This course is an introduction to socio-political evolution of cities in Europe. It is designed to provide the student with practical and theoretical tools to understand and critically analyze European cities. We will take a close look at the social, political and urban challenges these cities are currently facing.

Urban concepts, as well as pertinent theories in the field, will be studied in order to better comprehend the ever-changing urban fabric of metropolitan centers across Europe. We will pay special attention to Madrid, and how this city is responding to issues such as gentrification, social exclusion, immigration, racial and spatial segregation, political participation and social movements, public spaces, creative industries, environmental policies, sustainability and local economic development. Specific case studies will provide concrete examples of participatory and bottom-up initiatives.

The second half of the course will provide students with a comparative approach as we turn to Barcelona and Berlin on issues related on city models and innovation.

The course has a emphasis on an experience in the city. We will do at least three visits during the course to Malasaña (March 16th), Lavapies (April 1st) and Mercado de Maravillas (April 11th). Students should visit another two city markets. We will eventually make another visit to the district of Vallecas. This will be a non-compulsory activity that will be scheduled after week 3 checking the availability of students.

The instructor can do during class time a small test to assess the extent to which students have prepared the day’s and previous readings.
Desired Outcomes

The main question to be answered in this course is what are the main current challenges for some of the main cities of the world and what are the strategies to cope with them? The learning target is to integrate urban policy and urban governance in the knowledge background of students from different academic and professional origins from a multidisciplinary and comparative perspective: social, political and urban.

One Participation + class presentations (20%): Students should participate in class both spontaneously and at the requirement of the instructor. They are expected to be updated with week readings and news and be able to answer and take part in discussions relevant to the course topics. Students should be ready to summarize every week that correspondent readings to the sessions. Each student should do a class presentation on one of the articles of the reading list. They should present a summary with the main arguments of the article and suggest one or two critical points to it. The presentation will be about 5 to 7 minutes long.

Class Assignments (20%) There will be three assignments: one individual and two in groups of two.

Deadline for assignments:

L’Haine: March 18th
Gentrication: April 6th
Markets: April 11th

Midterm exam (30%) Both exams will be open book and based on essay type questions. Open book exams require that students prepare it thoroughly by reading and making summaries of the readings in order to know where the information is. The exam questions will give the chance to students to relate different readings and topics treated in class around a specific question.

Final exam (30%) Failure to submit or fulfill any required course component will result in failure of the class, regardless of grades achieved in other assignments.

Grading Policy

Statement on Provisions to students with disabilities

Academic accommodations are available for students with documented disabilities. Please contact the Moses Center for Students with Disabilities at 212-998-4980 or see their website (http://www.nyu.edu/life/safety-health-andwellness/students-with-disabilities.html) for further information.
Students with disabilities who believe that they may need accommodations in a class are encouraged to contact the Moses Center for Students with Disabilities at (212) 998-4980 as soon as possible to better ensure that such accommodations are implemented in a timely fashion. For more information, see Study Away and Disability.

Attendance Policy

Study abroad at Global Academic Centers is an academically intensive and immersive experience in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. To ensure the integrity of this academic experience, class attendance at the centers is mandatory, and unexcused absences will be penalized with a two percent deduction from the student’s final course grade for every week's worth of classes missed. Students are responsible for making up any work missed due to absence. Repeated absences in a course may result in harsher penalties including failure.

Unexcused absences affect students’ grades: In classes meeting twice a week, a 1% deduction from the student’s final course grade occurs on the occasion of each unexcused absence.

Absences are excused only for illness, religious observance, and emergencies.

Illness: For a single absence, students may be required to provide a doctor’s note, at the discretion of the Assistant Directors of Academics. In the case of two consecutive absences, students must provide a doctor’s note. Exams, quizzes, and presentations will not be made up without a doctor’s note.

Religious Observance: Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. This is for the holiday only and does not include the days of travel that may come before and/or after the holiday. Students must notify their instructor and the Academic Office in writing via email one week in advance before being absent for this purpose. If exams, quizzes, and presentations are scheduled on a holiday a student will observe, the Assistant Directors, in coordination with the instructor, will reschedule them.

Please note: if you are unable to attend class, you are required to email your professors directly and notify them.

Late Submission of Work
Plagiarism Policy

At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community.

Plagiarism: presenting others’ work without adequate acknowledgement of its source, as though it were one’s own. Plagiarism is a form of fraud. We all stand on the shoulders of others, and we must give credit to the creators of the works that we incorporate into products that we call our own. Some examples of plagiarism:

· a sequence of words incorporated without quotation marks
· an unacknowledged passage paraphrased from another's work
· the use of ideas, sound recordings, computer data or images created by others as though it were one’s own
· submitting evaluations of group members’ work for an assigned group project which misrepresent the work that was performed by another group member
· altering or forging academic documents, including but not limited to admissions materials, academic records, grade reports, add/drop forms, course registration forms, etc.
· using language translation software.

For further information, students are encouraged to check www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/academic-integrity-for-students-at-nyu.html

Required Text(s)

These readings are key to understand the main focus of the course. Students should have them present and use the concepts and examples contained in them along the course and could be asked in class about them orally or in written format. They are expected to read them in the first two weeks of course. The Blackwell City Reader is available at NYU Madrid’s library.


Required Text(s) available via NYU Classes


Richard Florida´s web page (have a look to it and listen to one or two speaches) [http://www.creativeclass.com/richard_florida/multimedia_showcase#Lecture_in_Savannah](http://www.creativeclass.com/richard_florida/multimedia_showcase#Lecture_in_Savannah)


Harvey, D. Political Economy of Public Space, in author’s web site:


**Session 1**

**An introduction to the course: the right to the city**
January 29th (FRIDAY)
We will have a look to the roadmap of the course through the different topics and readings. The concept about the right to the city will help us to frame the general urban dynamics that are taking place in the world currently.

Readings:

Session 2
February 1st
The Modern European city: past and future (I)
The course starts with an introduction to the main theoretical approaches to the study and understanding of cities in the last two centuries. What are the main elements that have raised the need to theorize about the city? How did industrialization changed the notion of the city and to what extend there has been an specific European city?

Readings:

Session 3
February 3rd
Industrialization and its impact on urbanization
Industrialization in the C19th change the fate of economy, society and the urban fabric many European cities. We will discuss how the current models of urbanization are inherited from the way in which the bourgeoisie in Europe and the US reinvented urban and domestic space both physically and symbolically. The new urban proletariat and the reaction of the upper classes to the social and physical transformation will be analyzed through Engels classical essay and Fishman’s approach to suburbia.

Readings:


Film suggestions:
A room with a view (1985) James Ivory
Oliver Twist (2005) Roman Polansky
Session 4  
February 8th  
**The Modern European city: past and future (II)**

This session will introduce some of the main issues concerning the European city as a category considering a social, economic and political perspective regarding the evolution of housing as a distinct feature of it.

**Readings:**


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Session 5  
February 10th  
**European cities in a globalized world**

The imbrication of European cities in the global economy is considered as a key variable to cope with some of its most critical challenges in the aftermath of its industrial and economic protagonism.

**Readings:**


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Session 6  
February 15th  
**What is urban governance? Actors, concepts and evolution**

Urban governance has transformed the way cities are managed; furthermore it has introduced new sets of relations between actors. A debate is open whether efficiency in policy making has overshadow legitimacy and accountability We will look at the case of the UK as a testing field of the New Public Management.

**Readings:**


How Institutions Change (and Stay the Same) in Local Governance, Policy Studies, 26, pp. 291-309.

Session 7
February 17th

Crises and the city. The case of Madrid

This section will approach to the impact of the economic bubble on Spanish cities. The massive urbanisation of the country and the equation that allowed price increases with supply increases of the housing stock. We will analyze the complexities of the crises and its normative, cultural and social origins.

Readings:


http://ezproxy.library.nyu.edu:2342/regional/regionaldevelopment/39905260.pdf

Recomended readings:

We will screen the short animation movie: Españistan by Alex Saló  
https://www.youtube.com/watch?v=xWrbAmtZuGe

Film Suggestions:
Barrio (1998) León de Aranoa
A ras de Suelo (2004) Alberto Garcia Ortiz (subtitled versión  
https://www.youtube.com/watch?v=_5zae1A0p48)

Session 8
February 22nd

Key concepts in the global city: gentrification, segregation, and cohesion.

Cities can’t be understood without looking at the conceptual framework in which it takes place. Concepts such as gentrification, segregation or social cohesion shed light over social structure and urban dynamics.

Readings:


**Documentary suggestion:**
En Construcción (2001), José Luis Guérín

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**Session 9**
**February 24th**

**Taking part: citizens, social movements and participation.**

Citizen participation has flourished in the last decades in most European cities as a critical element in urban governance. We will analyze the role of citizens in policy making and how different strategies allow the influence in the policy process.

**Readings:**


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**Session 10**
**February 29th**

**The right to the city I: bottom-up mobilization and social innovation.**

Substantial parts of urban change, especially in deprived or gentrified neighborhoods are the result of the initiatives and mobilization of grassroots organizations claiming the right to the city. We will have a look at specific cases in Berlin in Madrid around public space and the way social media is radically transforming the scenario of grass root movements and bottom-up mobilization.

**Readings:**


**Documentary suggestion:**
Tornallum (2003) Enric Péris
[https://www.youtube.com/watch?v=rPC5D9msKGo](https://www.youtube.com/watch?v=rPC5D9msKGo)
Session 11  
March 2\textsuperscript{nd}  

The right to the city II: Planning from the bottom  

We will meet some activist & professional architects and planners and will share with us some of their work and the evolution from activism to professional activity without leaving the former behind. Students will be brief about the collective and are expected to formulate insightful questions in relation to their work, their presentation and their character as new urban activisms (see my article).

One student will present the speaker and make a 3-4 minute introduction and will moderate the debate with the speaker, the instructor and the other students.

Session 12  
March 7\textsuperscript{th}  

MIDTERM EXAM  

Session 13  
March 9\textsuperscript{th}  

Who cares for what? Social policies, inequality and urban exclusion in the twilight of the welfare state. (I)  

Welfare State policies have contributed to shape currents European cities, but have not succeeded to address all the imbalances that social and economic dynamics have posed on them. This section analyses urban poverty and the logics of deprived neighborhood

Readings:


Documentary requirement:

The Spirit of 45 (2013) Ken Loach

Session 14  
March 14\textsuperscript{th}  

Who cares for what? Social policies, inequality and urban exclusion in the twilight of the welfare state. (II)  

Following the previous session we will look at the capacity of social policy and communities to tackle social exclusion and what are the prospects for the future in the eve of economic crisis upon European States.
Readings:


Assignment: *L’Haine* (1996). Students should watch the movie on their own and develop three questions proposed by the instructor. The written work, 250-300 words per question, should be handed in and by email in by *March 18th*.

Questions for *L’Haine*:
- How do the protagonists relate to the mainstream city and to “their” city?
- How is social and spatial segregation expressed in the film?
- What are the main social and urban problems showed in the film?
- To what extend does the film predicts the events of 2006?

Documentary suggestions:

Sweet Sixteen (2002)
Ladybird, Ladybird (1994)

**Session 15**
March 16th

**Immigration in the city: identities, spatial segregation and elusive policies in Fortress Europe.**

One of the most transcendental changes experienced in Europe afters WWII is its demographic change with the arrival of millions of workers and families from others continents or European countries. The impact of immigration, on society and culture, inherently urban phenomena, will be addressed in this session jointly with the different models of immigration management in Europe and the different paces that took place in the South and the North.

Regions:


**Barrios Bajos (2007)** Documentary Andres Walliser and Haim Samuels. 55´. This documentary is required as the readings. Instructor will give you access to it.
Visit to Lavapies:

We will meet at 9:00 in Metro Tirso de Molina (Line 1 light blue, exit at teatro Apolo). We will tour in the neighbourhood of Embajadores, popularly known as Lavapies and learn about this multicultural neighbourhood and its housing and public space conditions. We will back to school by 11:00. Its very important to be at 9:00 sharp.

SPRING BREAK

Session 16
March 28th

Sex in the city: a gender approach to urbanization

In an environment traditionally design by and for men it is very relevant to analyze a gender approach to the city both from the planning perspective and from the way women regard living in the city and claim the right to it.

Regions:


Film suggestion:
Solas (1999) by Benito Zambrano

Session 17
March 30th

Urban regeneration in deprived neighbourhoods (I): strategies and challenges

City centres and post war peripheric housing states have been targeted from a spatial and physical strategy to be regenerated through ambitious programs. We will look at different cases in Northen and Southern Europe. We will asses their impact and the way they are affectd by economic and political variables.

Readings:

Session 18
April 1st
(FRIDAY)

Urban regeneration in deprived neighbourhoods (II): The case of “Malasaña”

We will look at the ARI Pez Luna, an ambitious regeneration plan that exemplifies the role of governance in urban policy and the influence of different stakeholders. We will also assess how the neighborhood was being gentrified at the same time as it was regenerated.

Readings:

Anna Mendez de Andes (2009)


Visit to Malasaña:

We will meet at the Exit of Metro Tribunal (Line 1 light blue, exit Barceló) at 9:00. We will make a visit to Malasaña neighbourhood (technically called universidad) where we will assess the dynamics of change of the area in terms of public spaces, gentrification and business.

Students are expected to be actively involved in the discussion of the readings during the visit, providing examples and insightful questions and comments about the neighbourhood based on the readings.

We will finish in time so you can go back to school at 11:00.

Assignment:

Students should do a 2.000 word essay about gentrification based on the case of Madrid comparing Malasaña and Lavapies. You should make working groups of two and include pictures and maps. A video essay is welcome too.

The essay should answer the following questions:

- What are the main features of gentrification considering its positive and negative aspects.
- How is this process expressed in Malasaña and Lavapies?
- In which way are they similar or different?

Deadline: April 6th
**Session 19**  
**April 4th**  

**The right to the city (III) an approach to Jane Jacobs**  
In this session we will work with Jane Jacobs seminal book Life and Death of Great American Cities

**Readings:**

Introduction (pp 3-27) Please not that the paging might change once the latest edition arrives to our library.

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**Session 20**  
**April 6th**  

**Public space: Heart and soul of the city I**

Public space has historically represented the soul of city’s liveness and character. Appropriation and control of it has been a common pattern involving citizens and power. This section aims to give an overview of public space in European cities and how it is being transform into place.

**Readings:**

Harvey, D. Political Economy of Public Space, in author’s web site:  


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**Session 21**  
**April 11th**  

**Public Space: Heart and Soul of the city II**

We will assess the importance of economic activity at the neighbourhood level and its implications for urban quality of life from a multidimensional perspective. We will visit Mercado de Maravillas. One of the biggest in Europe which has recovered its protagonism after years of decay with the arrival of immigrants to the neighbourhood.

**Readings:**

Ch 7 The Generators of Diversity and Ch 8 The need for primary mixed uses (Pp143-177) Please not that the paging might change once the latest edition arrives to our library.
Visit to Mercado de Maravillas. Meeting in Metro Cuatro Caminos (Line 1 light blue, exit Bravo Murillo in front of McDonalds) at 9:05. We will be back to school at 11:00

Assignment:
Students should write an assignment of 1.500 words on the public Markets in Madrid. You should make up teams of two. They should visit on their own two of the following markets:

Mercado de San Antón or Mercado de San Miguel and Mercado de San Fernando or Mercado de Antón Martín or Mercado de Vallehermoso.

They should analyze the two models of market regeneration: one oriented to tourism and the other with a bottom-up approach with more local business and customers. Students are required to include pictures or video and make some research on their own which will include some additional written and media sources and eventual conversations/interviews with local stakeholders.

Deadline: April 18th

Session 22
April 13th

The Barcelona Model: reinventing the city

Barcelona is cities that has built and reinvent it several times through big events along the last hundred years. The most renowned event, the 1992 Olympic games gave place to the modern, globally admired city. In this section we will look at the evolution of the city and its transformation into a global icon through its world known “model”.

Readings:


Session 23
April 18th


After the Olympic success Barcelona needed once more to reinvent itself with another big event that should transform the city. But its questionable success and the economic crises have hindered the success of its big leap forward to become a knowledge city. We will analyse the @22 project and its urban transformation implication and how the city is currently (fall 2013) being re-thought from an urban ecology and sustainable perspective.
**Session 24**  
April 20th  

**City branding: Marketing the city’s charms. The case of Berlin**

Berlin epitomized one of the most celebrated cases of city marketing when tourists, visitors and residents went in the 1990’s to see a construction site in a void massive plot formerly known as Postdamer Platz. Since then the city has become one of the most popular, visible and attractive in Europe despite its structural crises, massive debt and high unemployment rates for German standards. We will follow the process through which the city has reinvented itself and manage to succeed.

**Readings:**


German Economy. Berlin: Poor but sexy. *EIU Views Wire*. (Sep 22, 2006) (1 page)


**Session 25**  
April 25th

**Creative cities: a magic potion for growth?**

In a post industrial urban landscape the mantra of a creative class and industry has been regarded as the safe net for a lot of cities in the fear of crises or even depopulation. We will look at Richard Florida’s theories and critics and consider also the new conceptions of hyper technologic cities comparing the smart city with the sentient city as to opposite approaches based respectively on business and the individual, and on sharing knowledge and the community.

**Readings:**

Richard Florida’s web page (have a look to it and listen to one or two speeches)
http://www.creativeclass.com/richard_florida/multimedia_showcase#Lecture_in_Savannah


###Session 26
April 27th

**Smart cities: a critical approach**

**Readings:**


###Session 27
May 4th

**Sol y playa: an obsolete model. Urban regeneration of touristic towns. The case of Playa de Palma.**

We will address the different approaches to the reconversion of a touristic destination affected by the crises and the competition of emerging destinations. A Touristic town is complex reality beyond the strictly leisure dimension. We will look at the project of Playa de Palma from different perspectives: housing, social, environmental, transportation, etc.

**Readings:**

Blasques Salom, M. (2011) Tourism as a Green fix to the capitalist crises. Economic Recesion interpretations, performances and reifications in the tourism domain, Publisher: Loffredo Editore University Press, Editors: Francesco Citarella, pp.87-103

###Session 28
May 6th (FRIDAY)

**Wrap up session**

**Final exam**

**Suggested Co-curricular Activities**