

# URP 3001, Cities of the World

## Spring 2024

Kyle Dost, AICP

Instructional Assistant Professor, Department of Urban and Regional Planning

Program Director, Master of Urban and Regional Planning online program

441 Architecture Bldg

phone: 352-294-1486

email: [kyledost@ufl.edu](mailto:kyledost@ufl.edu)

Class Meeting Times:

[M] 9:35am – 10:25am (Online/Zoom)

[W] 9:35am – 11:30am (Rinker 230)

Office Hours

[M] 10:30am – 12pm (Zoom, via appointment)

[TBD] by request

### Course Introduction

This course will introduce students to the concept of urbanization, its related problems, and methods used to combat these problems given the majority of the world's population now lives in urban areas. Comparative case studies of contemporary cities in the US and in countries abroad – both developed and developing – will be used to illustrate major concepts and issues in urban and regional planning. Students will be exposed to the social, economic, environmental, structural, demographic, legal, cultural, and political problems that cities have faced, currently face, and will continue to deal with in the future.

**This course fulfills the following General Education requirement:**  
International (N) and Social and Behavior Sciences (S)

### Learning Objectives

- To provide students with an overview of urban areas of the world
- To introduce students to countries and cultures throughout the world
- To give students a basic understanding of urban development and different urban systems (e.g. grid patterns, organic patterns, ecological systems, transit systems, etc.)
- To guide students through the processes of urbanization and to help them comprehend the regional and global consequences of each process
- To gain in-depth familiarity with one important world city/region

## Required Text & Materials

*Cities of the World: Regional Patterns and Urban Environments*. 7<sup>th</sup> edition (2020). Rowman and Littlefield Publishers, Inc., by Stanley D. Brunn, Maureen Hays-Mitchell, Donald J. Zeigler, and Jessica Graybill. ISBN-10: 1442249161/ISBN-13: 978-1442249165. A digital copy is available and can be requested/purchased from the publisher. Refer to ISBN (978-1-5381-2635-6).

Additional materials available on Course Website on e-Learning in Canvas:

<http://elearning.ufl.edu>

## Student Expectations

Posted online lectures will be supplemented by readings and assignments that will help students understand the evolution of the world's cities in relation to how these cities fare with the onset of foreseeable and unforeseeable future conditions. These components have been assimilated into the course content to take a holistic approach to studying the cities of the world. The cities throughout the world are in constant flux, making it imperative to tune into current affairs as they become relevant in a particular region of the world. Students are expected to participate in all the activities planned for the course.

Students will be expected to:

- **read** the required text in a timely fashion
- **submit** assignments by the scheduled deadlines
- **properly cite** references and credits for all materials
- **list** contributions in group projects
- **behave** according to guidelines concerning computer use and web etiquette
- **abide** by University of Florida's rules and regulations, including the Student Honor Code

## Course Requirements

- Regularly read textbook assignments and support materials
- Regularly access lectures
- Regularly attend class sessions
- Complete required, graded assignments by posted deadlines
  - o Discussion/reflection posts
  - o Class examinations
  - o Group project
  - o Individual project (city/metropolitan project)

The following are course standards:

- Plagiarism will not be accepted under any circumstances. This includes "self" plagiarism (i.e. turning in duplicative work for more than one course).
- For individual assignments, collaboration with other persons, through any medium, is expressly prohibited.

- Citations are required for all material that is not directly from you (e.g. narrative, text, photography, videography, etc.).

## Attendance Policy, Communication, and Make-Up Policy

Students are expected to attend both weekly sessions of class times:

- Mondays synchronously via Zoom, and
- Wednesdays in-person on campus

Attendance will be taken each class period, and will be worth 5% of the final course grade. Absences pre-approved by the instructor will be marked as excused.

Unless otherwise stated, class meetings (either online/Zoom or in person) will not be recorded.

It is possible to contact the instructor by email throughout the course, but specific Office Hours have been listed (above) when the instructor will be available for course-related questions needing a prompt response. Of course, you can email at any time with questions and course needs.

If completion of the examinations, discussion/reflection posts, and class projects are hampered by unforeseen circumstances (illness, technology problems, or other personal circumstances), the instructor needs to be informed as soon as possible before (or immediately following) the missed due date. This will enable preparation of a plan to make-up the missed assignments. Failure to complete the work based upon the agreed upon make-up plan will be factored into the grade for that assignment. Not doing it at all will mean 0% for that portion of the course.

## Graded Components

Component	% Total Grade
Attendance	5%
Discussion/Reflection Posts	25%
Exam 1	10%
Exam 2	10%
Group Project	15%
Individual Case Study Project	20%
Final Exam	15%

## City/Metropolitan Assignment Project

The purpose of this project is to enable students in Cities of the World to develop a critical understanding of the challenges and prospects for one city or an urban region in the world based upon an assessment of its origins, current conditions and plans for the future. The assessment should explore what is distinct about the city/region, its origins, population size and composition, governmental structure, economic and environmental assets and institutions, as well as its built

environment. What are the current issues that shape its planning and politics? Consider its livability and what makes it a good or not-so-good place to reside, and for which groups. These are just some of the questions you can consider in your assessment, but you can definitely go beyond these issues based upon your interests as well as the uniqueness of the place you are examining. You should try to get current information about conditions and these are accessible from multiple sources, such as journals, web info, books, Youtube sources, etc. Over the semester, I will ask occasionally for a brief update on your research to check on progress. The final products should be 8-10 page paper (typed) and a presentation to illustrate what you've found. Presentations should last no more than 5 minutes and will be presented in class. Be sure to cite your sources in the paper using an appropriate citation format. Double-spaced and typed. Proofread carefully. For the presentation, list any references at the end, including images.

## Group Project

To gain a deeper understanding of some of the unique characteristics of urban life in the regions covered by the course, this assignment requires developing and presenting a short promotional presentation (using either Voicethread or Voiceover Powerpoint) on one or two cities of choice with a world region. The intent is to show the rest of the class why it would be a valuable experience to travel to that city (or cities) and what to expect to find when there. This requires some attention to the history, culture, built and natural environments, institutions, heritage, governance, economy, etc. of the place and to do so in collaboration with one or two other students in the class which often leads to different emphases on what to highlight. The presentation will be posted to Canvas so that it can be shared with the rest of the class.

We will skip US/Canada to provide enough time for preparation of the first several cases and begin with Middle America and then through to Australia and Pacific Islands.

Two (2) peer reviews will be required as part of the group project grade.

## Course Schedule

The course will follow this general schedule (refer to Canvas for official assignment due dates), with some exceptions:

- Monday meeting time: discussion of previous module; activity
- Wednesday meeting time: lecture of new module
- Sundays: discussion/reflection posts due

Specific assignment dates will be noted in the Canvas shell. All dates and deadlines are subject to change. Any changes to assignment deadlines, course meetings, or other course dates will be determined as far in advance as possible and communicated to students in a timely manner.

Dates	Module	Chapters	Regions
January 8	Intro	n/a	Intro to course, syllabus
January 10 - 16	1	1	World Urban Development
January 15	MLK holiday		
January 16	Group Activity (UF Master Plan) due		
January 17 - 23	2	2	North America
January 24 - 30	3	3	Middle America
January 31 - February 6	4	4	South America
February 7 - 13	Exam 1	1 - 4	Exam 1
February 14 - 20	5	5	Europe
February 21 - 27	6	6	Russia & Central Asia
February 28	Group Project due		
February 28 - March 5	7	7	Middle East & North Africa
March 6 - 19	8	8	Sub-Saharan Africa
March 9 - 17	Spring break		
March 20 - 26	Exam 2	5-8	Exam 2
March 27 - April 2	9	9	South Asia
April 3 - 9	10	10	Southeast Asia
April 10	Individual Research Project due (paper)		
April 10 - 16	11	11	East Asia
April 17 - 23	12	12	Australia & Pacific Islands
April 15, 17, 22, 24	n/a	n/a	Presentations
April 24	13	13	Future of Cities, course close
April 25 - 30	Final exam	1-12	Final exam

## Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/publicresults/>.

## Grading Scale:

100 - 94 = A

93 - 90 = A-

89 - 87 = B+

86 - 83 = B

82 - 80 = B-

79 - 77 = C+

76 - 73 = C

72 - 70 = C-

69 - 67 = D+

66 - 63 = D

62 - 60 = D-

Below 60 = E

The final course grade is the only grade eligible for rounding. When the decimal point is less than "0.50," the grade will be rounded down to the nearest whole number; when the decimal grade point is greater than or equal to "0.50," the grade will be rounded up to the nearest whole number. Examples:

- 82.49: rounds to 82 (B-)
- 82.50: rounds to 83 (B)
- 82.51: rounds to 83 (B)

## Student Honor Code

Preamble: In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. Student and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

## The Honor Pledge:

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code. 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."

(a) Plagiarism. A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes but is not limited to: 1. Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution. 2. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.(b) Unauthorized Use of Materials or Resources ("Cheating"). A student shall not use unauthorized materials or resources in an academic activity. Unauthorized materials or resources shall include:1. Any paper or project authored by the student and presented by the student for the satisfaction of any academic requirement if the student previously submitted substantially the same paper or project to satisfy an academic requirement and did not receive express

authorization to resubmit the paper or project.2. Any materials or resources prepared by another student and used without the other student's express consent or without proper attribution to the other student.3. Any materials or resources which the faculty member has notified the student or the class are prohibited.4. Use of a cheat sheet when not authorized to do so or use of any other resources or materials during an examination, quiz, or other academic activity without the express permission of the faculty member, whether access to such resource or materials is through a cell phone, PDA, other electronic device, or any other means.(c) Prohibited Collaboration or Consultation. A student shall not collaborate or consult with another person on any academic activity unless the student has the express authorization from the faculty member.1. Prohibited collaboration or consultation shall include but is not limited to: (a) Collaborating when not authorized to do so on an examination, take-home test, writing project, assignment, or course work. (b) Collaborating or consulting in any other academic or co-curricular activity after receiving notice that such conduct is prohibited. (c) Looking at another student's examination or quiz during the time an examination or quiz is given. Communication by any means during that time, including but not limited to communication through text messaging, telephone, e-mail, other writing or verbally, is prohibited unless expressly authorized.

2. It is the responsibility of the student to seek clarification on whether or not use of materials or collaboration or consultation with another person is authorized prior to engaging in any act of such use, collaboration or consultation. If a faculty member has authorized a student to use materials or to collaborate or consult with another person in limited circumstances, the student shall not exceed that authority. If the student wishes to use any materials or collaborate or consult with another person in circumstances to which the authority does not plainly extend, the student shall first ascertain with the faculty member whether the use of materials, collaboration or consultation is authorized.

## Software Use:

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

## Special Notes Regarding Advanced Automation Tools (e.g. ChatGPT)

I expect you to use technology in this class. Technology can be as useful for writers as a calculator is for mathematicians. Some tools, such as styles and automated cross-references and tables of contents in MS Word, may already be familiar to you. Other tools, such as ChatGPT for summarizing articles, maybe less so.

Students are allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Bing) on assignments in this course **if that use is properly documented and credited**. For example, text generated using ChatGPT-3 should include a citation such as: “Chat-GPT-3. (YYYY, Month DD of query). “Text of your query.” Generated using OpenAI. <https://chat.openai.com/>” Material generated using other tools should follow a similar citation convention.

Learning to use technology appropriately is important for planners. However, you must use them to learn their limits. Generative AI tools can be invaluable for generating ideas, identifying sources, synthesizing text, and starting to understand what is essential about a topic. But YOU must guide, verify, and craft your work product; do not just cut and paste without understanding.

I want to warn you about the limits of tools like ChatGPT:

- If you provide minimum effort prompts, you will get low quality results. You will need to refine your prompts to get good outcomes. This will take work.
- Don't trust anything it says. If it gives you a number or fact, assume it is wrong unless you either know the answer or can check in with another source. You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand.
- AI is a tool, but one that you need to acknowledge using. Often that means a citation explaining what tool you used and how you used it that follows immediately after its use. Using these tools without proper citation constitutes plagiarism.
- If you copy verbatim from an AI tool, you must provide a citation and quotation marks, which will indicate that the words used were not your own.
- If you paraphrase an output from an AI tool, you must provide a citation (but not necessarily quotation marks), indicating that the idea, format, and syntax were not originally your own.
- Other times, it may be appropriate to include a paragraph at the end of any assignment where you used an AI tool in which you explain what you used the AI for and what prompts you used to get the results.
- Failure to do so is in violation of the academic honesty policies because the information derived from these tools is based on previously published materials and is not the product of your own, unaided mind.

## [Student Privacy:](#)

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).



## Campus Resources:

### Health and Wellness

#### **U Matter, We Care:**

If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575 so that a team member can reach out to the student.

**Counseling and Wellness Center:** [counseling.ufl.edu/cwc](http://counseling.ufl.edu/cwc), and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

#### **Sexual Assault Recovery Services (SARS)**

Student Health Care Center, 392-1161.

**University Police Department** at 392-1111 (or 9-1-1 for emergencies), or [police.ufl.edu](http://police.ufl.edu).

### Academic Resources

**E-learning technical support**, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.

**Career Resource Center**, Reitz Union, 392-1601. Career assistance and counseling.

**Library Support**, Various ways to receive assistance with respect to using the libraries or finding resources.

**Teaching Center**, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

**Writing Studio**, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

**Student Complaints Campus**

**On-Line Students Complaints**