THIRD WORLD CITIES - SISU 343-001CB
American University, School of International Service

Spring 2014
Thursdays, 2:35 PM – 5:15 PM

Professor: Eve Z. Bratman
Office: SIS 209
Phone: 202- 885- 1860
Email: bratman@american.edu

Office Hours: Drop-in (no appointment necessary) hours on Wednesdays 12:00 – 2:30 PM and Thursdays 12:30 – 2:00 PM. I will also schedule meetings by appointment if needed. Email **bratman@american.edu** to schedule an appointment.

Course Overview: This course examines the intersections of politics and development at levels ranging from the local to the global. It uses interdisciplinary lenses including political science, geography, urban planning, and cultural anthropology to investigate central issues of urban development, starting from a critical analysis of the notions of "third world" and "development." The course centers upon questions about the relationship between development, planning, and urban change. How does urban development happen, and with what outcomes for different people and places? The course focuses on issues of agency (political actors including the private sector, civil society, and governments) and process (planning and development strategies) through exploring a broad range of urban development themes including poverty alleviation, housing, infrastructure development, social segregation, and environmental sustainability. In the course, a variety of theoretical perspectives are presented on these topics and case studies are used so as to understand them in empirical contexts.

Course Methodology and Learning Objectives: This course will primarily be taught seminar-style: discussion is central to your learning process, and it is essential to come to class ready to talk about central ideas from the readings. As a professor in this course, my hope is that our classroom will provide a space in which your participation, critical thought, free exchange of ideas, and mutual learning is fostered. Classes will integrate lectures, discussions, and in-class exercises. Assignments are aimed at stimulating students' abilities to think critically, to construct cohesive arguments, to articulate their views in a variety of formats, and to make connections between concepts in the readings and real-life applications.

The primary learning objectives are four-fold:
1) Understand and analyze relevant issues to cities and theories of urban development;

2) Critically examine how political actors influence urban development, and assess the conditions under which these may be effective in establishing change;

3) Analyze lessons from case studies, and the challenges and planning principles used in developing countries and their applications to other places;

4) Hone skills of critical analysis, research, and empathy, as well as verbal and written expression.

Course Structure: The course is divided into three basic modules:

1

(I)   Why (and How to) Study Cities in Developing Regions? (weeks 1–2)

(II)   Urban Change and Development Processes (weeks 3-8)

(III) Urban Governance Challenges and Opportunities (weeks 9-14)

Student Assessment: Consistent attendance, active participation, and completion of the course assignments listed below are basic requirements for this course. Successful students in the course will show growth in their skills of analysis, public presentation, critical thinking, and argumentation. Intellectual curiosity, active participation, and engagement with the course readings are important components of success in this course (and beyond!).

Participation: 25% (attendance: 10%, in-class and Blackboard contributions: 15%)
Homework: 30% (4 assignments)
Public Hearing and briefing paper: 20% (paper: 5%, hearing: 15%)
Service-Learning Assignment: 25% (Hours served and final group product: 12%, reflection paper: 10%, peer evaluation: 3%)

Participation (25%): There are many ways to participate constructively in class and outside of it. While some people are comfortable with speaking spontaneously in the course of class discussion, other people are comfortable speaking only if they have time to prepare in advance. Opportunities for both impromptu and prepared contributions to the class will be provided throughout the course of the class. In addition to participation in class, the most successful students will contribute questions and/or comment about the readings prior to and after course sessions on the course Blackboard site. ***All unexcused absences will result in grade penalties, as will tardiness.*** Inappropriate computer use and cell phone use will also result in participation grade penalties.

Homework Assignments: There are four short homework assignments (and there also may be additional ad-hoc assignments) during the course. These are due on the day they are listed in the syllabus, and you should be prepared to talk about and share your work with your peers.
January 23, 2014 - Assignment 1 – Images of development (this may be turned in during week 3 if you add the class late) (5%)
February 13, 2014 - Assignment 2 – Take a person out to lunch (10%)
February 27, 2014- Assignment 3 – Conceptual map of DC (5%)
April 24, 2014 - Assignment 4 – Final reflection (10%)

Public Hearing (15%, Class session 13): In one class session (April 17, 2014), we will simulate a public hearing. This is a chance to practice formal presentation skills, and to propose constructive means of addressing the challenges that we have discussed in the course. Each student will make a five-minute speech, 20 slides maximum, on how a challenge common to multiple cities in the world is being addressed (or ought to be addressed differently) through discussing an example or making a pitch for a certain approach to development.

Students will be asked to turn in a brief (2 pages max) policy paper which details their proposal, which will be separately evaluated. Details will be provided in a public hearing notice, posted two weeks before the hearing.

Service-learning assignment (25%): The assignment offers the opportunity to become familiar with the work of a local community development organization. In the assignment students will be asked to research an issue or to engage in a project based on the organization's needs. Students will spend some class time coordinating and working with the organization. You should anticipate putting in 25 hours of work towards successful completion of this assignment. In addition to my evaluation for this project, I will ask you to self-evaluate, peer-evaluate, and also will also consult with the sponsoring organization for feedback on your work.

This semester, we will be collaborating with the United Planning Organization (UPO) and with the Community Benefits Coordinating Council of Near Southeast/Southwest (CBCC).   Their websites are as follows:
UPO: http://upo.org/
CBCC: http://www.seswcbcc.org/

Our class will divide into teams of 3-5 students per team to engage in several (primarily, research) projects which have been chosen by the organizations in consultation with your professor. Your groups will submit a final product as a group. I will grade you as a team for this final product. In addition, I will ask you to self-evaluate, peer-evaluate, and to have the partner organizations reflect upon your work. A separate portion of your grade for this assignment is based on a written reflection paper which synthesizes your personal learning based on your experiences of community-based engagement and which situates your learning in relation to our course themes (discussion, lectures, and readings).

This assignment is intended to provide students with a basis for understanding the real-life tensions and complexities in conducting development work. **The project reflection paper (and other final collaborative efforts) deadline/due date is the start of class on April 10, 2014.**
Further details will be provided separately.

Course Policies:
A few ground rules:
>   1. *Listen* thoughtfully before judging, and be considerate of your peers.
>   2. *Be present and be respectful*. Come to class on time, come prepared for learning, practice constructive criticism, and don't get distracted. In that vein: absolutely no IM'ing, turn cell phones off, and please keep other distractions to a minimum.
>   3. *Help each other*. We're on a journey to learn together; the more you push each other to debate and discuss ideas, the more you'll all benefit. If someone's nodding off, nudge them. Think of your classmates as allies, and your professor as facilitator, coach, and teacher.
>   4. *Remember humility.* Even as you challenge authority, remember no one has all the right answers and to be open to new ideas.
>   5. *Honor your learning process*, including through challenging yourself; being clear about your educational goals; taking initiative to ask discussion questions; forming study groups; coming to office hours; striving to indulge your curiosity and hone your analytic skills. Respect the university's honor code (especially, don't cheat or plagiarize!), or face serious disciplinary consequences.

Academic Integrity: Standards of academic conduct are set forth in the University's Academic Integrity Code, and will be strictly adhered to. For details, see
http://american.edu/handbook/policies_guidelines.htm**.**
>   **Plagiarism:** To plagiarize is to use the work, ideas, or words of someone else without attribution.

Plagiarism may involve using someone else's wording without using quotation marks--a distinctive name, a phrase, a sentence, or an entire passage or essay. It may also involve misrepresenting the sources that were used.

Emergency Preparedness: In the event of a declared pandemic (influenza or other communicable disease), American University will implement a plan for meeting the needs of all members of the university community. I will communicate class-specific information to students via AU e-mail and Blackboard. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU Web site (www. prepared. american.edu) and the AU information line at (202) 885-1100 for general university wide information, as well as contact their faculty and/or respective dean's office for course and school/college-specific information.

Missed Deadlines (late work): I *strongly discourage* you from handing in work late, but it will be accepted. Papers handed in late will drop 3 points (one grade) per day, unless permission is granted otherwise, before the day the assignment is due. For example, an otherwise A paper would drop to an A- if it is one day late, and then from an A- to a B+ the second day late, etc. Plan ahead! And remember, it's always better for your grade to turn in something rather than nothing at all.

Assignment Logistics: All papers are due at the start of class. All papers may be sent in electronically, to bratman@american.edu, with the file saved as YOURLASTNAME_PaperWhatever.doc . I will return your paper to you electronically, with comments in track-changes. Specific criteria for evaluation will be specified when assignments are given; Instructions for all assignments are or will be posted on Blackboard. *I will sometimes post updates or clarifications of assignments, so check before you finalize your paper.*

Performance Measurement/Evaluation Standards:

95-100 A Excellent	75-78 C+ Acceptable, shoddy quality
91-94 A- Very Good	71-74 C Lacking competency, below standard
87-90 B+ Good, competent	67-70 C- Inadequate, very poor quality
83-86 B Satisfactory, acceptable	...and so on
79-82 B- Adequate, fair quality	

Also consider: A year, and five or ten years from now, which will you value more highly -your learning experience in this course or a letter on your college transcript? You will only get out of your education as much as you put into it. The most successful students ask lots of questions, engage their peers, are curious, and seek help and learning opportunities whenever possible. I hope you will all be successful students in this course!

Required Readings:
Everything listed in the syllabus is required. You are not obliged to buy any textbooks for this course, however.

Recommended Texts:
See list, last page of this syllabus.

"The most important thing to teach your children is that the sun does not rise and set. It is the Earth that revolves around the sun. Then teach them the concepts of North, South, East and West, and that they relate to where they happen to be on the planet's surface at that time. Everything else will follow." – Buckminister Fuller

1 – January 16, 2014
Third World Cities? Definitions and Basic Concepts
I. Why study Cities? What's with the politically incorrect course title?
II. What is the "state of world cities?" – Basic demographic, geographic, political overview
III. Course expectations and syllabus

UN-HABITAT (2007). 'City-zens' of the World: Urban Trends in the 21st Century, in its: *State of the World's Cities*, Nairobi: United Nations Human Settlements Programme; London: Earthscan, pp. 6-17.

Cress, Christine M, et. al. (2005). "What is Service-Learning?" in *Learning through Serving: A Student Guidebook for Service-Learning Across the Disciplines*. Sterling: Stylus Publishing, Inc. pp. 7-15.

2 – January 23, 2014
The Problem(atization) of Urban Poverty
Study/Discussion Questions: How do you distinguish between the "urban" and the "rural", and between cities, global cities, and megacities? How do(es) the "third world" lens(es) apply? What does development mean in urban realities, and in the context of national development?

DUE: Assignment #1: During the week, compile a brief sampling of images that comprise different visions of what "uneven development" means in an urban context; this can be in the form of a collage, a flip book, photos, advertisements, your own sketches, etc. Write a 1-page (not more than 500 words) statement about your work, incorporating reflections on the readings.

Sign ups on Blackboard/ Google Docs: service-learning teams

Smith, Neil. 1982. "Gentrification and Uneven Development." *Economic Geography*, 58: 2 (Apr., 1982), pp. 139-155.

Smith, Neil. 2011. "Uneven Development Redux" *New Political Economy*, 16:2, pp. 261-265.

CASE STUDY:
Bratman, E. "Development's Paradox: Washington DC is a Third World City?" *Third World Quarterly*, 32: 9 (November, 2011).

Buki, Charles (2003). "Gentrification and its Contents: How Neighborhoods Relentlessly Compete for People's Money and Behaviors." *The Next American City*. 2, p. 24-29

RECOMMENDED:
Escobar, Arturo. 1992. "Reflections on Development: Grassroots Approaches and Alternative Politics in the Third World." *Futures* 24:5, pp.411-436.

Sidaway, James. "Geographies of Development: New Maps, New Visions?" *The Professional Geographer* February, 2012. 64:1, pp. 49-62.

Last add-drop day: Jan. 27

3 – January 30, 2014
Urbanization and Economic Opportunity
<u>Discussion</u>: To what extent does the social problem of housing access stem from broader problems of market-based capitalism and modernity? What, if any, are the problems with globalization of economic flows, as they become manifest in city development policies? What characteristics of development problems are most pertinent and shared between both the contexts of the developed world and developing world?

Giddens, Anthony 1991. *The Consequences of Modernity*, Stanford, CA: Stanford University Press, pp. 79-111.

Sassen, Saskia. 2002. "Locating Cities on Global Circuits." *Environment and Urbanization* 14:1 (April), pp. 13 – 30.

Burgess, Ernest W. 1925. "The Growth of the City," in: Bridge, Gary and Sophie Watson (eds.), *The Blackwell City Reader,* Malden, MA: Blackwell, pp. 339-344.

CASE STUDY:
Bhattacharya, Rajesh, and Kalyan Sanyal (07/30/2011). "Bypassing the Squalor: New Towns, Immaterial Labour and Exclusion in Post-colonial Urbanisation." *Economic and political weekly.*

4 –February 6, 2014
Housing and Economic Change
<u>Discussion:</u> How has urban form changed across time and space, and with what implications politically, economically, and socially? How do you distinguish between the "urban" and the "rural", and between cities, global cities, and megacities? What are the main lessons for political leaders as cities prepare for growth, and how might they be transferred as principles guiding other places?

(Skim): Garou, Pierre et. al, 2005. "Millennium Development Goals," "The Dimensions of the Problem" "Recognizing Urban poor as Active Agents of Development" United Nations Development Programme, UN Millennium Project, Available from: http://www.unmillenniumproject.org/documents/Slumdwellers-complete.pdf pp. xx-34.

Davis, Mike. 2004. "Planet of Slums." *New Left Review* 26 (Mar/April), pp. 6 – 37.

Sabrina Tavernise, "A Population Changes, Uneasily." *The New York Times*, July 17, 2011. http://www.nytimes.com/2011/07/18/us/18dc.html?pagewanted=1&_r=1

CASE STUDY:
Yeboah, Ian E. A. 2003. "Demographic and Housing Aspects of Structural Adjustment and Emerging Urban Form in Accra, Ghana." *Africa Today* , 50: 1 (Spring - Summer, 2003), pp. 107-119.

Benzoni, S. 2013. "Crowded House" *Next City* 7/15/2013. http://nextcity.org/forefront/view/crowded-house

Video (9 minutes): http://nextcity.org/informalcity/entry/video-head-porters-in-accra-access-opportunity-through-an-informal-bank

5 – February 13, 2014
Social Policies, Segregation, and Inequality

Assignment #2: Treat a homeless person to lunch (you may take them out to a restaurant, bring a brown bag, or otherwise find a way to share some food with them as you interact).*   Note, this is NOT an interview. You should try to have a conversation, but don't force the interaction. Be humane, open, curious, and not rushed, and see what happens. Write a 1200 word (maximum) reflection on the experience.
         Suggested topics: How did your experience inform your views on indigence and vulnerability? Who/ what institutions/ what social structures are responsible for the problems that the person experiences? What were some of the challenges or surprises present for you, in helping the homeless that you experienced as part of this assignment?
*Food costs for this assignment should be considered a course expense. To my knowledge (unfortunately), no reimbursements from AU are available.

Discussion: To what extent does the social problem of housing access stem from broader problems of market-based capitalism? What, if any, are the connections between gentrification with racial segregation, inequality, and vulnerability?

Smets, Peer, and Salman, Ton. 2008. "Countering Urban Segregation: Theoretical and Policy Innovations from around the Globe." *Urban Studies* 45: 7, pp. 1307-1332.

Njoh, Ambe J. (2008). "Colonial Philosophies, Urban Space, and Racial Segregation in British and French Colonial Africa." *Journal of Black Studies* , Vol. 38, No. 4 (Mar., 2008) , pp. 579-599.

CASE STUDY:
Vanhemert, Kyle. August 8 2013. "The Best Map Ever Made of America's Racial Segregation." *Wired.com* Available from: http://www.wired.com/design/2013/08/how-segregated-is-your-city-this-eye-opening-map-shows-you/

Roberts, Sam. "Segregation Curtailed in US Cities, Study Finds." *The New York Times*. January 30, 2012. Available from: [Segregation Curtailed in US Cities, Study Finds](#)."

Low, Setha. (2009). "Maintaining Whiteness: The Fear of Others and Niceness." *Transforming Anthropology,* 17(2), 79-92. (see also the corrections to the article).

6 – February 20, 2014
Guns, Gates, and Gangs: Urban Violence
Jo Beall and Sean Fox, "Human Security in Cities: Crime, Violence, Terrorism." in *Cities and Development* (New York: Routledge, 2009), pp. 171-200.

Caldeira, Teresa P.R., 1996. "Fortified Enclaves: The New Urban Segregation." *Public Culture* 1996, 8: 303-328.

CASE STUDIES:
Libertun de Duren, Nora. 2006. "Planning à la Carte: The Location Patterns of Gated Communities around Buenos Aires in a Decentralized Planning Context" *International Journal of Urban and Regional Research* 30(2), pp. 308-327.

Jütersonke, Oliver, Robert Muggah and Dennis Rodgers. 2009. "Gangs, Urban Violence, and Security Interventions in Central America," *Security Dialogue* 40(4-5), 373-397.

7—February 27, 2014
The Role of Capital in Urban Development
Assignment #3: Draw a conceptual map of your Washington, DC. The map should NOT be based off physical maps such as Google maps; draw the city, based on your imagining of the city's layout. Try sketching the city from the top of your head, and emphasizing your relationship to the city in terms of the places that you frequent. Consider: How do you get from place to place? How do different parts of the city relate to each other? What is psychologically distant, albeit physically close, or vice versa? What could you detail extensively on the map, and where are some of the holes? Be prepared to share and explain this map with your peers in class.

Discussion: Why do some of these thinkers look towards slums as places of wealth and potential for increased market engagements – and is this view appropriate? What is the best way to cope with so much informal market interaction within the urban and developing world context?

Amin, Ash (2000), The Economic Base of Contemporary Cities, in: Bridge, Gary and Sophie Watson (eds.), *The Blackwell City Reader,* Malden, MA: Blackwell, pp. 60-71.

Berner, Erhard. 2002. "Learning from Informal Markets: Innovative Approaches to Land and Housing Provision." in David Westendorff and Deborah Eade, eds., *Development and Cities* (Oxford: Oxfam) pp.226-247.

Watch videos:
> 1. Hernando de Soto – "Capitalism at the Crossroads" (8 min)
> http://www.youtube.com/watch?v=KW5FKNpgg6I
> 2. Stewart Brand -- "Why Squatter Cities are a Good Thing" (5 min)
> http://www.youtube.com/watch?v=B67LTsGENPQ

CASE STUDIES:
Musembi, Celestine Nyamu, 2007. "De Soto and Land Relations in Rural Africa: Breathing life into Dead Theories about Property Rights." *Third World Quarterly*, 28:8, pp.1457-1478.

Esser, Daniel. 2014. "The Political Economy of Post-invasion Kabul, Afghanistan: Urban Restructuring beyond the North-South Divide." *Urban Studies* 50: 15, pp. 3084–3098.

8 – March 6, 2014

Mobility and Equality

Kunstler, James Howard. 1993. "Three Cities" in *The Geography of Nowhere*. (New York: Simon and Schuster), pp. 189-216.

Montgomery, Charles. "The Secrets of the World's Happiest Cities." *The Guardian,* November 1, 2013
http://www.theguardian.com/society/2013/nov/01/secrets-worlds-happiest-cities-commute-property-prices

CASE STUDY:
Dunckel-Graglia, Amy. 2013. 'Pink transportation' in Mexico City: Reclaiming Urban Space Through Collective Action against Gender-based Violence." *Gender and Development* 21:2, pp. 265-276.

Foran, Clare. September 16, 2013. "How to Design a City for Women." *The Atlantic Cities.*
http://www.theatlanticcities.com/commute/2013/09/how-design-city-women/6739/

<mark>Spring Break: March 9-16, 2014 – HAVE FUN!</mark>

9 – March 20, 2014
Urban Development Decisions 1: Planning as Panacea?

Henderson, Keith. 2001. "Urban service delivery in developing countries: Escaping western bureaucratic solutions." *The International Journal of Public Sector Management* 14: 4/5, pp. 327-340.

USAID, 2013. Sustainable Service Delivery in an Increasingly Urbanized World, Policy paper.
http://www.usaid.gov/sites/default/files/documents/1870/USAIDSustainableUrbanServicesPolicy.pdf

CASE STUDIES (2):
Abramson, Daniel B. 2006. "Urban Planning in China: Continuity and Change." *Journal of the American Planning Association*. 72:2, pp. 197-215.

James C. Scott, "The High Modernist City: An Experiment and a Critique" in *Seeing Like a State: How Certain Schemes to Improve the Human Condition have Failed*. pp. 103-146.

10 – March 27, 2014
Urban Development Decisions 2: Participation, Contestation, and Community Organizing

Appadurai, Arjun. 2002. "Deep Democracy: Urban Governmentality and the Horizon of Politics." *Public Culture*. 14:1, pp. 21-47.

Marcuse, Peter. 2009. "From Critical Urban Theory to the Right to the City." *City* 13: 2-3, pp. 185-197.

CASE STUDIES:
Jha, Saumitra, Vijayendra Rao and Michael Woolcock. 2007. "Governance in the Gullies: Democratic responsiveness and leadership in Delhi's slums," *World Development* 35(2), pp. 230-246.

Bhan, Gautam. 2009. "This is No Longer the City I Once Knew:" Evictions, the urban poor and the right to the city in millennial Delhi." *Environment and Urbanization*. 21:1 (April), pp. 127-142.

11 – April 3, 2014
Urban Rebounds and Resilience

IFRC and RCS, "Urbanization and Climate Change Risk." Chapter 6 in *World Disaster Report 2010: Focus on Urban Risk*. pp. 114-131.

Hopkins, Rob. 2008. "Why Building Resilience is as Important as Cutting Carbon Emissions." *The Transition Handbook* (Dartington, UK: Green Books), 54-67.

CASE STUDIES:
Sanderson, David, and Anshu Sharma. 2008. "Winners and losers from the 2001 Gujarat earthquake." *Environment and Urbanization* 20, 1 (April), pp. 177-186.

Roasa, Dustin. 2013. "The DIY Disaster Plan." Bangkok, Thailand. in the *Informal Cities Reader*, available from: http://issuu.com/paperwhite-studio/docs/informalcitiesreader092613 pp. 87-107.

12 – April 10, 2014
From Urban Renewal to New Urbanism: A final look at urban futures.
Due: service-learning project should be completed and turned in today.

Jacobs, Jane (1961), The Death and Life of Great American Cities, in: Bridge, Gary and Sophie Watson (eds.), *The Blackwell City Reader,* Malden, MA: Blackwell, pp. 273-277.

Peter Calthorpe, 1993. "The Next American Metropolis." from *The Next American Metropolis: Ecology, Community, and the American Dream*, reprinted in Stephen M. Wheeler and Timothy Beatley, eds. *The Sustainable Urban Development Reader* (New York: Routledge, 2004), 73-80.

Hollie Lund, 2003. "Testing the Claims of New Urbanism." *APA Journal* Vol. 69: 4 (Autumn), 414- 429.

Randal O'Toole, "Is Urban Planning 'Creeping Socialism?' *The Independent Review 4: 4* (Spring), 501- 516.

CASE STUDY:
Paul Hawken, Amory Lovins, and Hunter S. Lovins. 1999. "Human Capital" *Natural Capitalism.* (Snowmass, CO: Rocky Mountain Institute), pp. 285-308.

Scruggs, Greg. 2013. "Cracks in the Curitiba Myth." *Next City*, November 1, 2013. From: http://nextcity.org/infrastructure/entry/cracks-in-the-curitiba-myth

13 – April 17, 2014
Model Cities: What Can we Learn? Public Hearing Exercise
S*ee handout for full details. Students present 4-minute speeches on examples or principles of model urban projects or programs, from cities of their choosing.*

Sections 1,2,4, and Annex (all case studies) in *Livable Cities: The Benefits of Urban Environmental Planning*, published by the Cities Alliance, United Nations Environment Programme (UNEP), and ICLEI – Local Governments for Sustainability, 2007.

14- April 24, 2014
FINAL CLASS: Urban Development: Poverty, Planning, and Human Potential.
ASSIGNMENT #4: Choose your favorite quote from a course reading from this semester. Write a brief essay explaining what you find insightful about the quote (or why you disagree with it, if it is a quote which you've chosen because it's outrageous). What insight does it offer in terms of theoretical perspectives on urban areas? Contextualize the quote in light of the reading from which it is drawn and to make connections between the quote and at least one specific urban area (or a particular dimension of urbanity – this can be from a case study or from other course materials and discussions). Synthesis discussion.

Recommended Reading List
These are some of my favorite works in the field of urban studies and urban development, peppered with a few good reference books on the topic. You probably won't have time to look at them during the semester, but you may want to use this list as a bibliography for future reading at some later time.

Amin, Ash, and Thrift, Nigel, 2002. *Cities: Reimagining the Urban*. (Malden, MA: Blackwell Publishers).

Castells, Manuel. 2002 (2000). "The Culture of Cities in the Information Age." in Ida Susser, ed. *The Castells Reader on Cities and Social Theory*. (Malden: Blackwell Publishers), pp.367-389. (and Castell's original, much longer, whole books)

Cronon, William. 1991. *Nature's Metropolis*: *Chicago and the Great West*, (New York: W.W. Norton and Company.)

Davis, Mike. 2006. *Planet of Slums* (London: Verso).

Esteva, Gustavo, and Prakash, Madhu Suri. 1998. *Grassroots Postmodernism* London: Zed Books.

Hawken, Paul. 2007. *Blessed Unrest: How the Largest Movement in the World Came Into Being and Why No One Saw it Coming*. (New York: Viking Press).

Jacobs, Jane. 1961 (1993). *The Death and Life of Great American Cities* (New York: Random House).

Kunstler, James Howard. (1996) *Home From Nowhere*. (New York: Touchstone). *The Geography of Nowhere* is also a classic.

Lefebvre, Henri, translated by Robert Bononno, 1970 (2003). "From the City to Urban Society" In *The Urban Revolution*. (Minneapolis: University of Minnesota Press), pp. 1-22.

Low, Setha. 2003. *Behind the Gates: Life, Secuirt and the Pursuit of Happiness in Fortress America.* New York: Routledge.

Marine, George, Gordon MacGranahan, Mark Montgomery, and Rogelio Fernández-Castilla, eds. 2008. *Global Frontier* (London: Earthscan).

Mumford, Lewis. 1961. *The City in History* (New York: Harcourt Brace).

Neuwirth, Robert. 2005. *Shadow Cities* (New York: Routledge).

Pagano, Michael A. and Ann O'M. Bowman, 1995. *Cityscapes and Capital*. (Baltimore: Johns Hopkins University Press).

Polak, Paul. 2008. *Out of Poverty: What Works when Traditional Approaches Fail*. (San Francisco: Berrett Koehler).

Sassen, Siskia. 1997. *Cities: Between Global Actors and Local Conditions*. (College Park, MD: University of Maryland).

Scott, Allen J. ed. 2001. *Global City-Regions: Trends, Theory, Policy*. (Oxford: Oxford University Press), pp. 1-8, 11-30.

Smith, Neil. 1984 (1990) *Uneven Development: Nature, Capital and the Production of Space*, (Basil Blackwell, Oxford).

You, Nicholas, 2007. "Sustainable for Whom? The Urban Millennium and Challenges for Redefining the Global Development Planning Agenda." *City*, 11:2, July 2007, pp.214-220.

Zwingle, Erla. 2002. "Where's Everybody Going? Cities" *National Geographic* 202: 5 (Nov. 2002), 72-79.