Course Description: “We have a stake in one another ... what binds us together is greater than what drives us apart, and ... if enough people believe in the truth of that proposition and act on it, then we might not solve every problem, but we can get something meaningful done for the people with whom we share this Earth” (Barack Obama, Race Against Time-World Aids Day Speech)

The world as we know it is far different from the world our parents grew up in and more importantly far different from the world that we will leave behind. We currently live in a fast changing world with far-reaching implications for all of the world citizens. The election of our first African-America President in Barack Obama, the democratic uprising and resolution in Egypt, along with the many societal appeals for a more even democracy in countries across Europe, the Middle East, and Africa, the passage of same sex marriages and more liberal laws in our American democracy all mark as evidence of convergence towards similar values and desires in most of the global society; but yet because we live miles and miles away from our global neighbors and have different societal, political and geographic structures, we believe that we are different. But are we really? “…There is more than binds us together than drives us apart…”- Understanding and further expanding on this idea/assumption is the central theme of this class.

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 urban sphere serves as the base of any and all structural changes and shifts within any society and the public servant(s) play a vital role in dictating and managing the nature of these changes. This course is designed to introduce students to the cultural, social, political, economic, and environmental elements of life in the developing world. A comparative framework will be explored in developing the connection between how the different elements develop in comparison to the United States. The course will survey and critique dominant perspectives on international community development including: modernization, dependency, world systems,
historical culturalism, and sustainable development. This course will also introduce students to International Community Development issues in the developing world such as poverty, healthcare, education, human rights and foreign aid; and to competing theoretical perspectives on development and change.

REQUIRED TEXTS
This course will require students to purchase the following books

I. Making Globalization Work
   Author: Stiglitz, J

* All additional readings including articles will be posted via blackboard

Learning Objectives and Outcomes: At the conclusion of this course, it is expected that students will be able

- Understand the historical and cultural context of community development in numerous developing and transitioning nations
- Articulate approaches to public service locally and globally
- Analyze and evaluate multiple perspectives about policy issues that represent divergent (and even opposing) interests in the urban arena
- Understand the logic behind thoughtful persuasive arguments for change
- Discover relationships between history, culture, and the globalization of urbanization.
- Develop and articulate your own independent and informed viewpoints from a public servant perspective.
- Communicate orally and in writing about public service and the urban global experience
- 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.

RULES
1. Attendance is required and will be taken in class. Students will not be allowed to miss more than four classes this semester. If a student is absent more than four times, they will receive a ZERO for the Discussion/Participation Class grade worth 20% of your total grade.
2. When class begins, personal conversations must cease and reading materials, such as newspapers, have to be set aside.
3. Turn off all cell phones and MP3 players.
4. Snacks are permitted provided that they are not the types that makes noise or takes a great effort to open
5. No text messaging or checking messages, please. If “emergency” situations occur please excuse yourself from the classroom prior to attending to your situation.
6. I will not tolerate DISRESPECT dispensed by anyone towards a fellow classmate or myself. We should all strive to cultivate a learning environment of

PATHWAY TO SUCCESS

Your mission of successfully completing this course requires you to:

Attend classes punctually and participate actively in class. 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, seminars, films, or any other learning modalities that I present. Equally important is the capacity of each student to enjoy his/her freedom responsibly while respecting others’ rights and freedom.

- Themed Paper Assignments (2) (30%)
- Comparative Research Paper & Presentation (50%)
- Current Event Articles (Articles have to dress global issues outside of the United States/events; 11 article submissions) (10%)
- Attendance/Participation (10%)

COURSE POLICIES

Email: Sending questions, concerns and updating me of any necessary issues is best served by sending me an email. In order to facilitate an email exchange with the professor, you are required to utilize the following format in the “Subject Lines” of your emails:

- General Emails to Professor: (Please use the following convention in the subject line): “SPAA SS1’14 - Student Name”

Extra Credit Policy: Extra credit is not offered in this course

Class Attendance Policy: Attendance is required and will be taken in class. Students will not be allowed to miss more than four classes this semester. If a student is absent more than four times, they will receive a ZERO for the Discussion/Participation Class grade worth 10% of your total grade.

Late Work Policy: You are expected to adhere to the deadlines specified for all assignments as stated in the syllabus. Should a student be unable to meet an assignment deadline, it is expected that the student make arrangements at least 3 days in advance before the assignment due date with the instructor to turn in the late assignment. Please be advised that unless stated otherwise by the instructor, a late penalty of 5 points (for everyday an assignment is late) will be subtracted from the total grade given for that assignment. If a student fails to make prior arrangement within 3 days before the assignment due date and further fails to turn in the assignment within 3 days after the due date, the student will receive a failing grade of 60 for that assignment regardless of the quality of work.
**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)

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

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

**Requirement for Paper Submissions:** All students are expected to be familiar and utilize the APA manuscript style. For an online guide to using the APA format, please visit [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/) or visit the Rutgers University-Newark Library. Please note that the following formatting standards are required for all submitted papers

- Use standard margins: 1 inches on all sides.
- Standard font size of **12-point Times New Roman**.
- Use left-aligned text. Do not right-justify.
- There should be no subtitles or spaces between paragraphs within the paper.

**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.

**ONLINE COMMUNICATIONS GUIDELINES**

As a fellow student and peer, it is expected that you respect all forums of communications used to share, support and intellectually disagree on ideas. As we will be using blackboard to facilitate a considerable amount of our learning experience, you are expected to use good etiquette in your participation and ensure that you do not disrespect or disparage the forum or any of your fellow classmates. Rude or threatening language, inflammatory assertions, personal attacks, and other inappropriate communication will not be tolerated.

As a Rutgers University student, you should be aware of the common rules of netiquette for the Web and employ a communication style that follows these guidelines. You should also review and refer to the Electronic Communications Policy contained in the most recent Rutgers University Catalog.

**PARTICIPATING IN THREADED DISCUSSIONS**

You will communicate with your professor and classmates using the threaded discussion areas. This is where you post your responses to Discussion Questions and share your experiences in completing exercises and applying the content of the course. Participation in discussions is required and will help determine your grade. You are expected to contribute to each of the Discussion Questions in each unit. You should read all responses of other students and add your own. During discussions, you must demonstrate not only that you understand the subject matter but also that you can apply what you have learned, analyze it, integrate it with knowledge you already have, and evaluate it critically. Your postings should be appropriate and timely contributions that add value to the discussion. Your instructor will provide you more detailed information about requirements and grading related to participation in discussions.

**DISCUSSION GUIDELINES**

To ensure your success as a contributor to discussions and as a student in this class, we suggest the following guidelines for posting:

- Be clear about which message you're responding to. Refer to specific passages or ideas in the course or text that have sparked your interest.
- Make sure your contribution adds something new to the discussion. A simple "I agree" may be your initial response, but think about how you can take the conversation to the next level.
Make your posting clear and easy to follow by dividing longer messages into paragraphs.

Address classmates by name or user name, and sign your own messages.

Feel free to pose new questions to your classmates within your own message.

Use correct spelling, capitalization, grammar, syntax, and punctuation.

If you plan on posting a lengthy response, it is a good idea to type your response in Word or Notepad, then copy and paste it into the discussion area. This way you'll always have a record of your communication if for some reason you lose your connection to the course.

SAMPLE QUESTION AND ANSWERS

The following are some examples of acceptable and unacceptable responses to Discussion Questions:

Sample Question: "The author claims that the Internet has changed teaching. How would you respond to this assertion?"

Unacceptable: "I agree."

Unacceptable: "I think the author is off her rocker on this point. I can't stand it when techies try to write about education."

Acceptable: "I agree with McKinney's basic point—that is, I think she's right that the advent of the Internet means dramatic changes in how we teach. But I think she's so concerned with whether technology is going to replace teachers that she misses an essential point. Teachers must change themselves to use the Internet effectively. The Internet will never replace teachers and it will never be a successful tool unless teachers make it one."

Acceptable: "I disagree with McKinney. The Internet has not changed teaching any more than the printing press changed teaching, or modern instructional design has changed teaching. New ideas about teaching and new technologies help us deliver good teaching more effectively. They may help us understand more fully what we're delivering. They may help us reach more students. But the essence of good teaching remains the same."

OTHER USEFUL WEBSITES INCLUDE

http://www.aspanet.org American Society of Public Administration
http://www.icma.org International City Managers Association
http://www.whitehouse.gov/omb U.S. Office of Management and Budget
http://www.ntanet.org National Tax Association
http://www.ustreasury.gov U.S. Treasury  
http://www.irs.ustreasury.gov IRS  
http://www.governing.com Governing Magazine

**COURSE OUTLINE**

Below is an outline of the content and activities in each unit of the course. Please note that each area is subject to revision and the professor reserves the right to make modifications to any part of the class syllabus or schedule to better accommodate the needs of the students within the course. Students will be given advance notice of relevant changes in class, via email and/or course website. Please check the class website announcements regularly.

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Note</th>
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</table>
| Monday and Wednesday | 5/28 6/2 | Understanding the Global Citizen  
Analysis of Global Trends/Transformed Multi-Polar World | What does it Mean to be a Global Citizen; Video: Beyond Population: Everybody Counts in Development  
Multiculturalism: Who is Really Benefitting? | Additional Articles to be posted via blackboard                                                                                                      |
| Monday and Wednesday | 6/4 6/9 | Development in a Global Context  
Issues in Participatory Government  
Global Cities and Globalization  
Global Management/Management in the Public Sector | Localizing development: Does participation work? How to Avoid Pitfalls in Participatory Development  
Public Administration in Global Mode |                                                                                                                                                     |
| Monday and Wednesday | 6/11 6/16 | The Globalizing Economy  
Global Cities of the World: Past, Present & Future  
Review of Global Cities(Europe, Africa, South America, Asia) | Is this Asia’s Century; The Rising influence of Urban Actors  
Planning Sustainable Cities | Themed Writing Assignment #1 Due                                                                                                                      |
<table>
<thead>
<tr>
<th>Monday and Wednesday</th>
<th>6/18-6/23</th>
<th>Global Cities Continued (South America/Middle East/Africa) Theories of Development Divergence and convergence of development models</th>
<th>Understanding Sustainable Development</th>
<th>Articles will be posted via Blackboard</th>
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<tbody>
<tr>
<td>Monday and Wednesday</td>
<td>6/25-6/30</td>
<td>Role of Government and International Organizations in Development (UN, IMF, World Bank, European Union United States Role in Global Development)</td>
<td>Social Capital: Implications for Development</td>
<td>Themed Writing Assignment #2 Due</td>
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<tr>
<td>Monday and Wednesday</td>
<td>7/2</td>
<td>Role of Business in Development/Social Responsibility Issues in Global Development: Human Rights, Crime</td>
<td>Globalization is Good</td>
<td>Comparative Paper Due via Blackboard/Safe Assign</td>
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**SUMMER SESSION** May 27th - July 3rd

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