SYLLABUS

Note: This syllabus may be revised during the life of the course.

This course is hybrid: classroom/Blackboard/community

Check for the items to be submitted via Blackboard and Email only!

The Global Urban Experience:

Undergraduate Core Course in Public Service, School of Public Affairs and Administration; Rutgers, the State University of New Jersey – Newark Campus

Course Number 40:827:302, Spring Semester 2013

Course Instructor: Yonel Pierre

Class meets: Monday and Wednesday 6:00 pm – 7:20 pm

Smith Hall, Room 245

Office hours: Monday and Wednesday: 5:30 – 6:30 pm by prior appointments only. Or, contact me at: Pierreroni@aol.com

Location: Center for Urban and Public Service

111 Washington Street, Office –Room 332

Course Description: This is our moment in time to explore public service in the context of the global urban experience. Planet earth is a big place, but is she becoming smaller? Who are our neighbors? The family located geographically in the house or apartment next door, or the family in the country of Madagascar – across the Atlantic ocean and on the eastern side of the African continent? When you hear the saying: “We are our brothers’ or our sisters’ keepers,” to whom do you think the speaker refers? Could the speaker mean individuals in the next town or state over? Or may the speaker be
referring to individuals in Tibet or Argentina? In this course we will meet and get better acquainted with our neighbors in both the developed and the developing world – through the cultural, social, political, economic, and environmental elements of life. In our exploration, the range of public service takes on a seldom-considered view through a global lens with urban adjustments. Charting our course through critical analysis, we are going to collectively construct a kaleidoscope and share it; peering through a global lens as we swerve the kaleidoscope to highlight our findings in urban areas all over the world.

For the first time in the existence of humankind, more than half of the world’s population resides in urban areas. In the U. S. and Europe, more than 75% of the population is urbanized. Urbanization shows rapid growth throughout Africa, Asia, and Latin America. Within the next two decades it is predicted that more than two thirds of the world population will be urbanites. The public servant is sure to play a vital role on the urban terrain from a multitude of vantage points.

Vantage points on community and economic development mean different things to different people – where you sit on the globe may have a bearing on how you stand on the issues. This course will survey and critique dominant (and not so dominant) perspectives on international community development including: modernization, dependency, world systems, historical culturalism, sustainable development, and the globalization of urbanization. Much of our kaleidoscope will be at the developing world to investigate the public service arena, we have to keep in mind that there are many competing and even contradictory theories of development and change – so we will open-mindedly explore these theories while mapping and conceptualizing global change. We will examine global governance organizations such as the United Nations, World Bank, International Monetary Fund, World Trade Organization, and Organization for Economic Co-operation and Development (as well as others) to understand the role of these organizations in the world. We are going to use our theories and research findings from assigned readings to develop practical solutions to major international community development (ICD) issues in particular urban areas (that you select). These ICD issues include poverty and wealth, healthcare, education, criminal justice, human rights, natural
environment, built environment, housing, security, division of labor, and foreign aid.

**Learning Objectives and Outcomes:** This course will take some considerable time and effort to navigate. Provided that you come to class: participate in class discussion and the Blackboard threaded discussion; complete homework, quizzes and in-class assignments; present team learning projects; argue during class debates; and research and write your term papers, you will be able to:

Understand the historical and cultural context of community development in developed, developing and transitioning nations

1. Articulate approaches to public service locally and globally
2. Analyze and evaluate multiple perspectives about policy issues that represent divergent (and even opposing) interests in the urban arena
3. Select and analyze primary and reputable sources that inform us about the past and present while helping us conceptualize future expectations of public service in urban areas around the world
4. Understand the logic behind thoughtful persuasive arguments for change
5. Identify underlying values (as opposed to facts) of contradictory viewpoints
6. Discover relationships between history, culture, and the globalization of urbanization.
7. Develop and articulate your own independent and informed viewpoints from a public servant perspective.
8. Communicate orally and in writing about public service and the urban global experience
9. Collaborate and cooperate with your peers in debating issues and making presentations designed to solve problems and resolve issues intensified on the urban landscape across the globe.

**Successfully completing this course requires you to:**

Attend class, be punctual for class, and participate in class (10% of grade)
There will be additional homework assignments (including participation in Blackboard threaded discussions and essays), in–class assignments, and quizzes on a regular basis requiring you to answer questions posed about the readings, films, or any other learning modalities that I present.

**Weekly Themed Discussion Papers (25%)**

**Public/Private Partnership Project (20%)**

**International Public Service Project (20%)**

**International City Papers & Final Project (25%)**

Due dates will be announced in class and posted on Blackboard.

**Themed Paper Assignments** These will be listed on Blackboard under Assignments with respective due dates. Be sure to check the Blackboard site regularly. Make sure that I have your correct email address and make sure that you have provided your correct email address to the Blackboard site. Upload written homework assignments into the Assignment section of Blackboard. Identify the item by name, for example “Outline of Chapter 2 of ‘Cities in a Globalizing World’” or “Essay on Enhancing Urban Security and Safety.” Bring a copy to class for yourself so that you can have it for discussion purposes. Hard copies need not be submitted. Blackboard will reject items submitted after 5: PM on the day the assignment is due. Please be sure to upload your homework assignments or your journals before 5: PM on the day that the assignment is due.

2 Once we review a homework assignment in class, I cannot accept a late homework assignment about that subject.

**Blackboard Threaded Discussions:** This course extends beyond the classroom in two ways – threaded discussions on Blackboard and your public service project. In fact we will rely on Blackboard in a number of respects. There are forums on the discussion board that parallel the subtopics of the syllabus.
Under each forum every student is expected to post one to three statements about articles related to the topic and end the statement with a question to generate a discussion. Every student is further expected to post a separate quality post in reply to questions posed by at least three other students under each forum. Use the reply stem for a reply post.

**You may ask, what constitutes a quality post to the threaded discussion?** A quality post draws from the readings by direct reference when answering the questions posed on the discussion board. In a quality post we find your analysis of the readings and how the readings relate to the topic(s) presented in the questions posed. A post indicates why you agree or disagree with the main points that the authors posit. It states how you might reframe the issue presented in the readings so that it better grasps and settles the matter the author discusses, or the matter about which you think the author should be concerned – given the topic. A quality post calls for your substantive thoughts and is likely to be two or more paragraphs and raise additional questions. In fact raising additional questions deepens the conversation.

These questions, raised by students or the instructor through main threads, are to then be answered in the ‘reply stem’ by classmates (and where necessary, by the instructor). Again, each student should reply to at least three main threads initiated by other students and every thread initiated by the instructor. Simply stating that you agree or disagree with the post of a classmate or of the instructor is not a sufficient reply post. Indicate why you agree or disagree with a post. A reply post should be at least one paragraph. After all, the threaded discussion is our virtual community, our mechanism for teasing out the concepts and theories from the readings and from our discussions. Interestingly, you are sure to find that, the more substantive your posts, the easier your completion of your other assignments. Threaded discussions prepare you for quizzes, in-class assignments, and will likely assist with your research paper.

**Quizzes:** These dates may be listed on the syllabus and will be announced in class during the class before the quiz, or earlier. Just because it is not listed on the syllabus does not mean that it will not be given. The date of a quiz will also be posted on Blackboard.
**Films, Field Trips** and/or other learning modalities for Extra Credit & Themed Discussions: These dates may be listed on the syllabus and will be listed on Blackboard. You may be assigned to watch a film outside of class and answer questions that I provide.

**International Public service project journals and paper are due:**

- February 27
- March 11
- April 1
- April 23 – Project Paper Due

**Team learning project** presentations are connected to your work, understanding and analysis on how sectors work with each other. In the team learning project each team member represents a different sector. Together the group will construct a multi-sector contract to hand an international community development issues. Presentations are held on April 23th and April 25th. Contracts are due April 30th.

**International Public Service Project:** Before the third week of class, you are to submit a proposal for a public service project in your community. Think globally and act locally. Keep a journal of what you accomplish in your public service project. You will submit a journal to provide periodic updates on the progress of your public service project. The standard time expectation will be a total of 25 hours for the service including research on the organization and interviews (via in-person or Skype or by phone) Reflect and write about your challenges during the two week period, discuss your interaction with employees
and the service population of the organization where applicable. This part of your grading opportunities is designed to better reflect the public servant in you and to get a broader understanding of public service issues in an international format. Recommendations for projects will be given by the instructor or you can select an organization (Non-profit (US) or NGO-International) of your own choosing with prior approval from the instructor.

**Comparative Research Paper Topic:** First, select one international city as your geographical focus. Next decide upon two issues from our ICD list or consult with me if you would like to consider issues not on our existing list. Once you select your city of geographical focus and your ICD issues to consider, and then provide me with a list of three questions that approach the role of public service in deciphering the answer to your question. We will review your proposed questions together and decide upon a final question for you to research. Your assignment is to research that question to find how it would be answered in the context of each city, and again, what you think the role of public service should be in answering the question designed to resolve the issues selected. Compare and contrast your findings. For example, would the role of public service be the same or different given the historical and cultural context of the city? How can public service improve performance of governance? Or, regarding the issue of labor and employment, how are circumstances regarding workers and wages handled in each urban area and why does that seem to be the case when you think about the application of development theories to each city? The paper should be 10–12 pages in length. As to references, you will need to cite at least ten works. Five must be library or other hardback books, or journals. The other five may come from Internet sources. Wikipedia does not count as an Internet source and points will be deducted if you list Wikipedia as a reference. This grading opportunity is to bring out the scholar in you.

**Team Learning Projects:** During the third or fourth week of class we will divide into learning teams with no more than four individuals in a group. Work with individuals with whom you are not serving on debate teams. Your learning team will plan a project connected to our ICD list of issues or other issues that you may suggest. The team learning project is an outgrowth of your comparative research paper. The learning team will need to select one city in
the economically developing world. The contract is for a public–private partnership. Draw from what you are learning while researching your comparative research paper to decide upon which ICD issue to tackle. The parties to the contract will decide how to implement resolution of the issue – for example – poverty alleviation and wealth creation. However, this will be a multi-sector project so there will be involvement of representatives of the public sector, businesses, non-profit organizations, non-governmental organizations, and other community groups. There should be at least four independent organizations. Your team will develop a contract that details what will be accomplished by each party to the project. Design your contract on the Group Pages on Blackboard. Once you decide upon groups, I will create group pages. Your group members are to communicate on the group’s discussion board, which is separate from the general discussion board. Only group members and I will be able to access your discussions and exchange of information.

Remember, you are drafting a contract for a public–private partnership. Different parties to the contract are to write the various provisions once your group determines the specific nature of the contract. Again, share with each other the wealth of knowledge you are gaining through policy debates, your argumentative paper and your comparative research paper so that the basis for your contract is logical and pragmatic. Use examples from your comparative research paper to contextualize the contract and explain in a section within the document why certain strategies will work with this contract to be executed given what has happened in your two cities in two different countries. In April team learning project presentations will begin. Here you will present your contract to the class and hopefully make a power point presentation about how you will implement your team project in the city of the developing country that your team selected. It is very important to work on Group Pages as I will visit your progress and jump in to offer advice or suggestions for improving your team learning project. This grading opportunity combines your other states of being and is to highlight the pragmatic practitioner in you.

As we move through the semester our discussions will be cumulative, building on the foundation being laid, analyzing issues and concepts as they relate to (or do not relate to)
one another. If you are willing to think about and critically analyze what you read and what we discuss, you will perform magnificently.

Learning can be tons of fun so let’s enjoy the experience!

RULES

1. Attendance is required and will be taken in class. You are permitted one absence without penalty for any reason. Two unexcused absences will disable you from earning an “A” in the course. If you are tardy to class three times or more, this amounts to an absence.

2. All students are expected to follow these simple rules of academic courtesy to your fellow students and to me. Only one of us can speak at a time. To avoid disrupting class, please be in your seat at the beginning of class and stay with us for the duration. Do not come and go during class.

3. When class begins, personal conversations must cease and reading materials, such as newspapers, have to be set aside.

4. Turn off all cell/smart phones and MP3 players.

5. No text messaging or checking messages, please.

6. As adults, you are responsible for meeting any needs (bathroom, etc.) before participating in an uninterrupted hour and twenty minute class.

7. Follow the “two before rule” which provides that, should you miss class or have a question about assignments, ask two of your classmates for assistance before you approach me. If you still need assistance, contact me. Let me know at that time the explanations provided by your two classmates.

COURSE POLICIES

Blackboard: First, in order to have access to Blackboard and all of the course materials, you must be officially registered with Rutgers for this course. Once you have registered, it takes between 24 and 48 hours for you to have access to Blackboard. https://blackboard.newark.rutgers.edu Second, you also need to
sign in with your Rutgers Net ID. Some assignments will be administered through Blackboard and some submissions will be posted through Blackboard. You will be advised as to how assignments are to be submitted. Grades will be available through Blackboard for each assignment. All readings such as articles that are outside of the one required textbook are available through Blackboard.

**Late Assignment Policy:** Late assignments will be accepted up to three school days after the due date. Ten percent will be deducted from the assignment each day it is late. Assignments not submitted within three days will receive a zero.

**PowerPoint Presentations:** Please consult Internet and other sources about how to compile and deliver PowerPoint Presentations. Do not cut and paste text into a slide and then read the contents of the slide aloud in class. PowerPoint Presentations are tools for delivering your message – not the sole deliverer of your message. Words and phrases are helpful but not full paragraphs! Demonstrate your familiarity with subject by using your notes to explain your points – please do not read your notes to us. We want to hear from you in your own words about the subject, on the spot. The PowerPoint slide should be more graphic and diagrammatic than words, words, words. Use it to compare and contrast situations but not to repeat, line by line, what an author writes elsewhere. To be sure, if you cut and paste text into a PowerPoint slide to read the slide during the presentation, points will be deducted from your presentation.

**Code of Student Conduct:** It is expected that all students will abide the University’s Code of Conduct. All members of the Rutgers University community are expected to behave in an ethical and moral fashion, respecting the human dignity of all members of the community and resisting behavior that may cause danger or harm to others through violence, theft, or bigotry. The primary responsibility for managing the classroom environment rests with the faculty. Students who engage in any prohibited or unlawful behavior that results in disruption of a class may be directed by the faculty member to leave the class for the remainder of the class period. The full policy is available for review at [http://polcomp.rutgers.edu/judaff/ucsc.shtml](http://polcomp.rutgers.edu/judaff/ucsc.shtml).
Policy on Academic Integrity: Rutgers University is committed to upholding the highest standards of academic honesty. In this class, academic honesty means that you will write your own assignments. This does not mean that you and your classmates can't get together to share ideas and information about the paper assignments or to prepare for debates and presentations. In fact, we encourage you to form study groups for exactly this purpose. But ultimately, the writing assignments you turn in for class credit must be in your own words (with the exception of a limited number of direct quotations, which must be properly designated and cited).

This means: You must specifically cite the sources of any facts (including statistics, tables, and graphs) that are not common knowledge; you must use quotation marks around all material from which you are quoting directly; and you must use footnotes or in-text references to cite all ideas and materials taken from other authors, including class readings and web pages. Be advised that Blackboard (the vehicle for submitting your work) is equipped for automatic detection of plagiarism. Be sure and consistent about citation formats; research the citation style if you are uncertain. Feel free to bring up questions in class so we can resolve them together.

Academic dishonesty includes, but is not limited to, the following:

Ø Feigning illness to avoid handing in assignments;
Ø Submitting work under your name that was prepared by someone else;
Ø Copying text from books, articles, or the Internet without proper citation of the source;
Ø Giving a false or nonexistent citation.

Students in this class and in all courses at Rutgers University are expected to uphold the highest standards of academic integrity. You are expected to be familiar with this policy. If you have questions about specific assignments, be sure to check with the instructor. Plagiarism is the representation of the words or ideas of another as one's own in any academic exercise. To avoid plagiarism,
every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or in a footnote. Acknowledgment is required when material from another source stored in print, electronic or other medium is paraphrased or summarized in whole or in part in one's own words.

The trust between the instructor and the class depends on your acceptance of this essential principle of behavior in the University in terms of academic integrity. Finally, please don’t jeopardize your opinion of yourself or your academic career by either copying someone else's work or allowing someone to copy your work. This includes both homework and exams. Do your own work and do not provide unauthorized assistance to others and you will find this course more rewarding.

The Policy on Academic Integrity requires that all members of the community report suspected violations. Students should make reports to the instructor of the class while instructors should report suspected violations to the Judicial Officer of the College in which the student is enrolled. If students from several Colleges are involved in the possible violation, the report should be made to the University Director of Student Judicial Affairs who will assign the investigation to one of the College Judicial Officers. Adjudication of suspected violations falls under the procedural requirements of the Code of Student Conduct.

Special Accommodations All services, programs, and activities at the University are accessible to students with disabilities. If you have a disability that interferes in any way with your potential for success in this course, please inform me during the first week of class, so any special arrangements can be made. To receive special services, you must be registered with the Center for Students with Disabilities.

Class Cancellations: In the event of the need for the instructor to cancel class, the instructor will post an announcement on Blackboard, which will also be emailed to your Rutgers email account at least 24 hours in advance of class.

Syllabus Content and Schedule Changes The syllabus schedule and content may change at the discretion of the instructor. Such changes will be clearly announced in class and posted to Blackboard.
**Student Resources:**

School of Public Affairs and Administration http://spaa.newark.rutgers.edu/

Rutgers University Libraries http://www.libraries.rutgers.edu/ Log in from anywhere for complete access with your Net ID and password. Need a library PIN number to request articles or books, check account, renew books online etc.

Career Development Center, Newark http://cdc.newark.rutgers.edu/ Assist Rutgers–Newark students and alumni in matters pertaining to their career and life planning including identification of their competitive skills, investigation and exploration of academic and/or professional area interests, and attaining a greater understanding of the world of work.

Rutgers–Newark Writing Center http://andromeda.rutgers.edu/~nwc/ The Writing Center offers tutoring and workshops to Undergraduate and Graduate students currently enrolled at the Rutgers–Newark campus. Tutor–Trac http://andromeda.rutgers.edu/~nwc/TutorTrac.html TutorTrac is a web application that provides a convenient way for you to: book and cancel appointments from any computer, reserve material from our lending library, download Writing Center and Learning Center documents that have been uploaded to your account

Learning Center http://lc.newark.rutgers.edu/index.php located at 110 Warren Street, Bradley Hall Room 140, Newark, (973) 353–5608

Health Services http://health.newark.rutgers.edu/

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**Learning can be fun. Let’s make it so!**

**TEXTS**

There will be one book that is required reading to be purchased for the course.

Moya, Dabisa, Dead Aid: Why Aid is Not Working and How There is a Better Way for Africa: 2009, *Farrar Straus and Giroux*
All other texts are accessible online, as are the articles listed.

21st Century Management, A Reference Handbook

http://www.unhabitat.org/content.asp?typeid=19&catid=555&cid=5374

Planning Sustainable Cities – Global Reports on Human Settlements 2009,

http://www.unhabitat.org/content.asp?typeid=19&catid=555&cid=5359

The Challenge of Slums – Global Reports on Human Settlements 2003
http://www.unhabitat.org/content.asp?typeid=19&catid=555&cid=5373

http://www.unhabitat.org/content.asp?typeid=19&catid=555&cid=5369

Cities Transformed: Demographic Change and Its Implications in the Developing World
The National Academies Press, Panel on Urban Population Dynamics
Authors: Panel on Urban Population Dynamics, Mark R. Montgomery, Richard Stren, Barney Cohen, and Holly E. Reed, Editors, National Research Council
http://www.nap.edu/catalog.php?record_id=10693
(You will need to purchase online, particular chapters in pdf format)

Additional articles include but are not limited to:


This list of articles is likely to grow as the semester progresses.

Note on locating articles: If the link does not work or if there is no link, Google the title of the article and author. Or, search the periodical (not the name of the article or author) in IRIS, click on the electronic journal and go to the volume and page for the article. It may be helpful to log into the library first if you are
not on campus, go to Google Scholar under Indexes and Data Bases, and then type in the title of the article and name of author. Build your research skills!

SHARING THE NEWS

On a regular basis we will discuss current global urban issues. We will place contemporary events into a historical, cultural, and public service context. In fact at the beginning of most classes I will call on a number of students to present a newspaper or magazine article or report on a radio or television program about current global current issues occurring somewhere in the world and related to the subject matter that we are covering that particular day. Your preparedness will count toward your grade. As the scouting motto goes...be prepared. Call this our “newsy beginning.” Read the news and be ready to share it!

Here are some recommended sources:


BBC World (British Broadcasting System), www.bbc.com

National Public Radio (a good local source is WNYC), www.npr.org

*The Los Angeles Times*, www.latimes.com

CNN, International www.cnn.com

*The International Herald Tribune*, http://www.iht.com

The Aljazeera network’s website: http://english.aljazeera.net/HomePage

Always be prepared to tell us your source when you share the news!

INTRODUCTION TO GLOBALIZATION, URBANIZATION AND DEVELOPMENT

Week 1
1.23.2013
Review of Syllabus and Course Expectations
Global Citizen Survey

Week 2

1.28.2013
Read Introduction and read and outline Chapters 1 and 2 of Cities in a Globalizing World: Global Human Settlements Report
Discussion: Globalization and the Global–local nexus of Public Service
International Public Service Project
Introduction of Cities in a Global World
For next class:
Managing the Global Enterprise
“The Global Mindset”

Week 3

2.04.2013
Writing #1 Due: Perspectives from a Global Citizen – 5:00 pm
Discussion: Continued Discussion of Cities in a Global World
For next class:
Read: Nijman, The Rising Influence of Urban Actors

Jianren, Lu, Is This Asia’s Century?

Week 4

Global Cities of the World: Past, Present & Future

02.11.2013: North America/Caribbean/Europe/Asia

For Next Class:

South/Central America /Middle East/Africa

Read: 21st Century Management, A Reference Handbook

Managing the Global Enterprise

“Management in Developing Countries”


Moya, Dabisa, Dead Aid

Week 5

2.18.2013 Writing #2– Due: International City Declaration Paper

Theories of Development Introduction; Theories of Development

For next class: Complete Reading of Dead Aid

Week 6
2.25.2013 International Public Service Project Confirmation Due:
An American Perspective of On–the Ground Development:
Guest Speaker: tba
BASICS International, Accra, Ghana
www.basicsinternational.org
Next class
Writing #3 Due: Development Theories and Dead Aid Analysis
Development Theories and Dead Aid Analysis Paper Due
International Public Service Work Day

Week 7
3.04.13 Film Viewing: The Big Sell–Out – Commentaries on film in relation to Global Urban experiences and in the context of prior class discussions

Next class
International Organizations in Development: Understanding the United Nations–Class Visit–TBC
United States Role in Development

Week 8
3.11.2013: International Public Service Work Journal #2 Due
Week 9

Spring Break 3.16.13 -- 3.24.13

Week 10

3.25.13 International Public Service Work Day: reflection on public service: diverse meanings and perceptions; its essential role in the globalized world (students need to bring to class anecdotes, stories, poetry, information about public agencies and public service for class discussions). The indispensability of public service will be evidenced in a reflective way.

For Next Class


The Rights of Indigenous Peoples, University of Minnesota

Human Rights Library
http://www1.umn.edu/humanrts/edumat/studyguides/indigenous.html

UN Office of the Special Adviser and on Gender Issues and Advancement of Women, Department of Economic and Social Affairs

3.27.2013 International Public Service Project Journal #3 Due
Issues of Human Rights in a Global World

Discussion of Readings–Part 1

Week 11
4.01.2013 Discussion of Readings–Part 2
Class presentation

Next class:
Guest Speaker– tba

Nouakchott, Mauritania www.afscf-mr.org

Week 11
4.08.2013 Role of Government in Globalization
(Reading will be posted on Blackboard)

Next class
Role of Civil Societies in Building Sustainable Cities
(reading will be posted on Blackboard)

Week 12
4.15.2013 International Public Service Project Paper Due
Role of Business in Social Responsibility

Next class
Planning for Sustainable Cities in a Global World
(Reading will be posted on Blackboard)

Week 13
Next class

Urban Management Issues: Green and Brown Issues—Part 2

Week 14

4.29.2013 Partnership Project Presentations

Next class

Partnerships Project Presentations

Week 15

5.6.13 final exam

5.15.13 final paper due