Florida International University  Fall 2022

PUP4214 GLOBAL PERSPECTIVES ON URBAN POVERTY, INEQUALITY, AND ECONOMIC DEVELOPMENT
(There are no pre-requisites or co-requisites for this course)

CONTACT INFORMATION
Professor Nicki Fraser (Office Telephone: ; Email: )
Office: Modesto Maidique Campus
Student Success Hours: TBD

CATALOG DESCRIPTION: Compares public policies and organizational techniques responding to urban poverty and inequality with equitable, sustainable economic development measures.

COURSE DESCRIPTION: Because most of the world’s population now lives in cities, urban economic policies that promote equitable, sustainable development will become increasingly important for determining both the quality of life of urban residents and the viability of urban democracy. Poverty and inequality complicate the already imposing challenges of urban management and heighten tensions that threaten to overwhelm governing institutions. Therefore, understanding how cities function economically and what policies and institutions facilitate equitable, sustainable economic development is an essential component of contemporary public service. In this course, students will examine urban poverty, inequality, and economic development from global, national, and local perspectives. By drawing on a variety of examples and techniques for understanding urban economic development, students will build a repertoire of policy approaches for creating more just and sustainable cities.

*This is a discipline-specific global learning course that counts towards your Global Learning Graduation requirement. For more information, visit the Global Learning website: https://goglobal.fiu.edu/students/medallion/index.html

GLOBAL LEARNING COURSE OUTCOMES:
• Global Awareness: Students will demonstrate an understanding of the interrelatedness of poverty, income inequality, and sustainable urban development across local and global systems.
• Global Perspective: Through research and multi-perspective analyses using a variety of data sources, students will analyze complex urban policy problems associated with urban poverty, inequality, and development.
• Global Engagement: Students will demonstrate a willingness to engage in local, global, and intercultural problem solving by creating and presenting policy proposals to assist public-service organizations that address the challenges of urban poverty and income inequality.
COURSE LEARNING OBJECTIVES: By the end of this course, you should be able to:
- Understand the relationships among poverty, income inequality, and sustainable urban development.
- Apply concepts from economic development theory and practice to urban areas affected by poverty and inequality.
- Analyze urban policy problems associated with urban poverty, inequality, and economic development using a variety of data types and software platforms.
- Compare and evaluate policy solutions for equitable and sustainable urban economic development.
- Create policy proposals to assist public-service organizations address the challenges of urban poverty and income inequality.
- Communicate effectively by presenting information and policy proposals in written and oral formats.

READINGS: The WEEKLY CLASS SCHEDULE section of this syllabus contains links to diverse readings in PDF format and other sources that represent multiple, global perspectives which we will use in the course.

REQUIREMENTS: Grades will be determined by a combination of quizzes, exercises, and a policy memo:

<table>
<thead>
<tr>
<th>Graded Items</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readings Quizzes or In-Class Activities (6 x 20 pts. each)</td>
<td>120</td>
</tr>
<tr>
<td>Making Sense of Numbers Exercises (6 x 20 pts. each)</td>
<td>100</td>
</tr>
<tr>
<td>Policy Alternatives Memo</td>
<td>100</td>
</tr>
<tr>
<td>Final Policy Exercise</td>
<td>60</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>400</strong></td>
</tr>
</tbody>
</table>

READINGS QUIZZES or IN-CLASS ACTIVITIES: Each module has two required readings, both accessible through links in the syllabus. Students will be tested on those readings each module with a quiz or in-class activity (i.e., Think-Pair-Share or Trading Cards). Each quiz or in-class activity is worth 20 points.

MAKING SENSE OF NUMBERS EXERCISES: Making Sense of Numbers Exercises require small student groups to download, analyze, and present data. Using Excel and PowerPoint (or some other presentation program), students will collaboratively create mini-presentation in class to illustrate their understanding of problems related to urban resilience and climate change. Each exercise is worth 20 points.

POLICY ALTERNATIVES MEMO: The final deliverable for the course is a Policy Alternatives Memo that analyzes a policy issue related to urban poverty, inequality, and economic development, offers feasible policy options, and proposes the best solution. This memo is worth 120 points.
FINAL POLICY EXERCISE: To assist public-service organizations that address the challenges of urban poverty and income inequality, this exercise requires students to write a well-researched, properly cited, 2–3-page policy memo that utilizes a variety of the techniques learned in the course to analyze a policy problem and present possible equitable solutions to the class. This memo and presentation are worth 100 points.

GRADING SCALE: Grades will be awarded according to the following scale:

<table>
<thead>
<tr>
<th>LETTER GRADE</th>
<th>POINTS REQUIRED</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>376</td>
</tr>
<tr>
<td>A-</td>
<td>360</td>
</tr>
<tr>
<td>B+</td>
<td>348</td>
</tr>
<tr>
<td>B</td>
<td>336</td>
</tr>
<tr>
<td>B-</td>
<td>320</td>
</tr>
<tr>
<td>C+</td>
<td>308</td>
</tr>
<tr>
<td>C</td>
<td>296</td>
</tr>
<tr>
<td>D</td>
<td>280</td>
</tr>
<tr>
<td>F</td>
<td>260</td>
</tr>
</tbody>
</table>
WEEKLY CLASS SCHEDULE

MODULE 0

Week 1 January 12: Urban Poverty, Inequality, and Economic Development in a Global Context


MODULE 1

Week 2 January 19: Macro-Contexts of Economic Development: Trend and Institutions


Module Reading Quiz #1

Week 3 January 26: Macro-Contexts of Economic Development: Trend and Institutions


MODULE 2

Week 4 February 2: Economic Base Analysis

*Reading #1: Church, Andrew and Martin Frost, “Tourism, the Global City and the Global Market in London,” Tourism Geographies 6 (2004): 208–228.*


Module Reading Quiz #2

Week 5 February 9: Economic Base Analysis

*Making Sense of Numbers Exercise #2: South Florida’s Economic Base.*

MODULE 3
Week 6 February 16: Workforce Development Policies

Reading #5: McKinsey Global Institute, The Future of Work in Europe


Module Reading Quiz #3

Week 7 February 23: Workforce Development Policies

Making Sense of Numbers Exercise #3: Educational attainment and job readiness in South Florida.

Week 8 March 2: Spring Break – No Class

MODULE 4

Week 9 March 9: Business Development Policies


Module Reading Quiz #4

Week 10 March 16: Business Development Policies

Making Sense of Numbers Exercise #4: Understanding local business taxation policies.

MODULE 5

Week 11 March 23: Equity and Fairness


Module Reading Quiz #5

Week 12 March 30: Equity and Fairness

Making Sense of Numbers Exercise #5: Understanding housing affordability in South Florida.
MODULE 6

Week 13 April 6: Local Fiscal Capacity
Module Reading Quiz #6

Week 14 April 13: Local Fiscal Capacity
Making Sense of Numbers Exercise #6: Understanding the local tax structure – where does the public sector gets its revenue in South Florida?

MODULE 7

Week 15 April 20: Final Policy Exercise