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# Experiencing Globalization: Society, Space and Everyday Life in London

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COURSE DESIGNATOR: LNDN 3249

LANGUAGE OF INSTRUCTION: English

NUMBER OF CREDITS: 3

CONTACT HOURS: 45

## COURSE DESCRIPTION

What is globalization? How is it transforming the world and everyday life, and why has it become so controversial? Who are the winners and losers in a globalizing world and what are the implications for our shared global future? How do developments in London relate to major shifts in the workings of the world over the last four decades? As a city with complex global connections, London has been enmeshed in deepening global social, political and ecological crises, as well as becoming an important arena of conflict over efforts to address them. This course critically explores these issues by examining the city's complex relationship with the forces of globalization and the ways in which everyday life and experience in London, as well as its people, institutions, and organizations, have been shaped by—and are contributing to—global change. Emphasis will be placed on critically examining the effects of neoliberal globalization, the growing (though uneven) global dominance of projects promoting increasing freedoms for capital under the banners of “free markets” and “free trade.” This course also highlights a variety of collective challenges to these projects, some of which operate largely within the confines of London, others organized along trans-local and transnational lines. Their economic, political, cultural, and ecological aspects will be analyzed, examining the importance of class dynamics and their intersection with gender, ethnicity and other processes of hierarchical ordering. Theoretical and conceptual concerns will also be addressed, such as relations between the local and the global, the workings of power and contestation under neoliberal conditions, the interplay of space, class, and gender, and questions of responsibility within and beyond the limits of community and place.

## COURSE OBJECTIVES

The course aims to **trace** the play of uneven and contested globalizing processes as well as trans-local and transnational forms of connection and division in the lives of the people students will encounter during their studies and/or service placements, as well as the forms of social activism and political struggle that have emerged to address the challenges that these people face in everyday life. This course also allows students to **identify** and **assess** the factors that have been most significant in shaping the ways these developments have been unfolding globally, in relations between London, its inhabitants, and the wider world, and in the specific settings students encounter in field studies and / or service-learning placements. Class discussion enables students to **reflect** on and better understand the varied and sometimes unfamiliar ways in which socially engaged scholars from a variety of disciplinary backgrounds have been thinking critically about globalizing processes and their local ramifications, the factors most significant in shaping them, and the best ways of engaging them in thought and action. This course also aims to **complement** and **make connections** among students' learning across their other courses by addressing themes such as globalization, transnationalism, neoliberal capitalism and its deepening structural crises, the intersection of class dynamics with gendering, racialization, and other processes of hierarchical differentiation under specifically neoliberal conditions, as well as the salience of local, regional, and transnational forms of collective challenge to neoliberalism and its impacts, in order to illuminate synergies among diverse ways of thinking and the circumstances they address.

## METHODOLOGY

The course will operate as a seminar, combining varying amounts of lecturing as needed with a great deal of group discussion. Most of the meetings will take place in the assigned classroom and will be supplemented where appropriate by selected field studies, including neighborhood and/or site visits, student fieldwork or guest lectures from activists and practitioners. Class discussion will focus on the required readings for the week in question, which are cumulative. Emphasis will also therefore

be placed on developing the ability to synthesize course material, relating issues being discussed in any given session to ones discussed earlier in the course. In some classes, discussion will address video clips or films watched either in advance or in class.

## COURSE PREREQUISITES

**Please note—exclusion:** Students taking this course cannot take LNDN URBS 3345: *Analyzing and Exploring the Global City: London. Experiencing Globalization* is a required course for all University of Pittsburgh students taking the Global Institute of Community Engagement Program and is designed to complement and make connections with the other courses on that program, as well as students' service placements. However, there are no specific formal prerequisites for this course and it is open to all interested students. It assumes no previous knowledge of the topics and issues covered; relevant concepts and theoretical perspectives will be introduced and explained. As a seminar course, it is vital that students are prepared for extensive reading and come to each class having carefully read all the required texts for that day and are prepared to participate actively in classroom discussion.

## REQUIRED READINGS/ MATERIALS

There is one required book for the course: Doreen Massey (2007): *World City*, Polity Press, Cambridge

## RECOMMENDED READINGS

- Aldred, J. (2019): *License to Be Bad: How Economics Corrupted Us*, Penguin, London
- Bennett, S. (2009): *Londonland: An Ethnography of Labour in a World City*, Middlesex University Press, London
- Buck, N. & I. Gordon et al. (2002): *Working Capital: Life and Labour in Contemporary London*, Routledge, London
- Colon, C., A. Gristwood & M. Woolf, eds. (2018): *Globalization, Civilization, and their Discontents*, CAPA: The Global Education Network, Boston, MA
- Dorling, D. (2015): *All That is Solid: How the Great Housing Disaster Defines Our Times, and What We Can Do About It*, Penguin, London
- Friedman, T.L. (2005): *The World is Flat: A Brief History of the 21<sup>st</sup> Century*, Farrar, Straus & Giroux
- Giddens, A. (2002): *Runaway World: How Globalisation is Reshaping Our Lives*, Profile Books, London
- Hall, P. (2007): *London Voices, London Lives: Tales from a Working Capital*, Policy Press, London
- Imrie, R. & L. Lees eds. (2014): *Sustainable London? The Future of a Global City*, The Policy Press, Bristol
- Judah, B. (2016): *This is London: Life and Death in the World City*, Picador, London
- King, S.D. (2017): *Grave New World: The End of Globalization, the Return of History*, Yale University Press, New Haven, CT
- Livesey, F. (2017): *From Global to Local: The making of things and the end of globalisation*, Profile, London
- Marriott, J. & M. Minio-Paluello (2012): *The Oil Road: Journeys from the Caspian Sea to the City of London*, Verso, London
- Minton, A. (2016): *Big Capital: Who is London For?*, Penguin, London
- Murray, W. (2005): *Geographies of Globalization*, Routledge, London
- Ritzer, G. (2010): *Globalization: A Basic Text*, Wiley-Blackwell, Chichester
- Sassen, S. (2014): *Expulsions: Brutality and Complexity in the Global Economy*, Harvard University Press, Cambridge, MA
- Sparke, M. (2013): *Introducing Globalization: Ties, Tensions and Uneven Integration*, Wiley, New York
- Steger, M.B. (2003): *Globalization: A Very Short Introduction*, Oxford University Press, Oxford
- Stiglitz, G. (2017): *Globalization and its Discontents Revisited: Anti-Globalization in the Era of Trump*, W.W. Norton, New York, NY
- Wills, J. et al. (2009): *Global Cities at Work: New Migrant Divisions of Labour*, Pluto Press, London

## Useful Websites

- The Story of Platform*: <http://platformlondon.org/p-multimedia/the-story-of-platform/>
- The Carbon Web*: <http://platformlondon.org/about-us/platform-the-carbon-web/>

## GRADING

Grading Rubric		
A	93-100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90-92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87-89	
B	83-86	
B-	80-82	Achievement that meets the course requirements in every respect.
C+	77-79	
C	73-76	
C-	70-72	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
D+	67-69	
D	60-66	
F	0-59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

## SUMMARY OF HOW GRADES ARE WEIGHTED

Class participation	20%
Oral presentation: 1 x 15-min. presentation	20%
<b>Reading report: x 1: 750 words max.</b>	10%
<b>Paper 1 (mid-term paper): 1,500 words</b>	20%
<b>Paper 2 (final research paper): 2,500 words</b>	30%
<b>Overall grade</b>	<b>100%</b>

## ASSESSMENT DETAILS

### Participation 20%

This is a seminar class in which you are required to read set texts closely and analyse and assess their arguments. Familiarity with reading and active participation in discussion is therefore a vital part of your grade. Students are all expected to participate actively and critically in class discussions, and the participation portion of this class will be graded accordingly using the scale below. Collectively, we will explore and debate contentious and complex issues and divergent perspectives on them from a variety of academic, activist and policy-making perspectives; there will be a supportive and friendly atmosphere for class discussion. It is students' responsibility to ensure on the day that they are included on the register for classes and field studies. Grades will be based on the quality of participation in class discussions, such as taking an active role in asking questions, making comments, as well as evidence that required reading has been completed on time (see table below). Students are expected to think carefully about the assigned readings, to read assigned readings in advance of the class, and come in on time. All students must contribute fully to class discussions and respond thoughtfully to the field studies which are an integral component of this class. Silent attendance of class is not enough for a good

participation grade. CAPA has a mandatory attendance policy. Persistent lateness, unauthorised use of technology or lack of attention in class may result in a low or zero grade for participation, and possible referral to the Associate Director of Academic Affairs.

**Class participation will be assessed according to the following guidelines:**

<b>Grade</b>	<b>Discussion</b>	<b>Reading</b>
<b>A range</b>	<b>Excellent: consistent contributor;</b> offers original analysis and comments; always has ideas on topics of the readings; takes care not to dominate discussion	Obviously has completed all readings; intelligently uses resultant understanding to formulate comments and questions for the discussion.
<b>B+</b>	<b>Very Good: frequent, willing, and able contributor;</b> generally offers thoughtful comments based on the readings	Has done most of the readings; provides competent analysis of the readings and applies insights from class appropriately.
<b>B / B-</b>	<b>Satisfactory: frequent contributor; basic</b> grasp of key concepts but little original insight; comments/questions are of a general nature	Displays familiarity with some readings and related concepts but tends not to analyze them.
<b>C range</b>	<b>Poor: sporadic contributor;</b> comments/questions betray lack of understanding of key concepts; often digresses in unhelpful ways	Displays familiarity with few readings; rarely demonstrates analytical thought.
<b>D / F</b>	<b>Very Poor: rarely speaks or illustrates a lack of active listening and does not contribute to group discussion; merely quotes text</b> or repeats own comments or those of others	Little to no apparent familiarity with assigned material or application to relevant experience.

**Reading Report x 1: 750 words max.: 10% weekly, as assigned**

Each student will prepare a short summary and analysis of the set readings for one of the weekly classes as assigned by the instructor, summarising and evaluating their arguments and offering a synthesis of their conclusions. Students must submit them in advance of the class assigned and bring copies with them to class in order to use them as points of reference in the discussion. Students should also be prepared to be called upon to read from their reports.

**Oral Presentation: 20% weekly, as assigned**

Students, either singly or in groups as appropriate, will prepare a presentation focused on one of the course themes as assigned by the instructor, incorporating case study examples and arguments from set reading, field studies, class lecture and discussion as appropriate, allowing students to investigate key themes in greater detail and share their findings with their peers. Further guidelines will be provided in class. Students are encouraged to be creative in the presentation format; see the instructor to discuss techniques and ideas. Presentations will be graded individually: if you are working as a group, it is important that each member makes a significant contribution to the presentation. Ideally, each person should contribute equally.

Student presentations will be assessed on each of the following criteria:

- **Preparation and organisation, including effectiveness as part of a team where applicable**
- **Quality of content and analysis, including use of concepts and theoretical perspectives from classroom discussion and where applicable, fieldwork and/or internship/service-placement experience**
- **Quality of delivery**
- **Ability to generate effective discussion and class questions**

**Paper 1: Fieldwork Analysis (1,500 words): 20% due week 6**

Students will submit a paper based on the two field study visits during the first half of the semester (Canary Wharf and Occupy City / Knightsbridge tour), relating their findings from these visits to the broader context of key themes, concepts and theoretical perspectives from class discussion and set reading. Papers must be analytical rather than descriptive and based on a clearly stated thesis. They should be approx. 1,500 words in length and should incorporate secondary research (**min. 8 sources**) and specifically engage with course readings. Papers will be evaluated with respect to

strength of argument, complexity of ideas, detail and sophistication of examples, and engagement with secondary sources, concepts and arguments. Further guidelines will be provided in class.

### **Paper 2 Research Paper (2,500 words): 30% due week 14**

Students will submit one 2,500-word paper that will focus on one of the topics covered in class and situate specific issues, projects and/or organizations across both the “local” scale of London and its “global” context. A short list of suitable topics and case studies will be provided by the instructor. Students must not select a topic or organization which they have already covered in previous work for the course. Papers must be analytical rather than descriptive, based on a clearly stated thesis and be supported by specific reference to concepts and theoretical approaches from set reading. Written analysis must be supported by a **minimum of ten secondary sources** including set reading, which must be cited in the text and in a final bibliography. For this paper, students must demonstrate their ability to synthesise set reading, research and apply theoretical perspectives and case studies from the broader literature to produce a critical, cohesive and balanced argument drawing on relevant concepts and debates in the field. In addition to set reading, relevant resources will be found in the CAPA Resource Centre, as well as through students’ institutional online access to scholarly journals and (on request) the SUNY Online Library: <http://libraryguides.oswego.edu/capa>.

## **COURSE CONTENT**

### **UNIT 1**

#### **Introduction: What Is Globalisation?**

**Lecture and discussion:** Introduction to the course and assignments. What is globalisation and how does it relate to the growing reach and changing character of capitalism? What is neoliberalism and how does it relate to transnational processes and forms of organization? What are the implications of the growing—though uneven—global dominance of neoliberal capitalist projects and the mounting challenges to them? How have these tensions been affected by the interplay of deepening social crises since 2007-088 and the rapid intensification of ecological risks? What should we make of the recent rise of populist movements such as those associated with Brexit and the election of Donald Trump that—on the surface at least—seem deeply hostile to neoliberalism and, in some cases, to globalization as a whole? What are the ways in which this has shaped and been shaped by the interplay of class, race, and gender dynamics?

**Follow-up reading:**

Harvey, David (2007): “Neoliberalism as Creative Destruction,” *Annals of the American Academy of Political and Social Science*, 610 (1): 21-44 (22pp.)

Gerbaudo, Paulo (2017): “The Populist Era,” *Soundings*, 65: 46-58 (12pp.)

Robinson, William I. (2017): “The Battle Against Trumpism and Specter of 21st Century Fascism,” online, available at: <http://www.telesur.tv/english/opinion/The-Battle-Against-Trumpism-and-Specter-of-21st-Century-Fascism-20170121-0022.html>. (c. 7pp.)

Trask, Bahira (2013): “Globalizing Forces: Neoliberalism, Economic Restructuring, and the Transformation of the Global Workforce,” Chapter 2 in *Women, Work, and Globalization: Challenges and Opportunities*, Routledge, New York, NY (27pp.)

## UNIT 2

### Neoliberalism in Action: London & the UK

**Lecture and discussion:** How has the neoliberal turn affected the United Kingdom? How, more specifically, has neoliberalism influenced London and its relation to the wider world? How have people, institutions, and organizations located in London been affected by the growing global dominance of neoliberal capitalism, by the mounting challenges directed at it, and by the growing salience of transnational arrangements for both capitalists and workers? How have people, institutions, and organizations in London contributed to these developments?

**Screening and discussion:** *Doreen Massey on London* (2013):

<https://www.youtube.com/watch?v=zhHeelvwEN0&t=4s> and Stephen Frears, dir. (1987)—*Sammy and Rosie Get Laid*

**Reading:**

Hall, Stuart (2011): “The Neoliberal Revolution,” *Soundings* (22p.)

Massey, Doreen (2007): *World City*—Introduction: “The Future of Our World;” and Ch, 8, “Ground the Global” (36pp.)

Evans, Gillian (2017): “Brexit Britain: Why We are All Postindustrial Now,” *American Ethnologist*, 44: 2 (5pp.)

## UNIT 3

### Going Global—Canary Wharf

**Field Study and discussion:** Canary Wharf and Museum of London Docklands. What does it mean to develop a global sense of place? What does Canary Wharf reveal about the ways in which London and its relationship with the wider world have been changing since the 1970s and about contending interpretations of these changes? What can we learn about changes in the economic dimensions of this relationship and related shifts in London’s built environment, the region’s patterns of migration, labour market, and access to affordable housing? What can we learn about the nature of collective challenges to the hardships that these shifts have helped produce, especially regarding the interplay of community-focused organizations and new forms of trade-union activism?

**Reading:**

Faulconbridge, Guy & Andrew Osborn (2013): “Thatcher’s Legacy: A Citadel of Finance atop Once-derelict Docks” <http://uk.reuters.com/article/uk-britain-thatcher-wharf-idUKBRE93F0S920130416> (c. 3pp.)

Massey, Doreen (1991): “A Global Sense of Place,” in *Space, Place and Gender*, University of Minnesota Press, Minneapolis, MN (5pp.)

Pai, Hsiao-Hung (2004): “The Invisibles: Migrant Cleaners at Canary Wharf,” *Feminist Review* (10pp.)

Wills, Jane (2008): “Making Class Politics Possible: Organizing Contract Cleaners in London,” *International Journal of Urban and Regional Research*, 32 (2): 305-323 (18pp.)

## UNIT 4

**Lecture and discussion:** How should we understand the relationship between the local and the global under contemporary conditions? How does this relate to the varied meanings of “community”? What should we make of the contending ways that concepts of the local, community, and the global are—and have been—mobilized and rendered concrete in London by groups involved in political struggles over specific aspects of the neoliberal turn? How should we assess attempts to address social tensions through an emphasis on “community cohesion” and the subsequent emphasis on “localism”? We will consider these efforts using the ideas of Foucault, Gramsci and others as an analytical lens, exploring for example notions of neoliberal governmentality and the interplay of coercion and consent. We will also explore the relationship between the community-based activism of groups such as London Citizens, trade-union activism, and emerging forms of “progressive localism.” What are the relative merits of organizing locally, translocally, and transnationally? How does all of this relate to Massey’s promotion of a sense of responsibility beyond the local—“a politics of place beyond place”?

**Reading:**

Featherstone, David et al. (2012): “Progressive Localism and the Construction of Political Alternatives,” *Transactions of the Institute of British Geographers*, 37 (2): 177-182 (5pp.)

Massey, Doreen (2007): *World City*—Ch. 9, “Identity, Place, Responsibility” and Ch. 10, “A Politics of Place beyond Place” (32pp.)

Penny, Joe (2017): “Between Coercion and Consent: The Politics of ‘Cooperative Governance’ at a Time of ‘Austerity Localism’ in London,” *Urban Geography*, 38 (9): 1352-1373 (22pp.)

Wills, Jane (2012): “The Geography of Community and Political Organisation in London Today,” *Political Geography*, 31 (2): 114-126 (12pp.)

## UNIT 5

**Field study and discussion:** The Square Mile/City or Knightsbridge “Occupy” Walking Tour. How has the power of capitalism operating in London, and its support from local politics and the media influenced the promotion of neoliberal capitalism around the world, the intensification of its social and ecological crises, and dominant responses to these crises? This class will examine the role of the transnational capitalist class (or global elite) in reshaping London’s built environment and the lives of its inhabitants, as well as considering how their varied business operations and personal consumption practices have affected the type of economic activities conducted in London, the local distribution of wealth and income, and the organization and appearance of the cityscape, its politics, and its cultural life.

**Reading:**

Atkinson, Rowland et al (2017): “The Plutocratic City: Elite Formation, Power and Space in Contemporary London,” *Theory, Culture and Society*, 34 (5-6): 179-200 (20pp.)

Massey, Doreen (2007): *World City*—Ch. 1. (25pp.)

McDowell, Linda (2010): “Capital Culture Revisited: Sex, Testosterone and the City,” *International Journal of Urban and Regional Research*, 34 (3): 652-658 (7pp.)

Moore, Rowan (2015): "London: The City That Ate Itself," *The Guardian*, online, available at: <https://www.theguardian.com/uk-news/2015/jun/28/london-the-city-that-ate-itself-rowan-moore> (13pp.)

Shaxson, Nicholas (2013): "A Tale of Two Londons," *Vanity Fair*, <https://www.vanityfair.com/style/society/2013/04/mysterious-residents-one-hyde-park-london> (19pp.)

**Possible viewing before class:**

Stewart Lee (2014): *Stewart Lee's Comedy Vehicle*, Series 3, #5

Marc Isaacs, dir. (2010): *Men of the City*

## UNIT 6

**Lecture and discussion:** What are the class dynamics of neoliberal capitalism? This class critically examines the exploitation of both paid and unpaid labour, contradictory class interests, and the nature of class struggle. What is the significance of these dynamics now operating at a global scale? We will examine the interplay of capitalists' varied efforts to offset deepening contradictions in the pursuit of capital accumulation and the increasingly frequent, class-inflected forms of challenge to these efforts around the world. How do these dynamics relate to processes of hierarchical differentiation such as gendering and racialization? In the context of the UK, how have the cultural politics of neoliberalism worked to marginalize critiques of class dynamics and to divide workers from one another? What are the best ways of engaging questions of exploitation, classification, and abjection and analysing class dynamics in ways equally attentive to their economic, political, cultural (and, indeed, ecological) dimensions?

**Reading:**

Evans, Gillian (2012): "The Aboriginal People of England: The Culture of Class Politics in Contemporary Britain," *Focaal: Journal of Global and Historical Anthropology*, 17-29 (12pp.)

Libcom.org (2011): "Capitalism, Class, & Class Struggle for (ex) Dummies," online, available at: <http://libcom.org/files/Capitalism%20for%20ex-dummies.pdf> (9pp.)

Silver, Beverly (2013): "Theorising the Working Class in Twenty-First Century Global Capitalism," from *Workers and Labour in a Globalised Capitalism: Contemporary Themes and Theoretical Issues* (editor: Maurizio Atzeni), Palgrave Macmillan, London (23pp.)

Tyler, Imogen (2013): "Britain and its Poor," in *Revolting Subjects: Social Abjection and Resistance in Neoliberal Britain*, University of Chicago Press, Chicago, IL (25pp.)

## UNIT 7

### Migration

**Field study and discussion: visit to the Museum of Migration or guest lecture.** How have patterns of migration to London and the UK, and the experiences of the people involved been changing over the last four decades? How do these changes relate to broader shifts in migration to the Global North? How have they been affected by the impact of neoliberal projects on both London, the UK, and the areas from which the migrants come? What has been happening to people who end up in low paid work in the London region? How have these processes affected their relations with people in the places from which they have been coming? How useful are concepts such as precarity, polarization, super-diversity, and transnationalism in understanding their experiences and their impact on the lives of others?

**Reading:**

Datta, Kavita et al (2011): “Global Workers for Global Cities: Low Paid Migrant Labour in London,” in Ben Derudder, Michael Hoyler, et al, eds., *International Handbook of Globalization and World Cities*, Edward Elgar, Cheltenham, 390-397 (7pp.)

Datu, Kerwin (2014): “Settlement Patterns of Migrants from Rich and Poor Countries into the London Metropolitan Region Since 2001” in Ben Kochan, ed., *Migration and London’s Growth*, LSE, London, 11-26 (15pp.)

Massey, Doreen (2007): *World City*—Ch. 2, “A Successful City... But” (18pp.)

Lewis, Hannah et al (2015): “Hyper-precarious Lives: Migrants, Work and Forced Labour in the Global North,” *Progress in Human Geography*, 1-21 (20pp.)

Wills, Jane et al (2010): “Relational Lives: Migrants, London and the Rest of the World,” in *Global Cities at Work: New Migrant Divisions of Labour*, Pluto Press, London, 138-162 (24pp.)

**Possible viewing before class:**

Stewart Lee (2014): *Stewart Lee’s Comedy Vehicle*, Series 3, #2.

Ken Loach, dir. (2007): *It’s a Free World...* (96 mins.)

**UNIT 8****Labour**

**Lecture and discussion:** How have people’s experiences of paid and unpaid labour in London and the UK been affected by globalisation? How have people organized to address the labour-related challenges faced by both migrants and non-migrants? To what extent and in what ways have they sought to connect the concerns of migrants and non-migrants? What images, rhetoric, and organizing techniques have they employed, and to what effect? How have relations between class-related and community affiliations and between local, translocal, and transnational orientations been played out in people’s responses to the challenges they face?

**Screening and discussion:** excerpts from Stephen Frears, dir. (2002): *Dirty Pretty Things*

**Reading:**

Alberti, Gabriella (2016): “Moving beyond the Dichotomy of Workplace and Community Unionism: The Challenges of Organising Migrant Workers in London’s Hotels,” *Economic and Industrial Democracy*, 37 (1): 73-94 (21 pp.)

Anderson, Bridget (2015): “Migrant Domestic Workers: Good Workers, Poor Slaves, New Connections,” *Social Politics: International Studies in Gender, State & Society*, 22 (4): 636–652 (16pp.)

Massey, Doreen (2007): *World City*—Ch. 3, “Imagining the City” (21pp.)

MacKinnon, Danny et al (2011): “Globalisation, Labour Markets and Communities in Contemporary Britain,” Joseph Rowntree Foundation (48pp.)

**UNIT 9**

## A Housing Crisis?

**Lecture and discussion:** What are the main features of the global housing crisis? How are they being played out across the city and experienced by Londoners? How have local developments been shaped by neoliberal globalisation, its deepening crises, and varied efforts to challenge its impacts on housing and the built environment? For example, what roles do international investment, the local state and members of the creative class play in these processes? What are the implications of gentrification as the prime mechanism for urban restructuring and the social displacement inherent in these processes? What are the ways in which people have resisted these developments and promoted alternatives?

### Screening and discussion:

Witness.org (2012): *People Before Profit*—<https://www.youtube.com/watch?v=C3qzvEdwsrY>. (11 mins.)

Loretta Lees (2014): *Gentrification and What Can be Done to Stop It* (TEDx)  
[https://www.youtube.com/watch?v=gMz1x5\\_yF2Q](https://www.youtube.com/watch?v=gMz1x5_yF2Q). (19 mins.)

### Reading:

Black, Gabriel (2016): “Financial Parasitism and the Global Housing Crisis,” *World Socialist Website*,  
<https://www.wsws.org/en/articles/2016/05/31/rent-m31.html>. (c. 3pp.)

Bunce, Susannah (2016): “Pursuing Urban Commons: Politics and Alliances in Community Land Trust Activism in East London,” *Antipode*, 48 (1): 134-150 (16pp.)

Butler, Tim & Loretta Lees (2006): “Super-Gentrification in Barnsbury, London: Globalization and Gentrifying Global Elites at the Neighbourhood Level,” *Transactions of the Institute of British Geographers*, 31 (4): 467-487 (20pp.)

Engel, Matthew (2016): “The Bubble that Turned into a Tide: How London Got Hooked on Gentrification,” *The Guardian*, September 24, online, available at: <https://www.theguardian.com/cities/2016/sep/24/the-bubble-that-turned-into-a-tide-how-london-got-hooked-on-gentrification> (7pp.)

Lees, Loretta & Mara Ferreri (2016): “Resisting Gentrification on Its Final Frontiers: Learning from the Heygate Estate in London (1974–2013),” *Cities*, 57: 14-24 (10pp.)

Madden, David & Peter Marcuse (2016): “The Permanent Crisis of Housing,” *Jacobin*, February, online, available at: <https://www.jacobinmag.com/2016/10/housing-crisis-rent-landlords-homeless-affordability> (10pp.)

## UNIT 10

### Cultural Politics & Resistance

**Lecture and discussion:** What is meant by the pursuit of class-related hegemony and what part has it played in the promotion of neoliberal projects in Britain? What has been the relationship between coercion and attempts to exert effective cultural or ideological influence via the shaping of what counts as “common sense”? What has been the relationship between efforts to generate overall consent for the neoliberal approach, to forge effective alliances in support of specific versions of the neoliberal project, and to shape the ways people conduct their daily lives in interrelated areas such as labour, consumption, political involvement, and intimate relations (familial and otherwise)? How have these efforts been played out across a range of settings from public discourses about economics and life counseling to specific “reality” TV shows, and how do they intersect with processes of hierarchical classing, gendering, and racialization? How effective have they been and what are their political implications and the ways in which they have been resisted? How does recent unrest and protest, including the London Riots of 2011, illuminate

these issues? What kinds of attempts have emerged to promote progressive alternatives to the ways of thinking and (inter)acting that they promote?

**Screening and discussion:** excerpts from the reality TV series *Benefits Street*, Channel 4, and others.

**Reading:**

Harvey, David (2013): “London 2011: Feral Capitalism Hits the Streets,” in *Rebel Cities: From the Right to the City to the Urban Revolution*, Verso, London, pp. 155-157

Massey, Doreen (2011): “Ideology and Economics in the Present Moment,” *Soundings*, online, available at: [https://www.lwbooks.co.uk/sites/default/files/s48\\_03massey.pdf](https://www.lwbooks.co.uk/sites/default/files/s48_03massey.pdf) (11pp.)

McRobbie, Angela (2016): “The Gender of Post-Fordism: ‘Passionate Work,’ ‘Risk Class,’ and ‘A Life of One’s Own’” in *Be Creative: Making a Living in the New Culture Industries*, 87-114, John Wiley, Chichester (27pp.)

Mishra, Pankaj (2011): “London’s Rioters are Thatcher’s Grandchildren,” *Bloomberg View*, August 11, online, available at <https://www.bloomberg.com/view/articles/2011-08-12/london-s-rioters-are-thatcher-s-grandchildren-commentary-by-pankaj-mishra>

Skeggs, Beverly (2011): “Imagining Personhood Differently: Person Value and Autonomist Working-Class Value Practices,” *The Sociological Review*, 59 (3): 496-513 (17pp.)

## UNIT 11

**Lecture and discussion:** How are we connected to the lives of others, both far away and near at hand, through the commodities that we consume, and the complex chains and networks involved in their production, distribution, sales, consumption and disposal, as well as the people who carry out these interrelated activities? What are our responsibilities regarding the ways these chains or networks are organized, the broader social and ecological frameworks in which they operate, and their varied impacts on the people involved? Case study: the fashion industry in London—we will examine its links to designers, raw-material producers, assembly workers, distribution and retail workers, and consumers of second-hand clothing and accessories around the world. How have its networks and the lives of the people who participate in them been shaped by neoliberal policies and the growing opposition that they have encountered? Does the transnational organization of the industry require transnational forms of counter-organizing to challenge the problems created by the industry and the social and ecological frameworks within which it operates? We will also assess the varied goals and methods being pursued by individuals and groups seeking to change how the industry currently works.

**Screening and discussion:** Andrew Morgan dir. (2015): *The True Cost* (92 mins.)

**Reading:**

Hoskins, Tansy (2015): “Neoliberalism and Fashion,” *The Oxford Left Review*, 14, online, available at: <https://oxfordleftreview.com/olr-issue-14/tansy-hoskins-neoliberalism-and-fashion/> (13pp.)

Seabrook, Jeremy (2012): “The Price of “Progress”?: From Senghenydd to Savar,” *Race and Class*, 55 (2): 82-92 (11pp.)

McRobbie, Angela (2002): “Fashion Culture: Creative Work, Female Individualization,” *Feminist Review*, 71: 52-62 (11pp.)

Merk, Jeroen (2009): “Jumping Scale and Bridging Space in the Era of Corporate Social Responsibility: Cross-Border Labour Struggles in the Global Garment Industry,” *Third World Quarterly*, 30 (3): 599-615 (16pp.)

War on Want (2014): “Never Again: Making Fashion Factories Safe,” online, available at: <https://waronwant.org/sites/default/files/never%20again%20-%20making%20fashions%20factories%20safe.pdf> (15pp.)

## UNIT 12

### Ecological Relations

**Field study:** *While London Burns* audio tour and/or guest lecture: platform London. What are the main ecological problems facing the world today? To what extent and in what ways have they been shaped by the asymmetric interplay of neoliberal policies and the growing opposition they have encountered? What are the main ecological problems that London is facing and what are the best ways of addressing them? How have organizations and institutions based in London contributed to ecological problems around the world? How does London operate as an arena of contestation, protest, and the development of solutions?

**Case study:** the extraction, distribution, and consumption of oil and natural gas and the work of Platform in addressing these problems through research, education, activism, and art.

**Reading:**

Bottoms, Stephen et al. (2012): “‘We the City’: An Interview with Platform, London,” *Performance Research*, 14 (4): 128-134 (7pp.)

Herrick, Claire (2014): “Building the Healthy City in London” in Robert Imrie & Loretta Lees, eds., *Sustainable London? The Future of a Global City*, 263-282, The Policy Press, Bristol

Marriott, James & Mika Minio-Paluello (2012): “Epilogue: The Oil City,” in *The Oil Road: Journeys from the Caspian Sea to the City of London*, 337-354, Verso, London

Platform (2014): “Energy beyond Neoliberalism,” *Soundings* (22pp.)

Steger, Manfred B. (2017): “The Ecological Dimension of Globalization,” in *Globalization: A Very Short Introduction*, 92-108, Oxford University Press, Oxford (16pp.)

## UNIT 13

### Alternative Futures

**Synthesis and discussion:** In the light of readings and discussions over the course of the semester, what is our assessment of the various proposals for displacing neoliberalism? What are the prospects for a socially just future for London? What are our preferred goals and methods for addressing the future of London and its relationship to the wider world and, more broadly, the future of the struggles over neoliberal globalisation within which this relationship continues to evolve?

**Reading:**

Massey, Doreen (2007): *World City*—“Concluding Reflections” (6pp.)

Massey, Doreen & Michael Rustin (2015): “Displacing Neoliberalism,” online, available at:

## **ATTENDANCE POLICY**

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

## **UNIVERSITY OF MINNESOTA POLICIES AND PROCEDURES**

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

### **SCHOLASTIC DISHONESTY:**

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

### **STUDENT CONDUCT:**

The University of Minnesota has specific policies concerning student conduct. This information can be found on the Learning Abroad Center website.