

Course Number and Name:

URP 6905/4905 – International Perspectives in Urban and Regional Planning

Instructor:

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448 ARCH

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Class Period and Location:

Monday: 1.55 – 4.55 (period 7-9)

ARCH 439

Course Description:

In this rapidly globalizing world, students need to understand the changing needs and demands of the planning profession and people. Current and rapid changes in the structure and trends in the Globalization, Urbanization, Inequality, etc. have intended and unintended consequences on the development outcome and the planning process.

This is an undergraduate-graduate ‘joined’ course designed to present contemporary global and critical issues in urban and regional planning. This course carefully selects critical topics and case studies from around the world and encourages student to evaluate and develop different strategies and corrective course of actions. Students are expected to analyze and solve problems using skills such as critical thinking, conceptual thinking, innovative thinking, and intuitive thinking. This course provides global insights to students and prepares them to think critically to solve real life local and global problems in more informed way.

This course is divided into 7 modules. Each module discusses topics such as Globalization, Inequality, Segregation, Immigration, etc. Every module consists of a topic that directly or indirectly affects planning community, policy makers, and other stakeholders.

Course Objectives:

The main objective of the course is to make students aware about the global issues. Developing knowledge based critical thinking among students is one of the important objectives of this course.

The planning profession is expected to have active engagement with various stakeholders of the community at a local and as well as global level. In this course,

students will learn about the various urban planning issues and the interconnections between them.

Students are expected to learn and adopt from changing dynamics of planning and apply the knowledge in plan formulations. We will also discuss the best practices in planning from all over the world and will analyze the role of government.

Student Learning Objectives:

This course aligns well with defined SLOs objectives. Students are expected to identify, understand, and explain global conditions and interdependencies. In addition to this, students will play central and active role in the classroom. Active learning format is known to cause students to think critically.

SLO 1:

Students are expected to participate in the class discussion and discuss the class material and other assigned readings. The assigned readings and the class discussions require them to identify, understand, and explain the material, and the context. Students will be taught and are expected to understand the underlying cultural differences before analyzing a problem.

SLO 2:

Every module consists of topics which are global and as well as local in nature. However, these issues affect countries differently because of differences in the economic development, culture, and population. Students are expected to understand these differences before problem solving.

SLO 3:

Students will work in groups and individually to prepare and present a country profile of an assigned country. They will discuss topics covered in class in the context of the assigned country. This exercise involves data gathering, extensive reading, communicating with citizens of the assigned country to understand cultural differences, working in groups to present their findings which strengthens communication skills. Having right information will make students sensitive, and aware about the world they live in.

Course Content:

This course is divided into seven modules. Each module discusses contemporary planning issue in detail. Each segment consists of a topic that directly or indirectly affects citizens, planning community, policy makers, and other stakeholders.

Grading:

Assignment	Points Possible	Percent of Grade
Course Paper (Extra requirements for 6905) <ul style="list-style-type: none"> • Idea presentation (40pts) • Final paper presentation (80pts) • Final paper (200pts) 	320	32%
Class Participation <ul style="list-style-type: none"> • Discussions • Paper/Video reflections • Presentations (Assigned) 	200	20%
Country Profile Presentations	60	6%
Article summaries (3 for URP 4905 & 6 for URP 6905)	120	12%
Assignments (2x150 each) <ul style="list-style-type: none"> • Extra requirements for 6905 	300	30%

Grading Scale:

A= 93-100%

B+= 86-89.9%

C+= 76-79.9%

D= <70%

A-= 90-92.9%

B= 83-85.9%

C= 73-75.9%

F=<60%

B-= 80-82.9%

C-=70-72.9%

Modules:

- Globalization

- Trends: USA and Rest of the World
- Causes and Consequences
- Politics, Economics, and Globalization
- Planning Process and Globalization

- Economics and Geography of Jobs
 - Trends: USA and Rest of the World
 - Where are the Jobs?
 - Offshoring and Job Quality
 - Planning Intervention and Job Creation
 - Best Practices around the world

- Inequality
 - Types of Inequality
 - Causes and Consequences
 - How to Measure Inequality
 - Inequality around you
 - Trends: USA and Rest of the World
 - Reducing Inequality through Planning Interventions
 - Best Practices around the World

- Segregation
 - Trends: USA and Rest of the World
 - Causes and Consequences
 - Integration through Planning
 - Best Practices and Success Stories

- Immigration
 - Trends: USA and Rest of the World
 - Causes and Consequences
 - Planning Challenges and Immigration

- The New Economic Reality
 - Trends: USA and Rest of the World
 - Changing Housing and Office Space Demand
 - Planning in Recession
 - New Strategies

- Special Topics
 - Economics of Smart Cities
 - Efficiency and Smart Growth

- Environment and Economics
- Cost of Sustainability

Text and Readings:

1. Martinez-Fernandez, C., Audirac, I., Fol, S., & Cunningham-Sabot, E. (2012). Shrinking cities: Urban challenges of globalization. *International journal of urban and regional research*, 36(2), 213-225
2. Pizarro, R. E., Wei, L., & Banerjee, T. (2003). Agencies of globalization and third world urban form: A review. *Journal of Planning Literature*, 18(2), 111-130.
3. Moretti, E. (2012). *The new geography of jobs*. Houghton Mifflin Harcourt.
4. Hout, M. (2012). Social and economic returns to college education in the United States. *Annual review of sociology*, 38, 379-400.
5. Kline, P., & Moretti, E. (2014). People, places, and public policy: Some simple welfare economics of local economic development programs.
6. Owens, A., Reardon, S. F., & Jencks, C. (2016). Income segregation between schools and school districts. *American Educational Research Journal*, 53(4), 1159-1197.
7. Stiglitz, J. E. (2009). The current economic crisis and lessons for economic theory. *Eastern Economic Journal*, 35(3), 281-296.
8. Alterman, R. (1995). Can planning help in time of crisis?: Planners' responses to Israel's recent wave of mass immigration. *Journal of the American Planning Association*, 61(2), 156-177.
9. Alfasi, N., & Portugali, J. (2004). Planning just-in-time versus planning just-in-case. *Cities*, 21(1), 29-39.
10. Miraftab, Faranak., and Neema Kudva. *Cities of the Global South Reader*. Routledge Urban Reader Series, 2014.
11. Moretti, Enrico. *The new geography of jobs*. Houghton Mifflin Harcourt, 2012.
12. Alterman, Rachelle. "Can Planning Help in Time of Crisis?: Planners' Response to Israel's Recent Wave of Mass Immigration." *Journal of the American Planning Association* 61.2 (1995):156-177.
13. Lovering, John. "Will the recession prove to be a turning point in planning and urban development thinking?." *International Planning Studies* 15.3 (2010): 227-243.
14. Other readings as assigned during the semester.

Accommodation for students with disabilities:

Students requesting classroom accommodation must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Disability Resource Center in the Dean of Students Office provides students and faculty with information and support regarding accommodations for students with disabilities in the classroom. Staff at the Disability Resource Center will assist any student who registers as having a disability.

Student Honor Code and Academic Honesty:

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

Students must follow the University's policy regarding cheating and the use of copyrighted materials. Please visit

<http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php> for more information.

NETIQUETTE: COMMUNICATION COURTESY:

All members of the class are expected to follow rules of common courtesy in all forms of communication. Please visit <http://teach.ufl.edu/docs/NetiquetteGuideforOnlineCourses.pdf> to know more.

Disclaimer:

Subsequent changes may be made to any aspect or details of this syllabus if and when necessary. Any changes will be announced in class as soon as practical.