SPRING BREAK!	
W 14		
M 19	gentrification cont'd	mixed-income housing & 'development'
W 21	resistances	
Th 22	research proposals due by noon – e-mail as word document	
M 26	managing homelessness	Lurie & Wodiczko; Willse; Murphy
W 28	cultural policy	Zukin; McLean et al. <i>optional: Florida; Ettliger</i>
Th 29	revised proposals due by noon – e-mail as word document	
Apr M 2	informalization & neoliberalism: formal-informal articulations	Lloyd; Fairbanks
W 4		Crossa; Meehan
M 9	financialization, real estate, and the everyday	Lazarato; Hanan
W 11		cont'd
M 16	research project workshop	canvas posts
W 18	'smart' cities	Kitchin; Brannon or Datta
M 23	poster session	
M 30	research papers due by 3:00pm, N. Ettliger's office (Derby 1144)	

* Dates indicated for discussion of specific topics are tentative. Discussion of a particular topic may continue into the next class, as needed.