CRD/GEO 245 Political Economy of Urban & Regional Development (Winter 2023)

Seminars: Tuesdays and Thursdays 2:10-4:00pm
Wellman Hall 27

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Drop-in hours: Tuesdays 4:00-5:00pm and Thursdays 1:00-2:00pm

Commitment to equality, diversity, and inclusion in the classroom. We are committed to discovery and innovation, creative and collaborative achievements, debate and critical inquiry, in an open and inclusive environment that nurtures the growth and development of all. Link to the UC Davis Principles of Community: https://diversity.ucdavis.edu/principles-community.

Course adjustments in response to COVID-19. Considering the ongoing COVID-19 global pandemic, we acknowledge that students are facing unprecedented demands and stresses on physical/mental health, individual/family finances, and personal wellbeing. We strive to maintain compassion and support students through offering reasonable adjustments according to individual needs and/or hardships experienced. Further UCD resources can be found here: https://keepteaching.ucdavis.edu.

Land acknowledgement statement. We acknowledge that UCD campus sits on land that has been home of the Patwin people. Today, there are three federally recognized Patwin tribes: Cachil DeHe Band of Wintun Indians of the Colusa Indian Community, Kletsel Dehe Wintun Nation, and Yocha Dehe Wintun Nation. The Patwin people have remained committed to the stewardship of this land over many centuries. It has been cherished and protected, as elders have instructed the young through generations. We are honored and grateful to be here today on their traditional lands. Read more: https://diversity.ucdavis.edu/land-acknowledgement-statement.

COURSE OVERVIEW

This graduate seminar is an advanced exploration of theoretical and practical discourses on contemporary urbanism and the different political, economic, and socio-cultural dynamics underpinning urban development around the world. We draw on broad social scientific disciplines to explore new spaces for theory, research, and social action.

Throughout the quarter, we critically explore the role of cities as sites of capital accumulation, social reproduction, state regulation, and collective struggle. This course sees the (re)production of ‘the urban’ as an ongoing, global, and multi-scale process, which gives form to the character and quality of life in localities at the urban and regional levels, as well as how the local actions of urban and regional communities, in turn, help shape and reflect these processes. We engage key topics such
as the emergence of urban societies (and urban ways of living); urban power, regulation, and developmentalism; cities as sites of capital accumulation and dispossession; globalization and the restructuring of global political economy; and social movements and the ‘right to the city’.

In addition, this seminar covers several issues pertinent to urban developmental politics across the world, including community development, urban culture, urban ecology, social/spatial justice, and democratic politics in cities. The readings include both theoretical works and case studies representing interdisciplinary social science fields including urban studies, human geography, sociology, political science, and public policy, and represent diverse epistemological frames such as neoliberal, post-colonial, and feminist critiques.

**COURSE OBJECTIVES**

This course aims to enable critical understanding of core theories and issues underpinning the study of cities/city-regions, urbanization, and urban political economy in the Twenty-First Century. Although grounded in the neoliberal critical tradition, the course seeks to move the discourse forward through engaging with alternative epistemological frames such as post-coloniality and draws on a diverse and globally representative set of learning materials. Course objectives include:

- To develop a foundational understanding of the political, economic, and social dynamics underpinning urbanization and urban life in contemporary human society.
- To critically assess the roles and functions of urban actors in (re)shaping political, economic, and social relationships within and across sites, spaces, and scales.
- To survey emerging challenges associated with governing cities and urban communities in diverse, multi-scalar, and global contexts.
- To unpack the roots of political and economic exclusion in cities and to imagine alternative paradigms of urban equity and justice.

At the end of the course, your transferrable skills will include:

- An ability to think comparatively across sites and scales.
- Facilitate critical understandings of advanced theoretical debates across disciplines.
- Connect theoretical debates with practical examples on the ground.
- Contribute to new theoretical thinking in support of thesis/dissertation research.

**READING MATERIALS**

There are three textbooks for this course although students are not required to purchase them. Textbook chapters are supplemented with journal articles, book chapters, and different multimedia learning resource. All readings are available digitally and are posted on the course Canvas website. Printed copies of readings are not provided. If students are interested in purchasing books for their own reference, this course sources materials from the following books:

COURSE REQUIREMENTS AND ASSIGNMENTS

Students are expected to attend and participate in online seminar sessions and complete all required readings and assignments. Students are strongly encouraged to keep current or ahead on reading assignments in order to come to class prepared to discuss them. Attending and participating in weekly seminar discussions are critical determinants of success in the course. However, given the reasonable adjustment policies put in place during the global COVID-19 pandemic, participation requirements will be flexibly applied pending prior notice and agreement between the student and instructor. Please email the instructor if you think you will be absent for a session!

This course has three graded components, which are explained in detail below:

1. Discussion leadership in two seminars (10% each; 20% of final course grade)
2. Two position essays (15% each; 30% of final course grade)
3. A final review essay (50% of final course grade)

1. Discussion leadership in two seminars. Students are requested to lead two seminar sessions during the course of the quarter (10% each accounting for 20% of final course grade). Students will be asked to select two seminars to lead during the first week of the quarter. The facilitated discussion should revolve around the core readings assigned for the session – focusing on the required and select additional readings – but students can also bring in outside materials.

The discussion should address the following prompts:

- What is the meta-message when reading across the articles/chapters?
- What are the key conceptual or theoretical contributions of the articles/chapters and how do they further our understanding of cities, urbanization, and political economic processes?
- What are your remaining questions or opportunities for further inquiry?

The points listed above may be questions of comprehension: there might be terms or concepts that even after a quick Google/Wikipedia search are still unclear, or that you would like to continue to explore. These might be questions of critique: you may want to question findings, methods, conclusions of a piece, which is great, but remember to ground these questions in the text. These might be extension questions: there might just be something new that you are thinking or wondering about after the reading that you would like to explore or discuss.

2. Two position essays. Students are requested to draft two position essays during the course of the quarter (15% each accounting for 30% of final course grade). The position essays must be coordinated with the two discussion leadership tasks (see assignment 1) to maximize opportunities to synthesize and reflect on the readings. The two position papers should engage the topic of the day, reference all the core readings pertaining to that topic (where specific readings can also be drawn from different sessions or beyond the course), and be structured according to the following:

- Define the topic of interest and identify core readings that contribute to our understanding of the topic of interest.
- Evaluate the main conceptual or theoretical perspectives presented by authors of the core readings – explore the strengths/weaknesses of their arguments, whether arguments are
reflective of biases or positions, and the degree to which arguments support or contradict each other.

- Situate your own position among the different authors’ perspectives and argue for what you think is the most appropriate explanation of the drivers, actors, processes, or relationships underpinning the topic of interest.

The position essays are due on Canvas at the same time as when discussion leadership tasks are scheduled. Each position essay should be no more than 1,500 words long (excluding footnotes, endnotes, or references). Students are free use any referencing style and can include as many references as appropriate.

(3) A final review essay. Students are to draft an essay that reviews one idea, theory, or concept that they think is central to our understanding of urban political economy (50% of final course grade). This final essay serves as a capstone assignment for the class, where students can select and review a notable idea, theory, or concept encountered during the course and potentially relate it to their thesis or dissertation projects. Students can build on conceptual work already done in the two position essays (see assignment 2), although the final review essay must identify and assess an idea, theory, or concept that spans the quarter. An indication of how it will contribute to student’s own conceptual thinking or professional development in the future is also required.

The final review essay is due on Canvas by end of the day on Friday, 24 March 2023. The essay should be no more than 4,000 words long (excluding footnotes, endnotes, or references). Students are free use any referencing style and can include as many references as appropriate.

GRADING AND DISPUTES

Students will receive clear guidance on assignment expectations through written instructions provided on Canvas and during seminar sessions. When assignments are given, students also receive clear communication about the criteria used for evaluating their writing or oral presentation via a rubric, which includes an evaluation of content, clarity, organization, and logic, among other criteria.

Grading criteria for course assignments are listed below and posted on Canvas. Note that these criteria are not equally weighted and cannot be used to calculate a grade. They are to inform relative weaknesses and strengths.

- Engagement: Critical engagement with assignment goals and objectives; Evidence of engagement with relevant literature(s); Evidence of critical engagement with materials from lectures and discussion sections.

- Structure and execution: General organization of essay; Use of paragraphs and/or headings; Flow of argument; Writing style; Appropriate referencing format; Consistent referencing and in-text citations.

- Arguments and conclusion: Critical evaluation of sources; Logic, coherence, and consistency; Selection of relevant evidence to support argument; Originality of argument; Relevance and accuracy of factual content.

Final course grades are distributed by the following percentages of the total points possible.
A: 93-100  
A-: 90-92  
B+: 87-89  
B: 83-86  
B-: 80-82  
C+: 77-79  
C: 73-76  
D: 60-69  
F: 59 and below

Grade disputes will not be considered in class. If a student feels she/he/they has/have been unfairly graded on an assessment and would like to request consideration for partial or full credit for a particular item or items, she/he/they should do so through the rebuttal process (please speak to course instructor for more information about this process).

EXTENUATING CIRCUMSTANCES

Extensions and late submissions. To request due date extensions, please email the course instructor and give a clear reason for the request well ahead of the due date. An extension request must be supported by documentation, such as a note from a medical professional. Considering the ongoing global COVID-19 pandemic and the reasonable adjustment policies put in place, we will strive to accommodate all legitimate requests and special needs. For unexcused late submission of assignments, 5% will be deducted for each day (including weekends) past the due date. The last day to turn anything in for credit will be the due date of the final review paper (24 March 2023).

Special needs. Any students with disabilities or other special needs, who need special accommodations in this course, are invited to share these concerns or requests with the instructor and contact UC Davis Student Disability Center for disability access: https://sdc.ucdavis.edu/. Students who have, or suspect they may have, a disability should seek services through Disability Services. Students must be registered with Disability Services and receive written authorization to obtain disability-related accommodations.

Health and counseling service. UC Davis Student Health and Counseling Services or SHCS provides a wide variety of medical, mental health, and wellness services to all registered UC Davis students regardless of insurance coverage. More information at: https://shcs.ucdavis.edu. Resources pertaining to the COVID-19 global pandemic can be found here: https://keepteaching.ucdavis.edu.

Technology and learning support. The use of cellular telephones for purposes other than participating in the class is discouraged. Please reach out of the instructor in case you experience difficulties with accessing a reliable computer or Internet connection needed for our Zoom classes. Please also let the instructor know if you have special needs (such as permission to record lectures) or disability provisions.

Link to Frequently Asked Questions. UC Davis Student Resources: https://ebeler.faculty.ucdavis.edu/resources/faq-student-resources/

ACADEMIC CONDUCT

Collaboration on coursework. Active participation in class and collaboration on your writing assignments may be necessary and expected. All your individual assignments must be your own original work, although we encourage you to solicit feedback on your drafts from friends, classmates,
and the Learning Skills Center in 2205 Dutton Hall (Link: http://lsc.ucdavis.edu/). Please maintain all your drafts with comments for your records. All your work completed for this course must be completed for this course alone.

**Citations, quotations, and paraphrasing.** You must correctly cite, in whatever style you choose, all the sources from which you get information for your classwork. As a rule of thumb, when you use more than six consecutive words from a source, quote the source by inserting a parenthetical citation and referencing the page number within it. Paraphrase authors’ work that you do not quote directly by using your own words to express their ideas. Copying or using any information from a source and not attributing the information to the proper source is plagiarism (see below).

**Student Code of Conduct.** All students should be familiar with the Student Code of Academic Conduct that is located here: http://sja.ucdavis.edu/cac.html. Please review this carefully and ask your instructor if you have any questions. Remember the instructor is obliged to refer you to Student Judicial Affairs in all cases of violation or suspected violation. In addition to the well-known problems of plagiarism (see below) and cheating on examinations, it is also a violation of the Code of Conduct to use your own written materials from papers prepared for other classes, unless you take the following points into consideration. It is permissible to use materials and texts from other class projects, within CRD/GGG/HE or in other departments, under these conditions:

1. You inform the instructor beforehand.
2. You clearly identify the portions where you quote yourself (or collaborative work).
3. You provide a copy of the previous work you have submitted in the other class to the instructor.
4. To ensure that you receive a good grade make sure that the quoted or reused parts fit seamlessly into the assignment for THIS class.
5. If you have any doubts about the extent to which you can use already written materials, please speak with the instructor prior to making any submission.

**Plagiarism** and other academic misconduct will not be tolerated and will be punished to the full extent of university policy. You are responsible for knowing what constitutes plagiarism and other academic misconduct. Below is the basic definition of plagiarism according to our university:

Plagiarism means presenting the words, phrases, ideas or work of another, including certain facts and statistics, as if they were your own. To avoid plagiarizing, you must clearly acknowledge the source of any borrowed language or ideas that you present in your own work. Quotation marks, followed by documentation, should be used to indicate the exact words of others. A signal phrase identifying a source and/or parenthetical citation or a superscript number should denote the summarized or paraphrased ideas of others, depending on the particular style the paper follows.

For more on academic misconduct and policy, see: http://cai.ucdavis.edu/plagiarism.html. The Academic Integrity Project offers information on citations: http://cai.ucdavis.edu/citation.html.
SEMINAR SCHEDULE AND READING LIST

The following is a list of all required, additional, and refresher readings. All readings are posted under the ‘modules’ tab on the course Canvas page. Students are asked to complete the required readings prior to each class. Additional readings — including those on experiences in the U.S. and from the rest of the world — are intended to support individual further study as well as to provide supplemental content, case study illustrations, or contrarian perspectives for seminar discussions. Refresher readings are foundational readings in political economy, urban geography, and planning/politics/governance that this course draws upon, and so students may wish to revisit them for core definitions or descriptions of historical context.

10 January - Introduction

Required readings:

Additional readings:

12 January - Comparisons

Required readings:

Additional readings:

17 January - Theory

Required readings:

Additional readings:
19 January - Ecology

Refresher readings:

Required readings:

Additional readings:

24 January - Economy

Required readings:

Additional readings:

26 January - Urbanization

Refresher readings:

Required readings:

Additional readings:

31 January - Neoliberalism

Refresher readings:

Required readings:

Additional readings:

Readings on the rest of the world:

2 February - Developmentalism

Refresher readings:

Required readings:

Readings on the US:

Readings on the rest of the world:

7 February - Regime

**Refresher readings:**

**Required readings:**

**Additional readings:**

9 February - Globalization

**Refresher readings:**

**Required readings:**

**Additional readings:**

14 February - Worlding

**Required readings:**

**Additional readings:**

16 February - Crisis

**Required readings:**

**Readings on the rest of the world:**

21 February - Inequality

**Refresher readings:**

**Required readings:**

**Additional readings:**

23 February - Race

Refresher readings:

Required readings:

Additional readings:

28 February - Entrepreneurialism

Refresher readings:

Required readings:

Readings on the rest of the world:
2 March - Restructuring

Required readings:

Additional readings:

Readings on the rest of the world:

7 March - Governance

Required readings:

Readings on the rest of the world:

9 March - Culture

Refresher readings:

Required readings:

**Additional readings:**


**14 March - Grassroots**

**Refresher readings:**


**Required readings:**


**Readings on the rest of the world:**


**16 March - Democracy**

**Required readings:**


**Additional readings:**