

LSC Use Only Proposal No:

UWUCC Use Only Proposal No: 12-826.

LSC Action-Date: AP-2/24/13

UWUCC Action-Date: App-4/2/13

Senate Action Date: App-4/30/13

## Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit <b>Geography and Regional Planning</b>	Phone <b>724-357-2250</b>

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

## 1. Course Proposals (check all that apply)

- New Course       Course Prefix Change       Course Deletion  
 Course Revision       Course Number and/or Title Change       Catalog Description Change

Current course prefix, number and full title: GEOG/RGPL 103 Global Cities: Issues in Planning and Development

Proposed course prefix, number and full title, if changing:

## 2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

- Learning Skills     Knowledge Area     Global and Multicultural Awareness     Writing Across the Curriculum (W Course)  
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)  
 Global Citizenship     Information Literacy     Oral Communication  
 Quantitative Reasoning     Scientific Literacy     Technological Literacy

## 3. Other Designations, as appropriate

- Honors College Course     Other: (e.g. Women's Studies, Pan African)

## 4. Program Proposals

- Catalog Description Change     Program Revision     Program Title Change     New Track  
 New Degree Program     New Minor Program     Liberal Studies Requirement Changes     Other

Current program name:

Proposed program name, if changing:

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Gail S. Sechrist</i>	1/28/13
Department Chairperson(s)	<i>John B. ...</i>	1/28/13
College Curriculum Committee Chair	<i>John ...</i>	2/6/13
College Dean	<i>Frank ...</i>	2/6/13
Director of Liberal Studies (as needed)	<i>J. H. ...</i>	3/28/13
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail S. Sechrist</i>	4/2/13

Received

MAR 28 2013

Liberal Studies

Received

FEB 8 2013

Liberal Studies

**RGPL/GEOG 103 Global Cities: Issues in Planning and Development  
New Syllabus of Record**

**I. Catalog Description**

<b>RGPL 103 Global Cities: Issues in Planning and Development</b>	3 class hours 0 lab hours 3 credits
<b>Prerequisite:</b> None	<b>(3c-01-3cr)</b>

An introduction to the developmental and regional planning issues facing contemporary western and non-western cities. A theoretical framework sets up detailed case-studies of developmental issues that are affecting urban populations in Africa, Asia and Central and South America. Issues will include such traditional topics as migration, population, poverty, and indigenous and colonial legacies; but environmental and infrastructure problems such as water supply, food security, energy, solid waste, disaster planning, and transportation will also be analyzed and discussed. (Also offered as GEOG 103; may not be taken as duplicate credit)

<b>GEOG 103 Global Cities: Issues in Planning and Development</b>	3 class hours 0 lab hours 3 credits
<b>Prerequisite:</b> None	<b>(3c-01-3cr)</b>

An introduction to the developmental and regional planning issues facing contemporary western and non-western cities. A theoretical framework sets up detailed case-studies of developmental issues that are affecting urban populations in Africa, Asia and Central and South America. Issues will include such traditional topics as migration, population, poverty, and indigenous and colonial legacies; but environmental and infrastructure problems such as water supply, food security, energy, solid waste, disaster planning, and transportation will also be analyzed and discussed. (Also offered as RGPL 103; may not be taken as duplicate credit)

**II. Course Outcomes**

**Objective 1.** Analyze traditions of Africa, Asia and Central and South American urban places in historical context.

**Expected Liberal Studies Learning Outcomes 1, 2 and 3**

Informed, Empowered and Responsible Learners

**Rationale:** Assignments will assess how students think about past and present emergence, growth, and change of global cities. They will also engage the students in examining the global and regional complexity of the system of cities.

**Objective 2.** Compare the growing non-western city to the western experience.

**Expected Liberal Studies Learning Outcomes 1, 2 and 3**

Informed, Empowered and Responsible Learners

**Rationale:** Assignments and exams will require students to demonstrate knowledge of global city populations, as well as the comparative typical spatial structures of cities in the developing and developed world.

**Objective 3.** Define and describe the theories and concepts of development and urbanization in a non-western urban context.

**Expected Liberal Studies Learning Outcomes 1, 2 and 3**

Informed, Empowered and Responsible Learners

**Rationale:** Assignments and exams will require students to demonstrate knowledge of theories of global and regional economic development. They will also engage students in examining and evaluating the validity of these theories.

**Objective 4.** Assess some of the important problems of non-western cities.

**Expected Liberal Studies Learning Outcomes 1 and 2**

Informed and Empowered Learners

**Rationale:** Assignments and exams will require students to identify and explain the major issues and problems confronting urban areas in Africa, Asia and Latin America. Students will be encouraged to compare and contrast the circumstances in developing and developed world cities.

**Objective 5.** Analyze and evaluate the corresponding policy and planning solutions to those problems.

**Expected Liberal Studies Learning Outcomes 1, 2 and 3**

Informed, Empowered and Responsible Learners

**Rationale:** Assignments and exams will require students to identify and explain posited policy and planning solutions to issues and problems identified in Objective 4. Students will be required to explain and analyze case studies of the implementation of policy and planning solutions and outcomes.

**III. Course Outline**

**Part 1. The global urbanization process (12 hours)**

1. Geographic and planning perspectives on the growth and development of cities:
  - a. Cities as central places,
  - b. The emergence of the modern city,

- c. Cities as part of an urban and global hierarchy,
  - d. The pre-colonial versus the colonial city,
  - e. The “planned city” versus the “organic city,”
  - f. Modernization, globalization, and dependency.
2. The nature of planning
- a. Bombay – a reading on the failure of planning
  - b. A brief history of planning.
  - c. Strategic planning and the comprehensive plan.
  - d. Anglo-American law and procedure: rights and responsibilities.
  - e. New towns, highways, and urban renewal.
  - f. The New Urbanism.
  - g. Success and failure in the West.
3. Contemporary issues facing non-Western cities
- a. Population Growth: Rural-Urban Migration, Squatters Settlements  
One of the biggest problems facing parts of the developing world is continuing population growth. This is especially true of urban areas. Using the framework of the Demographic Transition Model to explain population growth, the students will be asked to question simple solutions. Gender issues of empowerment and culture are brought to the fore. Once population growth is understood the phenomenon of rural-urban migration is examined.
  - b. Economic Integration: Winners and Losers  
Urban areas in the developing world often show wider gaps between wealth and poverty than those in the west. We will discuss issues such as the nature of the informal economy, the influence of globalization, the failure of aid programs, the role of ethnicity (both the ethnic elite and marginalized), gender issues, and the promise of programs such as micro-credit.
  - c. Poverty: Recognition, Reduction, and Mitigation  
Much of the population in the underindustrialized world lives in squatters settlements. We try to understand how the structure and functioning of urban infrastructure and housing systems contribute to or alleviate poverty. The issues of title and ownership are examined, as well as the cost and success of various housing schemes: public housing, sites and services, squatter upgrading.
  - d. Food Supply, Production, and Security  
Complex problems confront developing urban areas such as foreign aid and the wheat trap, cash cropping and food security, urban agriculture, the impact of high-input agriculture, fair trade, land tenure.
  - e. Natural Disaster: Risks, Assessment, and Management  
Cities in the developing world are more vulnerable to flooding, earthquakes, volcanoes, storms, and even tsunamis than those in the west. The extent and the possible responses to these problems are discussed.
  - f. Water Supply, Demand, and Quality  
Among the issues covered in this section are water-borne diseases and water accessibility, gendered labor, drought, and infrastructure.
  - g. Energy: Consumption, Supply, and Management

The problem of charcoal and fire-wood; dung and Gober gas tanks; issues of conservation and sustainability, fossil fuels and alternative energy are covered.

- h. Transportation Need, Planning, and Development
- i. Waste Collection, Disposal, and Management

Test 1: Concepts and problems.

**Part 2. Cities of Africa (10 hours)**

- 1. Pre-colonial historical urban form and development
- 2. Post-colonial development patterns and functional use
- 3. Contemporary development and planning issues

Test 2: Cities of Africa

**Part 3. Cities of Asia (10 hours)**

- 1. Pre-colonial historical urban form and development
- 2. Post-colonial development patterns and functional use
- 3. Contemporary development and planning issues

Test 3: Cities of Asia

**Part 4. Cities of Central and South America (10 hours)**

- 1. Pre-colonial historical urban form and development
- 2. Post-colonial development patterns and functional use
- 3. Contemporary development and planning issues

Final (Test 4): Cities of Central and South America (2 hours)

**IV. Evaluation Methods**

Evaluation and assessment will be determined as follows:

*4 Exams -	15% each	–	total grade	=	60%
3 Quizzes -	10% each	–	total grade	=	30%
1 Essay -	10%	–	total grade	=	<u>10%</u>
					100%

**V. Example Grading Scale**

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = below 60%

\*It is required that all exams are attempted in order to be eligible to pass the course.

## **VI. Undergraduate Course Attendance Policy**

Individual faculty members will develop their own policy in compliance with the university attendance policy as outlined in the undergraduate catalog.

## **VII. Required Textbook(s), Supplemental Books and Readings**

### **Textbook and Required Second Book:**

Saunders, Doug. 2010. *Arrival City: How the Largest Migration in History is Reshaping Our World*. New York: Pantheon Books.

Glasser, Edward. 2011. *Triumph of the City: How Our Greatest Invention Makes Us Richer, Smarter, Greener, Healthier, and Happier*. New York: Penquin.

### **Supplemental Books and Readings**

Soto, Hernando De. 1989. *The Other Path: The Invisible Revolution in the Third World*. New York: Harper Collins.

Other readings as assigned.

## **VIII. Special Resource Requirements**

There are no special resource requirements expected of the students who enroll in this course.

## **IX. Bibliography**

Abrahamson, M. 2004. *Global Cities*. Oxford: Oxford University Press.

Ali, A. K. and P.L. Doan. 2006. A Survey of Undergraduate Course Syllabi and a Hybrid Course on Global Urban Topics, *Journal of Planning Education and Research* 26: 222-236.

Amen, M. M., K. Archer, and M. M. Bosman. 2006. *Relocating Global Cities: From the Centers to the Margins*. Lanham: Rowman and Littlefield.

Ascher, K. 2005. *Anatomy of a City*. New York: Penguin Press.

A.T. Kearney. 2010. *The Urban Elite. The A.T. Global Cities Index 2010*. Chicago: A.T. Kearney, Inc.

Auerswald, P. 2012. *The Coming Prosperity*. New York: Oxford University Press.

Benevolo, Leonardo. 1971. *The Origins of Modern Town Planning*. MIT Press, Cambridge.

Brenner, N. 2006. *The Global Cities Reader*. London: Routledge.

Brunn, S. D., M. Hays-Mitchell, and D. J. Zeigler. 2008. *Cities of the World: World Regional Urban*

- Development*, 4<sup>th</sup> ed. Lanham: Rowman and Littlefield.
- Clark, D. 2003. *Urban World / Global City*. London: Routledge.
- De Soto, Hernando. 1989. *The Other Path*. New York: Harper and Row.
- Drakakis-Smit, D. 2000. *Third World Cities*, 2<sup>nd</sup> ed. London: Routledge.
- Gugler, J. 2004. *World Cities Beyond the West: Globalization, Development and Inequality*. Cambridge: Cambridge University Press.
- Gugler, J. 1997. *Cities in the Developing World: Issues, Theory and Policy*. Oxford: Oxford University Press.
- Guthrie, D. 2012. *China and Globalization*. London: Routledge.
- Hall, Sir Peter. 1998. *Cities in Civilization*. New York: Pantheon Books.
- Howard, Ebenezer. 1965 (1898). *Garden Cities of Tomorrow*. Cambridge: MIT Press.
- Mumford, L. 1938. *The Culture of Cities*. San Diego: Harcourt, Brace.
- Perlman, Janice. 1976. *The Myth of Marginality*. Berkeley: University of California Press.
- Pinderhughes, R. 2004. *Alternative Urban Futures: Planning for Sustainable Development in Cities Throughout the World*. Lanham: Rowman and Littlefield.
- Rainer, G. 1990. *Understanding Infrastructure: A Guide for Architects and Planners*. Hoboken: Wiley-Interscience.
- Sassen, S. 2006. *Cities in a World Economy*, 3<sup>rd</sup> ed. Thousand Oaks: Pine Forge Press.
- Sassen, S. 2001. *The Global City*. Princeton: Princeton University Press.
- Sassen, S. 2002. *Global Networks, Linked Cities*. London: Routledge.
- Saunders, D. 2010. *Arrival City*. London: Random House.
- The Worldwatch Institute, 2007. *State of the World: Our Urban Futures*. New York: Norton.
- Williams, D. 2012. *Global Urban Growth: A Reference Handbook*. ABC-CLIO, LLC, Santa Barbara, CA.
- Zetter, R. and G. B. Watson. 2006. *Designing Sustainable Cities in the Developing World*. Burlington: Ashgate.
- UN-HABITAT. 2009. *Global Report on Human Settlements 2009: Planning Sustainable Cities*. Abridged Edition. London: Earthscan.
- UN-HABITAT. 2009. *Sustainable Urban Energy Planning*. London: Earthscan.

## **2. Summary of the Proposed Revisions**

The textbooks were updated. Otherwise the proposal is essentially what was submitted in 2011-2012 when the approval for Social Science Knowledge Area was granted.

Submitting for Global and Multi-Cultural Awareness designation.

## **3. Rationale**

In 2011-2012 the Liberal Studies Committee was only examining the Knowledge Area category so it is now being resubmitted. This course has been approved as both knowledge area and Global and Multi-cultural Awareness.

The phrase 'Global City' or 'World City' was coined in the 1960s to describe cities with the most influential financial command centers of the coalescing global economy. The first cities identified as Global Cities were New York, London, and Tokyo. These cities grew as polycentric nodes of the world's political and economic restructuring. Such restructuring means old values are sometimes replaced with those of the dominant and powerful, as political, economic, and cultural change diffuses across space over time. However, traditional societal organization remains vital to the meaning of place, and to outsiders seeking to learn, travel, or commence in commerce in the 'new' global cities of the world.

As of 2007, it is estimated that over one-half of the world's population now lives in an urban place. Understanding traditional societal structures and indigenous knowledge is extremely important when examining how the 'new' cities of the former under and undeveloped world will integrate into the new globalizing world.

The urban form – cities – manifests much of these societal changes empirically on the landscape. By comparing former urban growth and settlement paradigms with the current globalization paradigm, students will gain knowledge about how the values of the past conflict or assimilate with the practices of the present and expectations of the future.

For example, modes of transportation as technological diffusion (horse, locomotives, elevators, automobiles, etc.) demonstrates how these technologies move across space from locations of origin to places all over the globe, and how these transportation technologies have influenced, shaped, and promoted urban growth patterns similar to dominant societies. Interestingly, as some contemporary global influence begins to shift from the 'old' Western Global Cities to the expanding cities of Brazil, India, and China, these new Global Cities are developing innovative policy, design, and technological advancements in planning, construction, and management of cities that requires the Planning discipline to take notice. The latest Globalization experiment started with western cities pushing their influence outward to other parts of the globe, now the non-western cities are pushing back.

The course covers other themes endemic with today's growing urban centers around the globe. Issues such as energy use, urban design, poverty, freshwater usage, grey water treatment, housing, and cultural standardization are discussed in terms that relate the student's daily routine to the routines of billions of other city dwellers around the world. Urban Planning techniques are discussed as ways to mitigate for past problems, assess current conditions, and forecast action for new development.



**RGPL/GEOG 103 Global Cities: Issues in Planning and Development  
Old Syllabus of Record**

**I. Catalog Description**

RGPL/GEOG 103 Global Cities: Issues in Planning and Development

3 class hours

0 lab hours

3 credits

(3c-01-3cr)

Prerequisite: None

An introduction to the developmental and regional planning issues facing contemporary western and non-western cities. A theoretical framework sets up detailed case-studies of developmental issues that are affecting urban populations in Africa, Asia and Central and South America. Issues will include such traditional topics as migration, population, poverty, and indigenous and colonial legacies; but environmental and infrastructure problems such as water supply, food security, energy, solid waste, disaster planning, and transportation will also be analyzed and discussed. (Also offered as GEOG 103; may not be taken as duplicate credit)

**II. Course Outcomes**

**Objective 1.** Analyze traditions of Africa, Asia and Central and South American urban places in historical context.

**Expected Liberal Studies Learning Outcomes 1, 2 and 3**

Informed, Empowered and Responsible Learners

**Rationale**

Assignments will assess how students think about past and present emergence, growth, and change of global cities. They will also engage the students in examining the global and regional complexity of the system of cities.

**Objective 2.** Compare the growing non-western city to the western experience.

**Expected Liberal Studies Learning Outcomes 1, 2 and 3**

Informed, Empowered and Responsible Learners

**Rationale**

Assignments and exams will require students to demonstrate knowledge of global city populations, as well as the comparative typical spatial structures of cities in the developing and developed world.

**Objective 3.** Define and describe the theories and concepts of development and urbanization in a non-western urban context.

**Expected Liberal Studies Learning Outcomes 1, 2 and 3**

Informed, Empowered and Responsible Learners

**Rationale**

Assignments and exams will require students to demonstrate knowledge of theories of global and regional economic development. They will also engage students in examining and evaluating the validity of these theories.

**Objective 4.** Assess some of the important problems of non-western cities.

**Expected Liberal Studies Learning Outcomes 1 and 2**

Informed and Empowered Learners

**Rationale**

Assignments and exams will require students to identify and explain the major issues and problems confronting urban areas in Africa, Asia and Latin America. Students will be encouraged to compare and contrast the circumstances in developing and developed world cities.

**Objective 5.** Analyze and evaluate the corresponding policy and planning solutions to those problems.

**Expected Liberal Studies Learning Outcomes 1, 2 and 3**

Informed, Empowered and Responsible Learners

**Rationale**

Assignments and exams will require students to identify and explain posited policy and planning solutions to issues and problems identified in Objective 4. Students will be required to explain and analyze case studies of the implementation of policy and planning solutions and outcomes.

### **III. Course Outline**

#### **Part 1. The global urbanization process (12 hours)**

1. Geographic and planning perspectives on the growth and development of cities:
  - a. Cities as central places,
  - b. The emergence of the modern city,
  - c. Cities as part of an urban and global hierarchy,
  - d. The pre-colonial versus the colonial city,
  - e. The “planned city” versus the “organic city,”
  - f. Modernization, globalization, and dependency.
2. The nature of planning
  - a. Bombay – a reading on the failure of planning
  - b. A brief history of planning.
  - c. Strategic planning and the comprehensive plan.
  - d. Anglo-American law and procedure: rights and responsibilities.
  - e. New towns, highways, and urban renewal.
  - f. The New Urbanism.
  - g. Success and failure in the West.
3. Contemporary issues facing non-Western cities
  - a. Population Growth: Rural-Urban Migration, Squatters Settlements

One of the biggest problems facing parts of the developing world is continuing population growth. This is especially true of urban areas. Using the framework of the Demographic Transition Model to explain population growth, the students will be asked to question simple solutions. Gender issues of empowerment and culture are brought to the fore. Once population growth is understood the phenomenon of rural-urban migration is examined.
  - b. Economic Integration: Winners and Losers

Urban areas in the developing world often show wider gaps between wealth and poverty than those in the west. We will discuss issues such as the nature of the informal economy, the influence of globalization, the failure of aid programs, the role of ethnicity (both the ethnic elite and marginalized), gender issues, and the promise of programs such as micro-credit.

c. Poverty: Recognition, Reduction, and Mitigation

Much of the population in the underindustrialized world lives in squatters settlements. We try to understand how the structure and functioning of urban infrastructure and housing systems contribute to or alleviate poverty. The issues of title and ownership are examined, as well as the cost and success of various housing schemes: public housing, sites and services, squatter upgrading.

d. Food Supply, Production, and Security

Complex problems confront developing urban areas such as foreign aid and the wheat trap, cash cropping and food security, urban agriculture, the impact of high-input agriculture, fair trade, land tenure.

e. Natural Disaster: Risks, Assessment, and Management

Cities in the developing world are more vulnerable to flooding, earthquakes, volcanoes, storms, and even tsunamis than those in the west. The extent and the possible responses to these problems are discussed.

f. Water Supply, Demand, and Quality

Among the issues covered in this section are water-born diseases and water accessibility, gendered labor, drought, and infrastructure.

g. Energy: Consumption, Supply, and Management

The problem of charcoal and fire-wood; dung and Gobar gas tanks; issues of conservation and sustainability, fossil fuels and alternative energy are covered.

h. Transportation Need, Planning, and Development

i. Waste Collection, Disposal, and Management

Test 1: Concepts and problems.

**Part 2. Cities of Africa (10 hours)**

1. Pre-colonial historical urban form and development
2. Post-colonial development patterns and functional use
3. Contemporary development and planning issues

Test 2: Cities of Africa

**Part 3. Cities of Asia (10 hours)**

1. Pre-colonial historical urban form and development
2. Post-colonial development patterns and functional use
3. Contemporary development and planning issues

Test 3: Cities of Asia

**Part 4. Cities of Central and South America (10 hours)**

1. Pre-colonial historical urban form and development
2. Post-colonial development patterns and functional use
3. Contemporary development and planning issues

Final (Test 4): Cities of Central and South America (2 hours)

**IV. Evaluation Methods**

Evaluation and assessment will be determined as follows:

*4 Exams -	15% each	-	total grade	=	60%
3 Quizzes -	10% each	-	total grade	=	30%
1 Essay -	10%	-	total grade	=	<u>10%</u>
					100%

**V. Example Grading Scale**

- A = 90% - 100%
- B = 80% - 89%
- C = 70% - 79%
- D = 60% - 69%
- F = below 60%

\*It is required that all exams are attempted in order to be eligible to pass the course.

## **VI. Undergraduate Course Attendance Policy**

Individual faculty members will develop their own policy in compliance with the university attendance policy as outlined in the undergraduate catalog.

## **VII. Required Textbook(s), Supplemental Books and Readings**

### **Textbooks**

The Worldwatch Institute, 2007. State of the World: Our Urban Futures. Norton, New York (required) – Available in print and online.

Pinderhughes, R. 2004. Alternative Urban Futures: Planning for Sustainable Development in Cities Throughout the World. Rowman and Littlefield, Lanham (supplemental).

### **Supplemental Books and Readings**

Soto, Hernando De. *The Other Path: The Invisible Revolution in the Third World*. Harper Collins, 1989.

Other readings as assigned.

## **VIII. Special Resource Requirements**

There are no special resource requirements expected of the students who enroll in this course.

## **IX. Bibliography**

Abrahmson, M. 2004. Global Cities. Oxford University Press, Oxford.

Ali, A. K. and P.L. Doan. 2006. "A Survey of Undergraduate Course Syllabi and a Hybrid Course on Global Urban Topics," Journal of Planning Education and Research 26: 222-236.

Amen, M. M., K. Archer, and M. M. Bosman. 2006. Relocating Global Cities: From the Centers to the Margins. Rowman and Littlefield, Lanham.

Ascher, K. 2005. Anatomy of a City. Penguin Press, New York.

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Auerswald, P. 2012. The Coming Prosperity. Oxford University Press, New York.

Benevolo, Leonardo. 1971. The Origins of Modern Town Planning. MIT Press, Cambridge.

Brenner, N. 2006. The Global Cities Reader. Routledge, London.

- Brunn, S. D., M. Hays-Mitchell, and D. J. Zeigler. 2008. Cities of the World: World Regional Urban Development, 4<sup>th</sup> ed. Rowman and Littlefield, Lanham.
- Clark, D. 2003. Urban World / Global City. Routledge, London.
- De Soto, Hernando. 1989. The Other Path. Harper and Row, New York.
- Drakakis-Smit, D. 2000. Third World Cities, 2<sup>nd</sup> ed. Routledge, London.
- Gugler, J. 2004. World Cities Beyond the West: Globalization, Development and Inequality. Cambridge University Press, Cambridge.
- Gugler, J. 1997. Cities in the Developing World: Issues, Theory and Policy. Oxford University Press, Oxford.
- Guthrie, D. 2012. China and Globalization. Routledge, London.
- Hall, Sir Peter. 1998. Cities in Civilization. Pantheon Books, New York.
- Howard, Ebenezer. 1965 (1898). Garden Cities of Tomorrow. MIT Press, Cambridge.
- Mumford, L. 1938. The Culture of Cities. Harcourt, Brace, San Diego.
- Perlman, Janice. 1976. The Myth of Marginality. University of California Press, Berkeley.
- Pinderhughes, R. 2004. Alternative Urban Futures: Planning for Sustainable Development in Cities Throughout the World. Rowman and Littlefield, Lanham (supplemental).
- Rainer, G. 1990. Understanding Infrastructure: A Guide for Architects and Planners. Wiley-Interscience, Hoboken.
- Sassen, S. 2006. Cities in a World Economy, 3<sup>rd</sup> ed. Pine Forge Press, Thousand Oaks.
- Sassen, S. 2001. The Global City. Princeton University Press, Princeton.
- Sassen, S. 2002. Global Networks, Linked Cities. Routledge, London.
- Saunders, D. 2010. Arrival City. Random House, Ltd. London.
- The Worldwatch Institute, 2007. State of the World: Our Urban Futures. Norton, New York.
- Williams, D. 2012. Global Urban Growth: A Reference Handbook. ABC-CLIO, LLC, Santa Barbara, CA.
- Zetter, R. and G. B. Watson. 2006. Designing Sustainable Cities in the Developing World. Ashgate, Burlington.
- UN-HABITAT. 2009 Global Report on Human Settlements 2009: Planning Sustainable Cities. Abridged Edition. Earthscan, London.
- UN-HABITAT. 2009. Sustainable Urban Energy Planning. Earthscan, London.

## **X. Sample Assignment – Article Review and Study Questions**

### **Assignment Instructions**

Explanation: Short articles are assigned to supplement lectures with classes as big as 200, testing has been the simplest way of see what students got out of it. Below are study questions and some corresponding test questions that are marked right or wrong.

Outside Reading: Demographic Transition Lecture

Hvistendahl (2011) "Young and Restless Can Be a Volatile Mix"  
Science, Volume 333: 522-524

Answer these study questions to prepare for the exam.

What was the Arab Spring?

What two reasons did the author say were generally put forward to explain it?

What does Hvistendahl suggest was a possible reason?

What age group is the "Youth Bulge?"

What percent of the population does it have to be to create problems?

What percent of North African and Middle Eastern 15-24 year old are unemployed?

If your country hits the "Youth Bulge," what are its odds of steering through to a democratic form of government?

Where did the "Youth Bulge" fail to predict conflict?

What two things might meliorate (look it up) the potential source of conflict?

Who are the Gray Ladies?

What do they do?

Test questions for the reading:

1. Which of the following countries was involved in the Arab Spring?
  - a. Egypt
  - b. Afghanistan
  - c. Bolivia
  - d. Indonesia
  - e. Somalia

2. The "Youth Bulge" is what age group?
  - a. 0-5
  - b. 6-11
  - c. 12-17
  - d. 15-29
  - e. 22-30
  
3. At what stage of the Demographic Transition would expect a "Youth Bulge" to arise?
  - a. I
  - b. II
  - c. III
  - d. IV
  - e. V
  
4. In the United States unemployment among young black males is estimated as high as 17%. What is the same number for young men in North Africa and the Middle East?
  - a. 10%
  - b. 15%
  - c. 20%
  - d. 25%
  
5. At what other point in the history of the human population did we find a significant youth bulge?
  - a. The invention of agriculture
  - b. The industrial revolution
  - c. The Baby Boom
  - d. All of the above

## Liberal Studies Course Approval General Information

1. As a survey course this will be taught by those faculty with training in both geography and urban planning (at present Benhart, Hoch, Masilela, Patrick). This is a refined set of tools and presupposes much that is common in education and approach. This group also meets on a regular basis to discuss curriculum, service, and scholarship. As part of ongoing accreditation review the content and commonality of courses has to be agreed upon.
2. The syllabus indicates the persistent inclusion of gender and ethnicity. Most of the urban issues covered in the course (population growth, squatters' settlements, poverty, labor, energy, water) are inherently gendered in, at least, the developing world and the syllabus of record indicates many of these places. The issues of ethnicity and class are also critical for many of these urban problems. Whether it is Luo-Kikuyu violence in Nairobi's squatters settlements, the nature of the Dalit slums in India, or the Chinese economic elite in Malaysia; ethnic issues that both mirror and contrast the ethnic issues student are familiar with permeate the cities of the developing world. The double burden of women in poorer countries is stressed through issues such as sweat shop labor, infant mortality, selective abortion, and regional policies or custom.
3. The opportunities here are myriad and present one of the best opportunities to broaden the views of students. Hernando DeSoto's non-fiction classic The Other Way is included in the syllabus of record, but works of fiction abound from Cyprian Ekwensi's 1954 story urban Nigerian life People of the City to the recent Kite Runner, Khaled Hosseini's story of emigration and war torn Kabul.
4. This course is meant to present overlapping parts of two disciplines: Urban Geography and Urban Planning. As the syllabus shows, it shares much of its approach with the already existing GEOG 104. It replaces an old course GEOG 103 Human Geography that we felt was not sufficiently distinct. Here the strong emphasis on urban areas and the introduction of the problems of the built environment provide a distinct, and we feel important emphasis that will engage and challenge the general undergraduate. The introductory course for planning majors is RGPL 350 Introduction to Planning, most geography majors begin with GEOG 230 Cultural Geography.