**DRAFT Syllabus**

Urban Growth and Development: A Global View

Urban Studies 450  
Fall 2017  
Thursday, 4:30-7:10  
Bolton 281  
(3 Credits, Social Science and fulfills part of International Course Requirement)

Instructor: Dr. Jamie M. Harris  
Office: Bolton Hall, 796  
Office Hours: Thursday 3-4 or by appt.

Introduction

The 21st century has been called the urban century. Global urbanization is advancing at an unprecedented rate, with most of the growth occurring in the developing world, often in informal settlements. More than 1 billion people reside in urban slums, and many megacities will be approaching populations of 30 million over the couple decades. Rapid urbanization and the “shadow cities” that accompany this development, pose significant challenges for urban dwellers as well as governmental agencies and NGOs, which also can have broader ramifications for global security, conflict, and the environment. However, cities also offer numerous opportunities and advantages to rural settlement in terms of employment, education, and health, but also with respect to environmental policies and sustainable development initiatives.

In 2015, the UN adopted the first sustainable development goal that focuses exclusively on cities with the goal of making human settlements inclusive, safe, and sustainable by 2030. In a carbon-restricted future, cities, and the density they afford, allow for critical energy and pollution management efficiencies. Across the globe, green urbanist policies are being developed in a number of cities. Yet there are also inherent tensions, contradictions, and paradoxes within these development trends that we will explore in this course.

By focusing on several case studies drawn from readings (scholarly, journalistic, and development agency reports) and recent documentaries, this course will examine both global urban trends: the ever increasing urbanization across the Global South and initiatives to address poverty and inequality and make cities more sustainable; and the growth and development of green urbanism in European, North American, and Asian cities.
Course Goals, Objectives, and Expectations

By the end of the semester, students should be able to:
- identify and characterize processes of global urbanization and green urbanism, and patterns of urban development and change across the Global South, Europe and North America
- Identify and describe the work of contemporary scholars and theorists and practitioners in the field of urban studies and other disciplines covered in the course, and relate the significance of their work to specific areas/problems
- Identify and understand several of the key issues/contexts and policy debates in the areas of global urban development, urban governance, urban health and education, housing and infrastructure, poverty reduction, and sustainable development, among others

In addition, course assignments are geared to help students:
- develop critical thinking and analysis skills
- further develop oral and written expression skills
- continue to develop and improve research and presentation skills
- apply their learning beyond the classroom

Expectations:

- Students will complete assigned readings on time and be prepared to discuss them in class. **Remember this is a 400 level, once a week class – so readings are necessarily heavier for each class session than would be the case in a class that meets twice a week or is lower-level. *** (as a 3 credit course, the university expects 3 hours of in-class time and 6-7 hours per week outside)
- Quizzes may be assigned if it appears students are not completing readings.
- Students will be active participants in class discussions and group work.
- Students will meet assignment deadlines and upload class assignments to D2L dropbox.

Requirements and Grades

Student performance in this class will be assessed by a variety of evaluation techniques: midterm exam, in-class exercises, written review and presentation of a reading, weekly comments/questions, a research paper and presentation, and overall participation in class discussions. Each of these assignments is aimed at developing students’ academic skills. By the end of the course students should not only have a better knowledge of urban society and
development and change, but improved their ability to express themselves orally and in writing, and to apply their learning beyond the classroom.

I. 1 Written Review and 1 Presentations of a Reading – 15% of Grade

Each student will select 1 reading out of a list I will provide the first week. Students will write a typed, 2-3 page review, due the week the reading is assigned and present their review to their group, and act as the facilitator of the discussion. This review/presentation should not only be a summary of the author’s main points, but present some evaluation or assessment of the reading and identify the significance of the topic to the concepts we have been addressing in class. In each review/presentation, students should pose a question related to the reading/topic to be shared with their small group. During small group, the student presenting will have an opportunity to respond to other students’ questions or comments about the reading. Afterward, we may have a whole class discussion in which the group facilitator will relate the group’s discussion to the class as a whole. Written reviews need to be uploaded to the D2L site by 3pm on the day you present, and students should bring 5 copies to class for their group.

II. Weekly Comment/Question on Readings – 20% of Grade

Students need to complete a typed comment/question for each reading assigned in a given week and upload to the course D2L folder labeled “weekly reactions” by 3pm on the day the readings are due. Students who are presenting on a reading do not have to submit comments for the other readings that week, but may do so, and those will be counted as one separate week. These comments can be very short, 2-3 sentences and can relate something you found interesting about the reading or critique some aspect of the reading (conclusions, methodology, etc.). In addition, everyone needs to pose a thoughtful and relevant question to be shared with your group. This question can be directed to the author, or a question that the reading evoked. A total of 8 comment/question reactions are due out of 10 weeks of readings. Remember: students need to have a comment/question for EACH reading assigned. If only 1 reading is completed when two readings are assigned, then half credit will be given. Going beyond 8 weeks will earn you some extra credit.

III. Midterm Exam (25% of grade)

There will be one in-class midterm exam on Nov 2. I will provide more information about the content of the exam in the weeks leading up to the exam.
IV. Research Paper and Presentation – 30% of grade

Introduction and Objectives: One of the primary assignments for the semester will be a final research paper. The purpose of the paper is three-fold: 1) To provide a way for students to explore material in a more in-depth way than is possible from the weekly course materials; 2) to allow students to carve out an area that suits their own interests, background, and future aspirations; 3) and, to provide an opportunity for students in the class to learn from their peers.

Each student will have the opportunity to develop their research paper on a topic they find interesting. This may be an exploration of an urban initiative, a review of some urban development, a case study of an urban issue, etc. I will provide a list of some possible topics. Your paper can be a field study, a literature review, or some other type of analysis. A proposal and annotated bibliography will be due early in the semester. The paper needs to be double-spaced and typed, 2,500-3,000 words (approx. 10-12 pages of double spaced text), and will be due on the Saturday after the last day of class (Dec 17) at noon. Students will present their paper to the class using Powerpoint/Prezi during one of the last week of the semester.

Assignment requirements and timeline:

- Proposal and annotated bibliography due uploaded to D2L site by Monday, Oct 9, 2017, 10 pm. This proposal should identify: (a) what you plan to investigate for your research paper, b) what particular format/approach your paper will take; and c) why this is a relevant/important topic to pursue. Your proposal should include an annotated bibliography of at least 3 texts (2 that are peer-reviewed journal articles). An annotated bibliography is a short paragraph for each included book/article that: 1) briefly summarizes the article or book and 2) assesses its value and relevance to the topic/paper, and 3) provides a full citation of text. The proposal/annotated bibliography should be typed, double-spaced and at least 600 (~2.5 pages) words and is worth 20 points. **Be sure to also bring a copy to class to discuss in group.

- Presentation to class during the last two weeks. The presentation is due uploaded to D2L by 3pm on the day you present. A schedule of time slots and days will be circulated later in the semester. Your presentation will need to be in a format that can make a visually interesting presentation, e.g. a Powerpoint, Prezi, or a PDF file. Your presentation is worth 30 points.

- Completion and submission of a Research Paper. Your research paper should be well written and fully developed, with an introduction and conclusion, and a clearly identified thesis, and using proper citation (using APA or Chicago style, depending on type of paper) that includes at least six references (one reference may come from the assigned class readings, and 3 must be peer-reviewed journal articles). The paper should be 2,500-3,000 words of double-spaced, typed text (approx. 10-12 pages of double spaced text with normal margins and 12pt. Times New Roman Font). Your paper will need to address several specific questions along with a grading rubric that I will discuss later in the course. In addition to 2,500-3,000 words of typed text, your paper
needs to include visual material related to your topic such as photos, maps, diagrams, graphs, charts, etc. The final paper is worth 100 points and is due uploaded to D2L by NOON on Sunday, Dec 17, 2017. I will provide a grading rubric and additional guidelines for this assignment later in the semester.

Note on academic misconduct: Words and ideas paraphrased from other sources, or taken verbatim must be properly cited (in quotations if taken verbatim or cited in parentheses if paraphrased) along with images and other material such as charts and graphs, etc. In addition, this paper must be your own work, completed during this semester for this class only. Submitting work or a paper from another class (even when it’s your own work) is academic misconduct.

V. In-Class Exercises, and General Participation – 10% of grade

There will be several small group exercises in which your class participation will be graded. Typically, I will ask students to get into a small group to answer some questions about a film, discuss a reading, or complete an exercise. In some cases, I may ask students to come to class with something prepared to discuss with your group. Afterward, we will discuss these responses with the class as a whole. These in-class assignments will be turned-in and graded. The point of these kinds of exercises is to draw on students’ own experiences and knowledge and to facilitate learning in ways that are collaborative and active. Your preparation and class participation are critical for these kinds of exercises to be successful.

Distribution of Course Grades

30% Final paper and presentation
25% Midterm exam
20% Comment/Question on 8 weeks of Readings
15% Written review and group presentation of a reading
10% In-class work and overall participation

Final Grading Scale:
.931-1.00=A; .90-.930=A–;
.87-.899=B+; .831-.869=B; .80-.83=B–;
.77-.799=C+; .731-.769=C; .70-.73=C–;
.67-.699=D+; .631-.669=D; .60-.63=D–;
**Extra Credit Option** A variety of extra credit events over the semester will be announced in class.

**Required Texts:** All assigned readings are posted on the course D2L site either as PDF files or as links to online sources.

**Course Policies:**

- **Special Accommodations:** Be sure to notify me right away if you have a SAC VISA and need special accommodations to take this class.
- **Changes to syllabus:** Students are responsible for any changes in this syllabus which are announced in class.
- **Technology:** Please make sure cell phones are off/silenced and leave laptops/tablets and other electronic devices at home or in your bag.
- **Academic Misconduct:** Any students found guilty of academic misconduct (e.g. cheating, plagiarism) will be given a grade of “0” on the relevant assignment and disciplined according to the UWM Student Academic Disciplinary Procedures which could entail an “F” in the course or worse (see attached list of “University and Department Policies”).
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<td>Introduction: The Global Urban and Green Revolutions</td>
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<td>7</td>
<td>10/19</td>
<td>Urban Health and Climate Change</td>
<td>McGranahan (2013). Evolving urban health risks: Housing, water, and sanitation, and climate change, pp. 15-41;</td>
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<td>9</td>
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UNIVERSITY AND URBAN STUDIES PROGRAMS POLICIES

The Secretary of the University maintains a web page that contains university policies that affect the instructor and the students in this course, as well as essential information specific to conduct of the course. The link to that web page is:  http://www4.uwm.edu/secu/SyllabusLinks.pdf

Students with Disabilities. Verification of disability, class standards, the policy on the use of alternate material and test accommodations can be found at the following:  
http://www.uwm.edu/Dept/DSAD/SAC/SACltr.pdf

Religious Observances. Policies regarding accommodations for absences due to religious observance are found at the following:  http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S1.5.htm

Students called to active Military Duty. Accommodations for absences due to call-up of reserves to active military duty are found at the following:  http://www4.uwm.edu/current_students/military_call_up.cfm

Incompletes. You may be given an incomplete if you have carried a course successfully until near the end of the semester but, because of illness or other unusual and substantiated cause beyond your control, have been unable to take or complete the final examination or to complete some limited amount of course work. An incomplete is not given unless you prove to the instructor that you were prevented from completing the course for just cause as indicated above. The conditions for awarding an incomplete to graduate and undergraduate students can be found at the following:  http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S31.pdf

Discriminatory Conduct (such as sexual harassment). Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience and well-being of students, faculty and staff. Policies regarding discriminatory conduct can be found at:  
http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S47.pdf

Academic Misconduct. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others’ academic endeavors. Policies for addressing students cheating on exams or plagiarism can be found at the following:  
http://www4.uwm.edu/osl/dean/conduct/cfm
**Complaint Procedures.** Students may direct complaints to the Urban Studies Director or the Associate Dean for Social Sciences in the College of Letters & Sciences. If the complaint allegedly violates a specific university policy, it may be directed to the Urban Studies Director, the Associate Dean for Social Sciences in the College of Letters & Sciences, or to the appropriate university office responsible for enforcing the policy. Policies may be found at:

[http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S49.7.htm](http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S49.7.htm)

**Grade Appeal Procedures.** A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College of Letters & Science. Procedures for undergraduate student grade appeal can be found at


Procedures for graduate student grade appeal can be found at

[http://www.graduateschool.uwm.edu/students/policies/](http://www.graduateschool.uwm.edu/students/policies/)

**Final Examination Policy.** Policies regarding final examinations can be found at the following:

[http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S22.htm](http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S22.htm)

Updated 07/2011