

INTL 323U Syllabus – Summer 2009

Course Info: Tradition and Innovation: Global Cities* (4 Credit Hours)
Location: Clay 102 Course Number (CRN): 80821
Tuesdays & Thursdays (6/23 – 8/14), 1:00 – 3:20PM

Instructor:	Vivek Shandas, PhD Urban Studies & Planning Tel: 503.725.5222 Email: vshandas@pdx.edu	Office Hours & Location: Wednesdays, 2 – 4 PM; (and by appointment). Urban Center (URBN) 370L
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Course Description and Objectives

As of 2008, more people live in cities than anywhere else. In 1900, only 160 million people, one tenth of the world's population, were living in cities; today, in contrast, over half the world (3.2 billion people) are living in cities. This twenty-fold increase in the number of people living in urban areas has far-reaching implications for the way we organize the physical structure of our cities, what social processes occur, and how the interconnections across cities and their outlying areas impact environmental conditions. Add to this the fact that today almost two dozen cities contain 10 million inhabitants or more (in 1900 the largest city, London, had 6.5 million), and it is imperative to examine how global (or world) cities are shaping how we live and work.

Through case studies, reading, discussion, research, field trips, and videos this course will examine how cities are shaping the cultural, economic, and ecological landscape of the globe. We will study the physical form of the city, including its urban plan, architecture, and infrastructure and the relationship between urban form and social processes. We will also explore what characteristics typify "world" or "global" cities, and how these characteristics provide clues about the future of human settlements. While our focus will be on regions of the world undergoing rapid urbanization, we use a comparative approach to contextualize differences across regions. By the end of this course students will understand the interplay between human settlements and social and cultural relations, and how to employ multiple frameworks for evaluating the physical patterns and social processes of global cities. Specifically, students will:

- Appreciate the reasons for the development of large human settlements;
- Understand similarities and differences about cities, particularly 'global' cities as compared with other urban developments;
- Become aware of forces that create inequities within and across cities; and
- Critically assess the underlying reasons for social and environmental conditions of global cities.

Required Reading and Materials

- (1) Abrahamson, Mark, 2004. Global Cities. Oxford University Press.
- (2) Articles provided to you in class or available online.

* *Working Syllabus: While the learning objectives and core requirements will not change over the term, there may be minor modifications to assignments, order of presentations, and timing of topics. Modifications will be described in class and students are required to be up-to-date on any changes. Last updated: June 24, 2009*

INTL 323U Syllabus – Summer 2009

Course Structure

This course is divided into lecture and interactive discussion sections. Each course meeting begins with a lecture describing historical developments, theoretical foundations, and characteristics of human settlements. Lecture topics are divided into four modules or groups: (1) global cities defined; (2) the physical environment; (3) forces of change within and across cities; and (4) the social and environmental effects of change. Interactive discussion sections consist of student presentations and in-class exercises. Presentations by students are on a specific reading, and group-work sessions enable students to collectively apply lecture and reading materials to critically assess the forces affecting cities and the emerging forms of global cities. The attached 'Course Outline' (pg. 6) identifies significant dates and discussion topics.

Evaluation Criteria

You will be evaluated on a 1000 point scale:

<i>Paper Presentations (200 points):</i>	20%
<i>Journal Assignments (300 points):</i>	30%
<i>Final Project (300 points):</i>	30%
<i>Course Participation (200 points):</i>	20%
TOTAL (1000 POINTS)	100%

Late work will be automatically marked down unless prior arrangements have been made with the instructor. Regular class attendance and participation is necessary and expected. Points will be deducted if a student is absent from more than one class. Participation includes: involvement with class discussions (includes listening), asking substantive questions, addressing instructor's questions, working effectively in teams, and sharing relevant news and information.

Presentations, Journals, and Final Project

To pass this course you will need to complete one paper presentation, six journal entries, participate in class discussions and exercises, and finish a final group project. Coursework is cumulative, assuming that in-class exercises will be helpful in completing the journal entries and completing the final project. Journal assignments will be given to you each week, and expected to be completed by the beginning of the next class period. There is no formal midterm or final exam for this course.

Paper Presentations: The aim of the paper presentations is to ensure that you are keeping up with the historical, social and environmental dimensions of global cities. Each participant in the course will be required to present on one published paper (or book chapter) about a global city, and leading a discussion about the salient themes of the paper. To lead class discussion, students should address [at least] three questions: (1) what was your motivation for selecting this article and topic – be as specific as possible; (2) what dimension(s) of global cities is(are) being addressed in the article (refer to the text)? (3) what are the limitations (critical review of what the author(s) missed) of the article. Participants should make every effort to ensure that the article is from a trusted source (e.g. peer-reviewed, book chapter), addresses a central element of classroom discussions (if you have any questions, please talk to the instructor), and that their presentation is logically organized, clear and within the allotted time limit. A list of possible articles will be provided to course participants.

INTL 323U Syllabus – Summer 2009

Journal Assignments: An essential process in learning about global cities is reflecting on classroom discussions. Accordingly, one portion of this course requires that you address weekly questions related to lecture and reading topics. You will be given specific questions to help direct your journal entry. Entries will generally be no more than 2 pages in length and submitted online. These journal entries will be graded on: (1) content -- have you supported your statements? Are you drawing from our reading? (2) organization – are your statements well structured and logical? Have you provided a leading statement for each paragraph and maintained a consistent theme? And (3) clarity – are you using the appropriate language? Do you have the correct grammatical structure? Every effort will be made to provide thoughtful and constructive feedback on weekly assignments.

Final Project: The aim of the final project is to learn about the relationship between global forces of change and their effects on local city structure and process. Course participants will be divided into teams (consisting of no more than 3 students), and will be responsible for completing a final project paper and presentation. While the final projects can focus on multiple [global] forces affecting one city, or one force affecting multiple cities, the objective of the final project is to understand what shapes the physical structure of our cities, and how the interconnections across cities and regions across the globe affect social and environmental conditions. Below is a detailed description of each phase of the final project, and due dates for each phase. While the due dates below are to keep groups 'on-track', only the final report and presentation will be graded – the dates below will be used for providing feedback to groups during the development of the project. The 300 points attributed to this project will be divided up according to your written (200 points), and final in-class presentation (100 points).

- Project Idea – July 7 (one page)
 - Brief background of the city (or cities) you would like to examine;
 - Describe why it is appropriate for this course
- Background Description – July 21 (two pages)
 - Provide the historical context of this city (or cities):
 - What were the conditions that allowed this city to emerge?
 - Describe the social, economic, and ecological characteristics of the city?
 - What other cities have emerged with a similar context and how?
 - How has the media described this city?
- The Forces – July 28 (two pages)
 - Describe what global forces are affecting this city?
 - What groups are being affected by these forces?
 - What institutions (including other cities and regions) are responsible for creating (and fostering) these forces?
 - How are these forces shaping the physical structure of the city?
 - What social processes are being affected by these forces?
 - How have these changes affected urban environmental conditions?
- Conclusions – August 4 (two pages)
 - Describe how past and present forces are acting to shape the future of this city. Address the following questions:
 - How have the forces changed from the past?

INTL 323U Syllabus – Summer 2009

- How do these changes affect the physical conditions of the city, and the social processes that operate in the city?
- What does the future hold for the city, its physical form, and social and environmental conditions?
- Presentations – August 13 – regular class time
 - 20 minute Presentations (15 min. + 5 min. questions/comments)
 - Focus on the following elements of your project:
 - Background (including historical context), forces affecting the city (past and present), and the future of the city
 - Final project presentations will be evaluated on content (40%), organization (40%), and effective communication (20%).
- Final Report – August 18 by 5 PM (submitted online)
 - The final report should include the following sections:
 - *Introduction/Background* - What should the general audience know about how this city came to be? Describe when this city came to the attention of the general public, what social, economic, and ecological characteristics are specific this city and how did those characteristics shape the current state of the city? How has the city been portrayed in the media – provide examples?
 - *Forces* – Describe how the types of forces affecting the city. How have these forces helped to shape the form the city has taken? What social forces (including institutions) have been instrumental in affecting the physical, social and environmental conditions of the city? Can you provide specific examples of these forces and how they have helped establish this global city? How does this city compare with other cities and the approach taken by other urban areas?
 - *Conclusions* – What differences do you see in terms of the forces affecting the city in the past, and those currently affecting the city? Are there lessons to be learned about the emergence of this global city and how other cities have been affected by its presence? What types of changes do you see occurring to this city in near future, and how will these changes affect the physical, social, and environmental conditions of the city?
 - In terms of length, reports should be no more than 15 pages (double-spaced, 12-point font, including figures, but not bibliography). Reports will be graded on how well they have addressed each of the above questions with specific attention to content, organization, and clarity.

Academic Integrity

Portland State University (PSU) takes academic integrity very seriously. PSU strives to provide students with the knowledge, skills, judgment, and wisdom they need to function in society as educated adults. To falsify or fabricate the results of one's research; to present the words, ideas, data, or work of another as one's own; or to cheat on an examination or project corrupts the essential process of higher education. Students failing to adhere to these

INTL 323U Syllabus – Summer 2009

principles of academic integrity will be penalized (e.g. reduction of points, course failure, etc.). For further information please refer to PSU's student conduct code (<http://www.pdx.edu/dos/conduct.html>) or consult the instructor if you are unsure what constitutes a breach of academic integrity.

Students with Disabilities

Every effort will be made to accommodate individuals with disabilities. Please notify the instructor by the first week of the course so that any necessary accommodations can be arranged. More information can be found at:
http://www.pdx.edu/iasc/drc_faculty_resources.html

Web-Based Course Management

We will be using Blackboard web-based course management system. Many of you may be familiar with WebCT, used extensively at PSU for web-based course management; however PSU is permanently transitioning to Blackboard as a replacement to WebCT. You will need to use Blackboard for several course requirements. The first assignment requires that you familiarize yourself with Blackboard, by answering several questions available at the Blackboard website, and submitting to the instructor. Other uses of Blackboard during this course include: updates to the syllabus, readings, and assignments. As Blackboard is early in its operation (beginning this term), please bear with any unforeseen challenges, and help to improve this system by reporting challenging aspects to the instructor. Using your PSU account name and password, participants in this course can logon to Blackboard at: www.psuonline.pdx.edu/.

Course Outline

MODULE	MODULE OBJECTIVES	Week	Week & Date	Due on Tuesday	Tuesday	Due on Thursday	Thursday	Final Project Schedule
1	Explore the definitions of global cities	1	June 23 & 25		Course Overview; student background and interests; cognitive mapping exercise	Blackboard Assignment, Supplemental readings	Historical and salient perspectives of cities; Issues of interest in global cities	Explore your interests in global cities and the types of issues that you want to study
		2	June 30 & July 2	Newspaper article focused on changes occurring to a large city; Text 1 - 21	Paper Presentation 1; Global Cities Defined, Planning for Global Cities	Journal Assignment 1; Text 23 - 47 and supplemental readings	Paper Presentation 2; People Places and Lifestyles; Conducting Research	Group formation and Identify city (cities) of interest
2	Examine dimensions of city development patterns and processes	3	July 7 & 9	Project Idea; Text 71 - 94	Immigration and Global Cities	Journal Assignment 2; Supplemental readings on Problem-Based Learning	Inequality and Global Cities	Develop outline for studying select global city (cities)
		4	July 14 & 16	Text 48 - 70	Paper Presentation 3; Problems and Perspectives of Global Cities; Identify final project city (cities)	Journal Assignment 3; Text 95 - 120; Supplemental Readings	Paper Presentation 4; City Indicators; Develop group work plan	Begin conducting general research on global city (cities)
3	Understand the forces acting upon a city and across cities	5	July 21 & 23	Background on Final Project; Supplemental readings	Paper Presentation 5; Cities in the Global Economy	Journal Assignment 4; Text 121 - 138	Presentations 6; Culture and Cultural Industries; Group work	Research newspaper articles, development patterns/processes, and specific forces affecting select global city (cities)
		6	July 28 & 30	The Forces; Text 139 - 161	Paper Presentation 7; Cultural Industries Hierarchy	Journal Assignment 5; Text 162 - 172	Paper Presentation 8; Case Studies -- United States and Europe; Group work	
4	Integrate social and cultural context of a changing urban environment	7	August 4 & 6	Conclusions; Supplemental Readings	Paper Presentation 9; Case Studies: Africa and Global Cities	Journal Assignment 6; Supplemental Readings	Case Studies -- Latin America	Describe lessons learned from study of select global city (cities)
		8	August 11 & 13	First draft of final paper; Supplemental Readings	Paper Presentations ; Assisted Final Project Work Time	Prep for final projects	Final Project Presentations	Organize elements of final project and present to class
			August 18 (5PM)	Final Project Reports due on Blackboard				