

Florida International University

Spring 2016

PAD 3800 MANAGING GLOBAL CITIES (Section RX8)

(There are no pre-requisites or co-requisites for this course)

CONTACT INFORMATION

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Course website: <http://faculty.fiu.edu/~revellk/pad3800/global.doc> (downloadable document)**CATALOG DESCRIPTION:** An introduction to the principles of urban governance and the management of the specific development problems of global cities.**DESCRIPTION:** Half of the world's population now lives in cities. A number of those cities can be described as global or world cities, serving as command and control centers for an increasingly globalized economy with an international division of labor. Although definitions and typologies vary, these cities are characterized by their linkages with the global economy and by the problems of growth that accompany extreme size, diversity, and connectivity. Global cities were found mainly in the developed world (Europe and North America) in the immediate post-World War II era; however, a majority are now located in the developing world (Asia, Latin America, and Africa). And while there are important differences between cities in the developed and developing worlds, global cities share several major challenges, including the difficulties posed by rapid growth and extreme inequality, housing, transportation, and planning problems of unusual scale, and the threat of infectious diseases and climate change. Reckoning with these challenges will determine the quality of life for billions of people in the coming decades.**COURSE OBJECTIVES:** At the end of the course, you should be able to demonstrate:

- *Global Awareness* by identifying the local, regional, national, and international dimensions of specific issues (infrastructure, economic development, etc.) that affect global cities.
- *Global Perspective* by describing the similarities and differences between developed and developing cities connected to the global economy.
- *Global Management* by proposing and evaluating policy alternatives for addressing management issues confronting global cities.

READINGS: The WEEKLY CLASS SCHEDULE section of this syllabus contains links to lectures, readings, study guides for readings, study guides for cases, and cases #4 and #6A and #6B; all of these are free of charge. Cases #1, #2, #3, and #5 are found on the Harvard Business Publishing website (<https://cb.hbsp.harvard.edu/cbmp/access/43169075>).

REQUIREMENTS: Grades will be determined by a combination of individual and team performance:

Graded Items	Points
Readings Quizzes – Individual (12)	180
Readings Quizzes – Team (12)	180
Case Quizzes – Individual (6)	60
Case Quizzes – Team (6)	60
Case Exercises (6)	120
Video Quizzes (1 or more)	50
Team Presentation	60
Team Evaluation	130
Total Points	840

READINGS QUIZZES: All readings quizzes are multiple-choice and are structured as follows:

Category of Question	Number	Point Value	Total Points
Facts: Are You Paying Attention?	3	1	3
Arguments: Did You Understand?	3	2	6
Synthesis: Can You See Connections?	2	3	6
Total	8		15

To prepare for readings quizzes, students should download and complete the study guides for each reading. The study guides are arranged almost exactly as the quizzes are arranged; many of the quiz questions will be taken verbatim from the study guides. Keep the following considerations in mind as you complete the study guides: (1) answers to questions about **Facts** can usually be found on a single page or two and almost always involve a single item or small group of items; (2) answers to questions about **Arguments** will usually be found on several different pages spread over a reading, so you will have to piece the answer together; they will usually involve interpretation of events or concepts beyond basic facts; (3) answers to questions about **Synthesis** will likely require thinking beyond the reading to previous material and making connections among arguments; rarely will these answers be found on a single page. **Facts** may be found through a key word search or in an index, but **Arguments** and **Synthesis** are unlikely to appear in any word search or an index; they must be derived from a careful reading of the entire text. *Although the study guides are not graded, you may use them during quizzes. I may also collect them at random to determine how well you are keeping pace with the assigned work, so please be prepared to turn them in at any time. For every failure to turn in a completed study guide, a 1 percent penalty (8.4 points) will be deducted from your final grade.*

VIDEO QUIZZES: We will watch several videos over the course of the semester. They are intended to illustrate the themes and concepts detailed in the readings and to give you a more

vivid picture of the work of key actors and the contexts in which they operate. Video quizzes will be unannounced. You may use your notes during these quizzes.

APPEALS PROCESS FOR QUIZ QUESTIONS: At the end of the team quizzes, teams are encouraged to appeal questions that they got incorrect. Only teams can appeal; individuals cannot. Teams should fill out the [appeals form](#) from the course website and present a detailed written argument to make their case. Appeals will only be considered outside of class time and the results will be announced at the next class meeting.

QUIZ ETIQUETTE: Individuals and teams will complete their quizzes at different times, which means that there may be a few moments in class when you are waiting for other students or teams to finish. During these moments, you may use the restroom, but use of cell phones or other electronic devices is prohibited. Unless you are “on call” and need to be connected to your employer during class time, or in the event you might receive a call regarding child care, the health of a relative, or other family emergency, all cell phones must be turned off and stored during class time. If any of these exceptions apply to you, please alert the professor at the beginning of class. Promiscuous use of cell phones or other electronic devices during class, except for the reasons specified above, will be considered non-performance (see below).

CASE EXERCISES: Students should prepare for case activities in advance by reading all the case materials and preparing the case study guide. Before each case activity, students will take an individual and a team case preparation quiz. You may use your study guides during these quizzes. The individual and team case preparation quizzes are worth 10 points each. The case exercises that follow will be worth an additional 30 points, which means that each case is worth a maximum of 40 points. Cases are usually self-contained but they occasionally include terms that you may not understand. It is important to look up those terms or even conduct simple calculations (using material in the case or case appendices) so that you are fully prepared for the case exercise. I may collect study guides for cases, so please prepare them carefully and come to class ready to apply what you have learned. Failure to prepare case study guides will also result in a 1 percent penalty (8.4 points) deducted from your final grade.

TEAMS AND CLASS PARTICIPATION: Class participation is an essential element of this course. It is not possible to avoid participation and pass the course, since so much of your grade will depend on team activities that can only be completed in class. Each student will be assigned to a team for the entire semester. All team work will be completed in class and there is no need or obligation to meet with your team outside of class, although the team presentation may require some coordination among team members. At the end of the term, you will evaluate your teammates using the criteria below. The average of your teammates' evaluation of your performance will be multiplied by your attendance percentage to determine this component of your grade.

1. Preparation – Were they prepared for team meetings?
2. Contribution – Did they contribute productively to team discussion and work?
3. Respect for others' ideas – Did they encourage others to contribute to team decisions?

4. Flexibility – Were they flexible when disagreements occurred?
5. Learning – Did they learn and apply the materials taught during the course?

Even though class participation is a major component of your final grade, some students may still be non-performers: coming to class unprepared and hoping to rely on their teammates to carry the team component of their grade. The two principal indicators of non-performance are (1) failure to come to class with completed study guides and (2) failure to share material from study guides. If this happens in your team, please bring it to the attention of the professor (in person, via email or voicemail), so that persistent non-performers can be removed from their teams. Persistent non-performers will have their grades computed solely from their individual quiz results. Previous experience with team-versus-individual test results indicates that 80 to 86 percent of individual students score below the lowest scoring team: in other words, team results will help you.

TEAMWORK ETIQUETTE: There will be a team quiz for every reading and case. Working effectively with your teammates will be essential to getting a good grade. The first step toward effective team work is proper individual preparation, which requires a close reading of the assigned texts accompanied by thorough preparation of the study guides. Once your team begins to debate which answers to choose on the team quizzes, you should use those study guides to make *evidence-based arguments*. Reasoning your way through the quizzes – by citing quotations from the texts, identifying sources by page numbers, and drawing on material from other sources (readings, videos, cases) – is a superior approach to voting, for example, or bullying your teammates into accepting your answer, or simply sitting back and letting your team decide without your contribution. Logical, grounded argument is the best approach to successful team work.

TEAM PRESENTATION: During your final class meeting, each team will make a presentation on different aspects of a global city. See Appendix 1 for a detailed description of presentation requirements.

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

- To get an A (94%) in the course, you will need at least 790 points.
 - To get an A- (90%) in the course, you will need at least 756 points.
 - To get a B+ (82%) in the course, you will need at least 731 points.
 - To get a B (78%) in the course, you will need at least 706 points.
 - To get a B- (74%) in the course, you will need at least 672 points.
 - To get a C+ (69%) in the course, you will need at least 647 points.
 - To get a C (64%) in the course, you will need at least 613 points.
 - To get a C- (60%) in the course, you will need at least 588 points.
 - To get a D (57%) in the course, you will need at least 563 points.
- Any point total below 563 receives an F (64%).

MISSED CLASS POLICY: There will be graded activities every week, with the exception of the first class. You may make-up **one** of the individual quizzes that you miss if you are unable to attend class, though you cannot receive credit for any team quizzes or exercises that you miss. Other absences will also result in the loss of all points missed.

ACADEMIC MISCONDUCT: All students are expected to abide by the university's Code of Academic Integrity. All students are deemed by the University to understand that if they are found responsible for academic misconduct they will be subject to the procedures and actions outlined in the Student Handbook.

CONTINGENCY PROCEDURES: There have been occasions when natural disasters or other problems cause the University to suspend classes. Should that happen this semester, we will push everything in the syllabus back as many weeks as classes have been cancelled. In other words, if we miss the third week of class due to, say, a hurricane, then we will conduct the activities for Week 4 during the week we return to class. This means that quizzes and class exercises and any other assignments will also be pushed back the same number of weeks. In short, we will pick up right where we left off and I will bring a revised syllabus with changes to the end-of-the-semester course schedule.

In the event that I do not show up for class one day (for example, if I am caught in traffic or have a medical emergency), here is the procedure you should follow: Everyone should wait in class for twenty minutes. At that point, if I have still not arrived, *one* student in class should call my cellular phone (305-332-5648). If you reach me, I will then give you instructions on how to proceed. If you do not reach me, wait an additional twenty minutes and call me again. If you do not reach me this time, the class is dismissed. Please do not use my cellular phone number for any purpose other than this emergency procedure (for example, do not use it to call me if you will be late to class); use my office telephone or email for all other course-related matters.

WEEKLY CLASS SCHEDULE

Week 1 January 14: [Introduction to the Problems of the Global City](#)

Video: [Shanghai and Money: A Socioeconomic Analysis](#), HT384.D44S58 2009.

Video: [Mexico City: The Largest City](#), F1386.M655 2004.

Interactive Media: <http://www.guardian.co.uk/global-development/interactive/2012/oct/04/rise-of-megacities-interactive>

Week 2 January 21: [Cities in a Global Economy](#)

Reading for Quiz #1: [Mark Abrahamson, "Chapter 4: Cities in the Global Economy," in *Global Cities* \(New York: Oxford University Press, 2004\), 71-94.](#)

Reading for Quiz #2: [Jiaping Wu, "Globalization and Emerging Office and Commercial Landscapes in Shanghai," *Urban Geography* 32 \(2011\): 511-530.](#)

Video: [Follow the Money](#) (FIU library website).

Week 3 January 28: Cities in a Global Economy**Case Preparation Quiz #1**

Case Exercise #1: HBS 610-022: *VF Brands: Global Supply Chain Strategy*.

Week 4 February 4: The Urban Workforce in a Global Economy

Reading for Quiz #3: Roger Waldinger, *How the Other Half Works: Immigration and the Social Division of Labor*, 31-41 (Chapter 2) and 155-180 (Chapter 9).

Reading for Quiz #4: Wills, et al., "London's Migrant Division of Labor," *European Urban and Regional Studies* 16 (3) (2009): 257-271.

Video: *A Decent Factory*, HD9697.T454N6533 2004.

Week 5 February 11: The Urban Workforce in a Global Economy**Case Preparation Quiz #2**

Case Exercise #2: HBS 700-047: *Hitting the Wall: Nike and International Labor Practices*.

Week 6 February 18: Housing in Global Cities

Reading for Quiz #5: Tim Butler and Loretta Lees, "Super-gentrification in Barnsbury, London: Globalization and Gentrifying Global Elites at the Neighbourhood Level," *Transactions of the Institute of British Geographers* 31 (2006): 467-487.

Reading for Quiz #6: Alpana Sivaram, "Housing Supply in Delhi," *Cities* 20 (2003): 135-141.

Video: *The Real Slumdogs*, HN683.R4 2010

Week 7 February 25: Housing in Global Cities**Case Preparation Quiz #3**

Case Exercise #3: HBS 9-710-004: *Dhārdi: Developing Asia's Largest Slum (A)*.

Week 8 March 3: Infrastructure in Global Cities

Reading for Quiz #7: Sharon C. Chan, "Hong Kong's Low Car Dependence: Lessons and Prospects," *Journal of Transport Geography* 11(2003): 25-35.

Reading for Quiz #8: David Banister, "Cities, Mobility, and Climate Change," *Journal of Transport Geography* 19 (2011): 1538-1546.

Video: *Road to the Future*, HE308.R58 1994.

Week 9 March 10: Infrastructure in Global Cities**Case Preparation Quiz #4**

Case Exercise #4: HKS1932.0 *Electric Vehicles in Cities*.

Week 10 March 17: Spring Break – No Class**Week 11 March 24: No Class**

Week 12 March 31: Planning Global Cities

Reading for Quiz #9: *The Making of Global City Regions* (Baltimore: The Johns Hopkins University Press, 2007), 64-84 (“Mumbai”), 323-328 (“Mumbai/Bombay”).

Reading for Quiz #10: Belinda Yuen, “Urban Planning in Southeast Asia: Perspective from Singapore,” *Town Planning Review* 82 (2011): 145-167.

Video: *A Convenient Truth: Urban Solutions from Curitiba, Brazil*, HT178.B72C87 2006.

Week 13 April 7: Planning Global Cities

Case Preparation Quiz #5

Case Exercise #5: HKS 1917.0: *Vision Mumbai*.

Week 14 April 14: Health in Global Cities

Reading for Quiz #11: Peng Gong, et al, “Urbanisation and Health in China,” *The Lancet* 379 (March 3, 2012): 843-852.

Reading for Quiz #12: *Networked Disease: Emerging Infections in the Global City*, 50-54 and Chapter 5 (86-101).

Video: *Journey to Planet Earth: Hot Zones*, GE140 169 2009 v. 6.

Week 15 Week 21: Health in Global Cities

Case Preparation Quiz #6

Case Exercise #6: [HKS 1792.0](#) and [1792.1](#): *Emergency Response System under Duress: The Public Health Fight to Contain SARS in Toronto* (A and B cases).

Week 16 April 28: Presentations

Appendix 1: Team Presentation

Teams will be assigned a city from the list below. Each member of the team will make a **two** minute presentation on one aspect of that city. As part of your two minute presentation, you must include two Powerpoint slides, at least one of which will be visual (that is, a photograph, map, or other image, rather than data or other descriptive material). Each student must make a two-minute presentation on the text of which they will turn in on the night of the presentation.

The text you hand in will be comprised of four parts. (1) A coversheet with the name of your team, your name, your Panther ID, your team number, and the date of your presentation. (2) One double-spaced page of text covering your assigned city and chosen topic. All information should be properly documented with endnotes referring to information sources used. (3) Copies of the two Powerpoint slides you used in your presentation. (4) A single page of sources (at least three) on which your research was based; these sources will be numbered and these numbers will serve as endnotes for your text. You must use Times New Roman 12 point font and your text should have one inch margins on all sides. The four elements of your deliverable should be stapled together in the upper left-hand corner of the page. All students must also submit the text of their essays to [Turnitin](#). The class ID for this course is **11205473** and the enrollment password is **glurban**. Please upload your essay no later than April 27.

All team members will present information on the same city to give the class a more complete picture of the place, its people, and problems, highlighting the global aspects we have covered in class. An acceptable presentation might include information on the size and demographic composition of the city, leading industries, labor conditions, number and percentage of native and foreign-born residents, transportation, housing, planning, governmental and political issues, health and the environment, each with a global focus.

Teams should combine their Powerpoint slides before class time and bring their team presentations on a travel drive or other portable device so that technical problems will not delay the presentations.

Global Cities for Presentations

- Sao Paulo
- Mexico City
- Los Angeles
- Moscow
- Brussels
- Frankfurt
- Johannesburg
- Lagos
- Dubai
- Seoul
- Jakarta
- Tokyo