

URP 3001, Cities of the World Spring 2025

Kyle Dost, AICP

Instructional Assistant Professor, Program Director
Department of Urban and Regional Planning
441 Antevy Hall (Architecture Building)
phone: 352-294-1486
email: kyledost@ufl.edu

Class Meeting Times:

[T] 9:35am – 11:30am (Rinker 230)
[TR] 9:35am – 10:25am (Zoom)

Office Hours, by request/appointment

[M] 2pm-3pm, ARC 441
[TR] 2pm-3pm, Zoom
[TBD] Zoom/phone by appointment

Course Overview

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.

General Education Information

This course fulfills the following General Education requirement:

International (N) and Social and Behavior Sciences (S)

(<https://undergrad.aa.ufl.edu/general-education/gen-ed-program/subject-areaobjectives/>)

A minimum C grade is required for General Education credit.

Courses with International subject area addresses international content and engagement and it is a substantial, defining feature of the course. International courses promote the development of students' global and intercultural awareness.

- Students will examine the cultural, economic, geographic, historical, political, and/or

social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world.

- Students will analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people’s understanding of an increasingly connected world.

Social and Behavioral Sciences courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. These courses emphasize the effective application of accepted problem-solving techniques.

- Students will learn to identify, describe, and explain social institutions, structures, or processes.
- Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes, or human behavior.
- Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

General Education Subject Area Student Learning Outcomes (SLOs)

Subject Area	Content	Critical Thinking	Communication
International (N)	Identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world.	Analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate understandings of an increasingly connected contemporary world.	Communicate knowledge, thoughts and reasoning clearly and effectively.
Assessment:	All course assignments will be used to assess these SLOs: weekly discussion posts, group project, exams, and individual research paper/presentation.		
Social and Behavioral Sciences (S)	Identify, describe, and explain key themes, principles, and terminology; the history, theory and/or methodologies used; and social institutions, structures and processes.	Apply formal and informal qualitative or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions. Assess and analyze ethical perspectives in individual and societal decisions.	Communicate knowledge, thoughts and reasoning clearly and effectively. All course assignments will be used to assess these SLOs.
Assessment:	All course assignments will be used to assess these SLOs: weekly discussion posts, group project, exams, and individual research paper/presentation.		

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. 7th 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 are 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:
- Tuesdays in-person on campus, and
- Thursdays synchronously via Zoom

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. More than 1 absence due to illness will require a doctor's note or other acceptable communication from a healthcare provider.

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.

Late work will be accepted through a communicated window (typically until that assignment is discussed in class). The penalty for late submissions is 20%, per week when applicable.

If completion of the examinations, discussion/reflection posts, and class projects are hampered by unforeseen circumstances (illness, technology issues, 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.

All other requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. [Click here to read the university attendance policies.](#)

Grading

Grades will be based on evidence that students have completed assigned readings, participated actively in all discussion posts, completed weekly interactive assignments, actively participated in group projects, taken all exams, and completed all major assignments as scheduled throughout the semester. All assignments must be submitted via Canvas by the posted deadline.

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%

Grading Scale

100 - 94 = A	82 - 80 = B-	69 - 67 = D+
93 - 90 = A-	79 - 77 = C+	66 - 63 = D
89 - 87 = B+	76 - 73 = C	62 - 60 = D-
86 - 83 = B	72 - 70 = C-	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)

Assignments

Weekly Discussion Posts

Throughout the semester students will be asked to participate in weekly discussion posts. The discussion posts will be centered on material that is relevant to the module’s region of the world. Students will read, view, and/or listen to the material and submit their post to the writing prompt for discussion. There are typically 2 prompts per weekly discussion post. Each Discussion Post assignment is worth 15 points. Students will be graded on their context, depth, sources, mechanics, and authenticity when posting their discussions. will be measured on the level of participation and quality of contribution to the discussions.

Individual Case Study 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 6-8 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. The paper should be double-spaced and typed. Proofread carefully. For the presentation, list any references at the end, including images. The total for this assignment is 100 points: 70 points for the paper and 30 points for the presentation.

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. Two (2) peer reviews will be required as part of the group project grade. The total for this assignment is 100 points: 90 points for the group presentation submission and 5 points for each of the peer reviews.

Course Schedule

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

- Tuesday meeting time (classroom): discussion and closing of previous module; beginning of next module with lecture
- Thursday meeting time (online): activity and discussion
- Mondays: 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 14	Intro	n/a	Intro to course, syllabus, planning overview
January 16 – January 21	1-2	1-2	World Urban Development, North America
January 20	MLK holiday		
January 16-22	Group Activity (due January 22, 11:59pm)		
January 23 – January 28	3	3	Middle America
January 28- February 4	4	4	South America
February 6- February 10	Exam 1	1 – 4	Exam 1 (due Feb. 10, 11:59pm)
February 11 – February 18	5	5	Europe
February 18 – February 25	6	6	Russia & Central Asia
February 25 – March 4	7	7	Middle East & North Africa
March 4 – March 11	8	8	Sub-Saharan Africa
March 13	Group Project due		
March 13 – March 24	Exam 2	5-8	Exam 2 (due March 24, 11:59pm)
March 17 – March 21	Spring Break		
March 25 - April 1	9	9	South Asia
April 1 - April 8	10	10	Southeast Asia
April 8 - April 15	11	11	East Asia
April 9	Individual Research Project due (paper)		
April 15 – April 22	12-13	12-13	Australia & Pacific Islands, Future of Cities
April 10, 15, 17, 22	Individual Project presentations		
April 26 – April 30	Final exam	1-13	Final exam (due April 30, 11:59pm)

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/>.

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. Click here to read more about the UF Student Conduct Code:

<https://sccr.dso.ufl.edu/process/student-conduct-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."

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 Accommodations and Privacy

Students requesting accommodation for disabilities must first register with the Disabilities Resource Center (DRC). The DRC will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive; therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations. Please see the DRC's website at <https://disability.ufl.edu>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Should you have any complaints with your experience in this course please visit <https://pfs.tnt.aa.ufl.edu/state-authorization-status/#student-complaint> to submit a complaint.

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 or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: 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.

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**](#)