Cities in the Global Political Economy
Winter 2012

This course focuses on the transformation of cities and urban life arising from the forces of globalization and the new international division of production and labor. The premise is that political economic and other forces are reconstituting cities in line with the initiatives and imperatives of neoliberal global capital and finance and capital-labor relations, as public sector actors struggle to retain spaces and allocations in resistance to or in collaboration with private commercial, financial, and industrial interests. These tensions play out in policy conflicts over land use planning, tax policy, environmental protection, investment and commerce, job creation, wages and work conditions, cultural life, and access to information, the airwaves, education, health care, transportation, housing, public assistance, and other basic human requirements. We start with an overview of global political economic theories and next consider a broad set of city studies and political, social policy, and planning issues within the changing global and urban matrix.

Organization and Requirements
The class format consists of seminar-style lecture/discussion of the assigned readings. All class members are expected to seriously engage the readings and be prepared to discuss and debate them in class. Discussion leaders will be assigned for each set of readings. Abstracts (minimum of 24) or review essays (each review=3 abstracts) are required for the designated readings, at least 6 from each assigned text. Additional abstracts may be submitted to raise the overall grade level for a text cluster. An exam is optional. Class citizenship requires regular attendance (one absence maximum) and an active presence. See Notes, infra.

Evaluation:
Participation: 20% (including attendance)
Abstracts/Review essays: 80% (only those designated with an * or **)

Abstracts or review essays are to be submitted prior to class discussion (class meeting day, 2 pm deadline, in PDF only). No late submissions are accepted inasmuch as the abstracts are intended to foster class discussion. See further Notes on abstracts and grading infra.

Required Readings:
J. Hackworth, The Neoliberal City (2007)
Dollars & Sense, Real World Globalization, 11th Edition

Week/Date Topic
1. Jan. 11 Introduction to the course
2. Jan. 18 The Modernization Thesis: Four Classics
   Read: Roberts & Hite (R&H), Introduction + Chapters 1*, 2*, 3* & 4*
3. Jan. 25  *The Third World Talks Back*  
*Read:* R&H, Chaps. 5*, 6*, 7*, 8* & 9* + Real World Globalization (RWG), Article 7.1* + RWG, Art. 7.6* + RWG, Arts. (7.3, 7.4, 7.5 & 8.7)**

4. Feb. 1  *Globalization and Cities Theories*  
*Read:* R&H, Chaps. 11*, 13* & 16* + Brenner & Keil (B&K), Editors’ Introduction + Chaps. (1-4)** + Hackworth, Chaps. (1-3)**

5. Feb. 8  *North American World Cities & the New International Division of Labor*  
*Read:* R&H, Chap. 10* + B&K, Chaps. (5-7)** + RWG, Arts. (1.1, 1.2, &1.3)** + (R&H, Chap. 15* & RWG, Art. 1.4*)** (either abstract or review essay) + Hackworth, Chaps. (4-6)**

6. Feb. 15  *Social Structure, Culture, and Political Ecology of Cities*  
*Read:* B&K, Chaps. (9, 10, 12 & 13)** + B&K, Chaps. (11, 14, 16 & 17)** + B&K, Chaps. (31, 32, 34 & 38)**

7. Feb. 22  *Critiques of Globalization*  
*Read:* R&H, Chaps. (14,*18,* 21*)** (either abstract or review essay) + B&K, Chaps. (35, 37, 39 & 48)** + Hackworth, Chaps. (7-9)**

8. Feb. 29  *Asian/Latin American Urban & Industrial Integration*  
*Read:* B&K, Chaps. (27, 28 & 41)** + RWG, Arts. (8.1, 8.2, 8.3. 8.4)**

9. Mar. 7  *Globalization Versus Social Movements*  
*Read:* R&H, Chaps. (24*, 25* & 26*)** (either abstract or review essay) + R&H, Chap. 27* + B&K, Chaps. (18, 21, 23, & 24)**

10. Mar. 14  *Place and Space in the Global Political Economy*  
*Read:* B&K, Chaps. (44, 45 & 50)** + R&H, Chap. 17* + RWG (4.1, 4.2, 5.1, & 6.1)** + Hackworth, Chap. 10

11. Mar. 21  EXAM (optional) Due Date (3 pm) – in PDF or hard copy

**Abstract this article/chapter**

**Review essay cluster**

Note: Any student with a documented disability can make arrangements with the Disability Resource Center at PSU for taking exams or meeting other needs. Both the instructor and DRC should be contacted at the beginning of the term.

NB: Electronic devices of any sort are not permitted to be used during class, except with special permission.

**Notes for USP 616**

**Seminar Participation.** A graduate seminar requires a high level of participation through active and reflective reading in preparation for a literature-focused class discussion, regardless of whether or not you are assigned as a discussion leader. It also requires a willingness to express and challenge ideas with maturity and respect for (though not necessarily acquiescence in) diverse points of view. Debate fosters a deeper level of intellectual understanding.
Discussion Leaders. Discussion leaders should address the arguments and controversies in the assigned readings as a way of instigating interactive discussion and debate. Each discussion leader is responsible for the whole set of readings assigned for that week. **Address the following:**

What is the central argument, what are its underlying premises, and what is your critique?

Abstracts. There are three outcomes intended in abstract and review essay projects: (1) ability to capture the core ideas in the readings; (2) contribution to seminar discussion of the readings; and (3) preparation for writing literature reviews for dissertations, theses, field area papers, and journal publications.

Abstracts should contain three full paragraphs (4-6 sentences/paragraph, typed [12-pt], double-spaced) per article/chapter – marked by a single asterisk. Due by 2 pm of class day discussion (PDF only). **No late submissions permitted.** Bring a backup copy to class. A minimum of 24 is required (note that each review essay is the equivalent of 3 abstracts).

**Format:** Start with name, due date, and author(s) and chapter title in top left corner of paper

**Paragraph 1** is an overview (a summary of the topical contents only) of the chapter/article (NB: no details or analysis in this section of the abstract).

**Paragraph 2** states and elaborates the author(s)’s central claim/argument and its underlying premises.

**Paragraph 3** is your assessment of the author's central claim/argument. Did the author(s) achieve her/his/their objective in the essay? How so? Be substantive in your assessment.

Review Essays. A review essay (at least 800 words of main text, typed [12-point], double-spaced) develops at the outset your own argument, followed by a critical review of key points in the articles covered insofar as they offer support to or challenge your own argument. It is not intended and should not be written as a series of abstracts but rather as an integrated essay in which the authors’ points are woven in and throughout the argument. Review essay clusters are designated by a double asterisk and are counted as the equivalent of 3 abstracts. They are not to be done in combination with abstracts of articles contained within the review cluster.

Review Essays & Abstracts (additional instructions):
1. Choose abstracts/essays from each of the four assigned texts during the course of the term. Complete the equivalent of at least 24 abstracts, with at least 6 from each textbook. Pay attention to the early deadline for the Hackworth book. Plan ahead.
2. The heading should include your name, due date of submission, and each of the authors and article titles abstracted or reviewed. Refer to the author’s last name only thereafter (and by year if more than one article by the author is used). Leave the titles and first names out of the main text.
3. Adopt a formal style as if writing for a general academic audience (i.e., avoiding personalistic or first person comments and assuming a non-specialist set of readers) for publication.
4. Write in descriptive but parsimonious prose, avoiding banal expressions and “throwaway” (unsubstantiated) sentences (such as: “This was a well argued essay.”).
5. As these are short writing assignments, do not use quotes (paraphrase in your own words).
6. No in-text citations, page numbers, footnotes, or end references are needed.
7. Receipt or non-receipt of abstracts/essays delivered by email (PDF) or other means is entirely the responsibility of the student.

Optional Exam: A final exam is offered for those wishing to raise their average abstract/review grade. The number of questions is based on which cluster (book) averages you wish to raise. The exam is take-home and based on assigned readings. The topics will be distributed following the last regular class. Each essay will be typed and at least 800 words in length and weighted as co-equal with the abstract cluster grade average.
2. Jan. 18  **Modernization: Three Classics**
Read: Roberts & Hite (R&H), Introduction + Chapters 1*, 2*, 3* & 4*
1.  
2.  
3.  
4.  

Read: R&H, Chaps. 11*, 12* & 13* + Brenner & Keil (B&K), Editors’ Introduction + Chaps. (1, 2, 3 & 4)** + Hackworth, Chaps. (1-3)**
1.  
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4. Feb. 1  **The Third World Talks Back**
Read: R&H, Chaps. 5*, 6*, 7*, 8* & 9* + Real World Globalization (RWG), Article 7.1* + RWG, Art. 7.6* + RWG, Arts. (7.3, 7.4, 7.5 & 8.6)**
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5. Feb. 8  **North American World Cities & the New International Division of Labor**
Read: R&H, Chap. 10* + B&K, Chaps. (5-7)** + RWG, Arts. (1.1, 1.2, & 1.3)** + (R&H, Chap. 15* & RWG, Art. 1.4)** (either abstract or review essay) + Hackworth, Chaps. (4-6)**
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6. Feb. 15  **Social Structure, Culture, and Political Ecology of Cities**
Read: B&K, Chaps. (9, 10, 12 & 13)** + B&K, Chaps. (14, 15, 16 & 17)** + B&K, Chaps. (31, 32, 34 & 38)**
1.  
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7. Feb. 22  **Critiques of Globalization**
Read: R&H, Chaps. (14*, 16* & 18*)** (either abstract or review essay) + B&K, Chaps. (35, 37, 39 & 48)** + Hackworth, Chaps. (7-9)**
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8. Feb. 29  **Asian/Latin American Urban & Industrial Integration**
Read: B&K, Chaps. (27, 28 & 41)** + RWG, Arts. (8.1, 8.2, 8.3. 8.4)**
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2.  
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9. Mar. 7  **Globalization Versus Social Movements**
Read: R&H, Chaps. (24*, 25* & 26*)** (either abstract or review essay) + R&H, Chap. 27* + B&K, Chaps. (18, 21, 23, & 24)**
1.  
2.  
3.  
4.  

10. Mar. 14  **Place and Space in the Global Political Economy**
Read: B&K, Chaps. (44, 45 & 50)** + R&H, Chap. 17* + RWG (4.1, 4.2, 5.1, & 6.1)** + Hackworth, Chap. 10

Schiller looks at the transformation of international telecommunications in the last half of the 20th century through the lens of political economy. He addresses what he sees as certain myths about the digital economy. One of these myths concerns the supposed declining importance of the state in the "shift" to a "post-industrial" society. Another is that the new technological foundations of society have broken the historical linkages of the economy to politics. His final concern is directed at what he considers the myth of the "free market" as an explanation of modern developments in media, communications technology, and mainstream culture. NOTE: THIS PARAGRAPH DISCUSSES ONLY THE TOPICS COVERED, WITHOUT DETAILS OR THE AUTHOR’S ANALYSIS.

Schiller argues that the main historical, economic, and social transformations of the past 50 years are closely linked to industrial interests that have employed communication technologies to expand their capital wealth on a global scale. He points out that since the early postwar Marshall Plan, the state has been intimately involved in these expansionist efforts by making foreign policy decisions that have largely benefited transnational corporations (TNCs) and state power. The collapse of the Soviet Union enabled the United States to operate as a superpower without interference and extend its political and economic influence to former socialist states. Another form of support to the corporate sector has been the government’s extremely generous sponsorship of communications research and development, channeled largely through defense contracts. NOTE: THIS PARAGRAPH FOCUSES ONLY ON THE AUTHOR’S CENTRAL ARGUMENT, WITH SUPPORTIVE ELABORATION.

One of the outcomes of state support to the private sector, especially in the more deregulated economy of recent decades, has been the rise of global media industries that have
come to dominate the flow of cultural products around the world. Schiller’s political economic 
approach provides a useful framework for understanding the relationship of international 
communications to both culture and the market system. In this short article, Schiller by his own 
admission does not attempt to explain the behavior of the media consumer, and one might argue 
that this is a shortcoming of his work. Nonetheless, his analysis of the myths of the market 
system, including the fable about its dynamically independent entrepreneurial character, is 
persuasively described and documented. If the government is assisting global corporations to 
dominate the world's consumption of cultural products, this raises serious questions about the 
quality of independence and democratic rights that countries on the receiving end of these flows 
actually enjoy. Schiller's work helps readers to understand that the preservation of national and 
local cultures requires protection from the unfair advantages that the United States and TNCs 
wield in the international media environment. NOTE: THIS PARAGRAPH PROVIDES THE 
REVIEWER’S ASSESSMENT OF THE AUTHOR’S MAIN ARGUMENT ONLY.