PAD 3800: Managing Global Cities

Course Objective

Introduction to principles of urban governance in order to manage specific development problems of global cities.

Learning outcomes

At the end of the course, students should be able to achieve the following outcomes, consistent with FIU’s Global Learning Initiative:

- **Global Awareness**: Analyze the role of local, regional, and international dimensions of the specific issues (e.g. infrastructure, housing, etc.) in the administration of global cities
- **Global Perspective**: Interpret urban management principles using different lenses in order to address specific development problems of global cities
- **Global Engagement**: Evaluate policy alternatives for solving a development issue in global cities

Course Structure

The course focuses on managing the development issues facing global cities. Global cities (or “world cities”) are urban centers that are not only large in size (e.g. mega-cities), but are also centers of international economic activities, cultural exchange, and political engagement. The global cities have been transformed with the emerging forces of globalization, international migration, and information technology. Whereas the global cities were mainly located in the developed world (i.e. in Europe and North America) in the post-World War II era, a majority of these cities are located in the developing world (i.e. Asia, Latin America, and Africa) in the 21st century. These global cities share several development themes and have much more similarities among themselves than they have with cities within the country. Housing, environment, infrastructure, and transportation problems, for example, are similar among Shanghai, Rio, and Mumbai. These problems are distinctive from other secondary cities in China, Brazil, and India respectively. The focus on managing development issues of global cities is crucial in this context. Offering the course in FIU is appropriate, being located in Miami, another global city. It serves as an appropriate laboratory for highlighting the management of development issues in global cities. The course is also significant since more than 50% of the world population now lives in urban areas. The focus on urban development issues will help undergraduate students across different disciplines to appreciate the unique issues faced by cities.

The course will be structured thematically and geographically. The first section of the course will examine the concept of managing development issues across global cities. This section will cover the concept of global cities, the relationship between urbanization and development, and the common problems of urban governance. The second section of the course will address the ways in which global cities have addressed (or not addressed) specific development issues. Such common issues are: economic development (e.g. poverty, foreign investment), environment (climate change), infrastructure, housing, and health. The role of local (e.g. municipal governments, community organizations), regional (e.g. state/provincial governments, regional agencies), and international institutions (e.g. World Bank, UN
Development Program, International Monetary Fund) in addressing these development issues will be examined.

Course Requirements

Required book:

Suggested reading:

Assessment

Students will be assessed in the following way:

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<th>Component</th>
<th>Points</th>
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<td>Photo exercise</td>
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<td>Role playing</td>
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<tr>
<td>Participation in debate</td>
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<tr>
<td>Project</td>
<td>20</td>
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<tr>
<td>Policy paper</td>
<td>30</td>
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There will be NO EXTRA CREDITS.

Photo exercise

Students will bring a photograph or other visual media that depicts a development issue (e.g. poverty, slums, etc.). They will need to give a caption describing the photo’s degree of relevance, highlighting the level of analysis (local to global) most suitable for the issue.

Role playing

Students will be assigned roles pertaining to a concrete development issue faced by global cities. The students will present the viewpoints based on the character role related to the issue.

Debates

Students will be divided into two groups, one pro and one against, with respect to the prevalent controversial development issues facing global cities. The students will then debate the issue, providing points and counterpoints of different interpretations of the management principles behind the issue.

Project (Group exercise)

Students should pick a development issue (e.g. slums, poverty, pollution, etc.) related to a global city. They will assume specific institutional roles and analyze the issue. The analysis will then be presented in the class. The presentation should have at least one visual component (e.g. a model, a poster collage, video, photographs, maps, Internet Web page, etc.) and a written component of about 5 (five) pages.

Policy paper (Individual exercise)
Students will be asked to pick a specific development issue, preferably based on the group project exercise. The students will need write a paper (6 to 10 pages) evaluating at least two policy approaches to address the issue. The policy approaches will then be discussed in class.
<table>
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<tr>
<th>Date</th>
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| Week 1 | *Introduction: What is a global city?*  
*Global Cities Reader*, Ch. 3. Urban Specialization in the World System: An Investigation of Historical Cases | Knowledge Survey (pre-test)  
Global Cities video |
| Week 2 | *Global Cities and Development*  
a. *Global Cities Reader*, Ch. 7. The World City Hypothesis  
| Week 3 | *Global city formation*  
a. *Global Cities Reader*, Ch. 5. The New International Division of Labor, Multinational Corporations, and Urban Hierarchy  
b. *Global Cities Reader*, Ch. 10. Locating Cities on Global Circuits |                             |
| Week 4 | *Population growth and Poverty*  
a. *Global Cities Reader*, Ch. 13. Inequality in Global City-Region  
| Week 5 | *Culture in Global Cities*  
a. *Global Cities Reader*, Ch. 37. The Cultural Role of World Cities  
| Week 6 | *Information Technology and Global Cities*  
a. *Global Cities Reader*, Ch. 13. Inequality in Global City-Region  
| Week 7 | Economic Development in Global Cities  
|-------|-----------------------------------------------------------------------------------|
|       | **Global Cities Reader**, Ch. 9. Cities and Communities in the Global Economy  
|       | a. **Global Cities Reader**, Ch. 9. Cities and Communities in the Global Economy  
|       | Cities as Engines of Growth,” pp. 125-132.  

| Week 8 | Climate Change & Sustainable Development  
|-------|-----------------------------------------------------------------------------------|
|       | **Global Cities Reader**, Ch. 31. World City Formation on the Asia-Pacific Rim:  
|       | Poverty, ‘Everyday’ Forms of Civil Society and Environmental Management  
|       | a. **Global Cities Reader**, Ch. 31. World City Formation on the Asia-Pacific Rim:  
|       | Poverty, ‘Everyday’ Forms of Civil Society and Environmental Management  
|       | b. World Bank. 2010. “Understanding the Links between Climate Change and  

| Week 9 | Role of State and Global Cities  
|-------|-----------------------------------------------------------------------------------|
|       | **Global Cities Reader**, Ch. 20. Global Cities and Developmental States: New York,  
|       | Tokyo and Seoul  
|       | a. **Global Cities Reader**, Ch. 20. Global Cities and Developmental States: New York,  
|       | Tokyo and Seoul  
|       | b. **Global Cities Reader**, Ch. 30. Global Cities, ‘Glocal’ States: Global City  
|       | Formation and State Territorial Restructuring in Contemporary Europe  
|       | Role playing exercise: Is economic development environmentally sustainable?  

| Week 10 | SPRING BREAK  

| Week 11 | Global Cities in the U.S.  
|---------|-----------------------------------------------------------------------------------|
|        | **Global Cities Reader**, Ch. 4. Global City Formation in New York, Chicago and  
|        | Los Angeles: An Historical Perspective  
|        | a. **Global Cities Reader**, Ch. 4. Global City Formation in New York, Chicago and  
|        | Los Angeles: An Historical Perspective  
|        | b. **Global Cities Reader**, Ch. 18. Detroit and Houston: Two Cities in Global  
|        | Perspective  
|        | Project presentations: U.S. focus  

| Week 12 | Global Cities in the Europe  
|---------|-----------------------------------------------------------------------------------|
|        | **Global Cities Reader**, Ch. 19. Global City Zurich: Paradigms of Urban  
|        | Development  
|        | a. **Global Cities Reader**, Ch. 19. Global City Zurich: Paradigms of Urban  
|        | Development  
|        | b. **Global Cities Reader**, Ch. 34. The Globalization of Frankfurt Am Main: Core,  
|        | Periphery and Social Conflict (2000)  
|        | Project presentations: European focus  


| Week 13 | *Global Cities in the Asia*  
|-----------------|-----------------|-----------------|-----------------|
|               | *Global Cities Reader*, Ch. 17. The Urban Restructuring Process in Tokyo During the 1980s: Transforming Tokyo into a World City  
|               | *Global Cities Reader*, Ch. 25. ‘Fourth World’ Cities in the Global Economy: The Case of Phnom Penh, Cambodia  
|               | Project presentations: Asian focus  
| Week 14 | *Global Cities in Latin America*  
|-----------------|-----------------|-----------------|-----------------|
|               | *Global Cities Reader*, Ch. 27. Globalization and the Corporate Geography of Cities in the Less-Developed World  
|               | *Global Cities Reader*, Ch. 28. São Paulo: Outsourcing and Downgrading of Labor in a Globalizing City  
|               | Project presentations: Latin American focus  
| Week 15 | *Coda*  
|-----------------|-----------------|-----------------|-----------------|
|               | Policy approaches to solving global cities’ issues  
|               | Policy paper Knowledge Survey (post-test)  

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