Digital Cities
Urban Processes and Urban Futures in the Information Age

Tuesday/Thursday
9:45-11:00 am
7A Sparks

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Advanced telecommunications, media and computer technologies are dramatically transforming the structure and dynamics of cities around the globe. Where people live, work, shop, and play are changing, with significant changes in urban governance, social outcomes and the social and cultural life of cities. New communications infrastructures simultaneously facilitate the intense concentration of people and movement within extending urban regions, whilst allowing cities to control global business and service networks across international distances. New communications technologies support urban regions of unrivalled size and complexity, while also collapsing the barriers between the 'local' and the 'global', allowing some spaces within cities to be more globally connected than locally tied in to their urban milieu. Thus, electronic infrastructures and services are everywhere implicated in the growing inequality and social divisions that seem to be evident in all types of cities, as global connections are combined with local disconnections in complex ways.

This course examines these inter-relations between the rapid diffusion of information technology (IT) and processes of urban development, in both developed and developing world contexts. It has two central objectives:

- To provide a broad and critical introduction to how new information and communications technologies are involved in all aspects of contemporary urban change; and
- To explore how city policy and planning is responding to the challenges of the so-called 'information society' from an international perspective.

At the end of this course you should:

- Have a full understanding of the urban development and planning issues surrounding information and communication technologies
- Be able to think critically and theoretically about cities, planning and ICTs
- Be able to explore urban IT issues using the Internet
Course Requirements:

This is a reading and discussion intensive course. Students will be expected to perform at a high-level, and class-room time will be structured along the lines of a seminar, with students taking significant responsibility for presenting assigned readings. Lectures will be kept to a minimum.

1. **Everyone should check to make sure they can access class mail on the Angel system.** We will be using Angel for distributing class reading materials and discussion documents.

2. **Leading class discussions and class participation:** All students will be asked to lead discussions twice during the semester. Discussion assignments will be made on the second day of class. In preparing for leading discussions, students should prepare a brief memo related to the reading for that session. Formats may vary, but it may be useful to include:
   - Ideas, concepts, arguments which you found stimulating, worth remembering and building on;
   - Questions, concerns, disagreements with ideas encountered;
   - Connections, linkages, contradictions between one idea or approach and another.

Each memo HAS to include at least 3 new Web links to related web-sites and internet-based publications. Memos are due by 8:00 am the day of class, and should be sent to the class list via Angel. In addition, all students should arrive at class with questions, topics, and issues to be raised for discussion.

3. **Final research paper:** Students should produce a 20-30 page research paper which addresses a topic of their choice related to the themes of the course. Following are deadlines related to this paper:
   a. **January 27th:** A one-page research proposal, outlining ideas for research paper. (5%)
   b. **February 24th:** A 3-page out-line of your final research topic, potential argument and list of possible sources you will use. (5%)
   c. **April 5th:** A 5-page developed outline of your final paper, indicating basic arguments in each section of the paper (15%).
   d. **April 19-28 (individual dates to be selected):** Presentation of your research paper in class. (20%)
   e. **April 29th:** Final paper due (30%).

Your grade in the course will be based 25% on your class participation and memo, and 75% on the final research project.

**Primary Course Materials:**

Much of the reading material for the course will be made available on-line in Angel.
Learning Environment and Academic Integrity:

The University’s policy statement on academic integrity reads in part:

“Academic integrity mandates the pursuit of teaching, learning, research, and creative activity in an open, honest, and responsible manner. An academic community that values integrity promotes the highest levels of personal honesty, respect for the rights, property, and dignity of others, and fosters an environment in which students and scholars can enjoy the fruits of their efforts. Academic integrity includes a commitment neither to engage in acts of falsification, misrepresentation, or deception, nor to tolerate such acts by other members of the community.”  http://www.psu.edu/oldmain/prov/academicintegrity.htm

Plagiarism, cheating, knowledge of these without reporting them, or any other form of academic dishonesty will result in a failing grade for the course and referral for further disciplinary action. In all written work, you must reference and attribute sources. If you have any questions as to what may or may not constitute plagiarism or other forms of academic dishonesty, please see the instructor. Any violations of academic integrity will be dealt with following the University’s procedures, which are described in detail at http://www.psu.edu/dept/oue/aappm/G-9.html

Reading Material

Books that we will read substantial portions of include:


Other highly recommended books, that we will read smaller portions of include:


Rheingold, Howard Smartmobs: The Next Social Revolution (New York: Basic Books)


There is also a course web-site at http://www.geog.psu.edu/courses/geog497b which includes many useful web-links.
Tentative Schedule (Subject to change as needed)

I. INTRODUCTION & CONTEXT

1/11—Personal & Course Introductions

1/13—Technology, People, Politics & the Future


Winner, Langdon. 2003. “Are Humans Obsolete?”
http://www.rpi.edu/~winner/AreHumansObsolete.html

II. OVERVIEW AND GENERAL APPROACHES

1/18—The Networked City


1/20—The Cyborg Self


III. URBAN ECONOMICS IN THE INFORMATION AGE

1/25—CyberEconomy and Geography of the Internet


1/27—Learning & Innovation

2/1—Learning Region—Silicon Valley Case Study


Joint Venture Silicon Valley: 2002 Index

Video: Secrets of Silicon Valley, Produced by Alan Snitow and Deborah Kaufman

Silicon Valley Debug: http://www.siliconvalleydebug.org/

Working Partnerships USA, Growing Together or Drifting Apart. (pdf file)

2/3—Science, Technology, Creative & Economic Development
Florida, Richard (2005) selections from *Cities and the Creative Class* (New York: Routledge)

2/8—*Culture Industries, Tourism and Urban Development*


2/10—*eWork: Telework, Back Offices, Call Centers*


Deloitte & Touche, (2001) *2000 Call Center Location Survey*
2/15—Technology and Global Human Development


IV. INFRASTRUCTURE AND URBAN FORM

2/17—Networked Infrastructures and the Urban Condition


2/22—The Rise and Fall of The Modern Ideal of Infrastructure


2/24—City as Sociotechnical Process


3/1—Intelligent Transportation Systems


“California Pioneers High-Tech Traffic Solutions” Arizona Daily Sun, October 6, 2002


3/3—Water Provision

Laila Smith and Ahmedi Vawda (2002) “Citizen vs. customer—Different Approaches to Public Participation in Service Delivery in Cape Town” Unpublished manuscript


Municipal Services Project (Water Provision in South Africa)
http://qsilver.queensu.ca/~mspadmin/
Polaris Institute— http://www.polarisstitute.org

3/8-3/10—No Class, Spring Break

V. URBAN SOCIAL AND CULTURAL LIFE

3/15—Splintering Urbanism


3/17—Unequal Technological Access


Benton Foundation Communications Policy & Practice http://www.benton.org/cpphome.html


http://www.digitaldividenetwork.org

3/22—Community Computing

Community Technology Center Network, http://www.ctcnet.org/
PolicyLink Technology Program: http://www.policylink.org/technology/index.html
3/24—Surveillance


Koskela, Hille. 2000. 'The gaze without the eyes': video-surveillance and the changing nature of urban space. Progress in Human Geography 24:2, 243-65

VI. URBAN GOVERNANCE

3/29—Reinventing Government


Center for Technology in Government, http://www.ctg.albany.edu/

3/31—Management and Service Issues


Metropolis: The Information Society and The City commission Report on E-Government (pdf file)

UNDP Urban Governance Program http://www.tugi.apdip.net/

4/5—Democratization and Participation


InfoResources West Philly: http://westphillydata.library.upenn.edu/

Neighborhood Knowledge Los Angeles: http://nkla.sppsr.ucla.edu/

Digital Visualization of the Built Environment Resources from the Center for Advanced Spatial Analysis, http://www.onlineplanning.org/

4/7—Urban Social Movements

Castells, Manuel et al (1995-6) “Insurgents Against the Global Order: A comparative Analysis of the Zapatistas in Mexico, the American Militia and Japan’s AUM Shinrikyo” Berkeley Journal of Sociology Vol. XXXX
Rheingold, Howard *Smartmobs: The Next Social Revolution* (New York: Basic Books)

Wireless Text Messaging helped bring down Philippines President Joseph Estrada, [http://www.alteich.com/tidbits/t031901.htm](http://www.alteich.com/tidbits/t031901.htm)


**VII. URBAN FUTURES**

*4/12—Policy Options—Urban Governance*


PolicyLink (2001) *Bridging the Organizational Divide: Toward a Comprehensive Approach to the Digital Divide* (pdf file)


*4/14—Confronting the International Digital Divide—Policy Options*


[www.digitalopportunity.org](http://www.digitalopportunity.org)


UN ICT Task Force, [http://www.unicttaskforce.org](http://www.unicttaskforce.org)

World Summit on the Information Society, [http://www.itu.int/wsis/](http://www.itu.int/wsis/)

**VIII. STUDENTS PRESENTATIONS**

*4/19*

*4/21*

*4/26*

*4/28*