

PPD 410: Comparative Urban Development Spring 2025, Wednesdays, 6:00pm – 9:20pm, 4 Units, Section 51115R

Class Format: In-person, weekly

Instructor: Nathan Mahaffey, Ph.D, MSc, B.Arch (he/him/his)

Location: Ralph & Goldy Lewis Hall, RGL 209

Office Hours: (virtual) by appointment

Office Hours: (in-person) TBD

Contact Info: nmahaffe@usc.edu

Course Description

This course is designed to introduce students to the variety of concepts, theories, institutional frameworks, metrics and current practical issues and trends driving urban development policy, planning and management agenda in the context of comparative **urban governance**. The course will focus on the urban development issues facing “**world cities**.” Cities are becoming the increasing form of human habitat, the locus of economic investment, production, and consumption, of political engagement and cultural exchange as well as cauldrons of evolution.

Cities come with a potential for dualism: they can offer economic prosperity, well-being, social innovations, and rich cultural experiences – they can also lead to growing patterns of poverty, inequality, polarizations, socio-political discontent and environmental degradation. In a globalized context, world cities increasingly face **similar** urban development issues.

This course will use the **comparative method** to locate, study and critically reflect on selected urban ‘dysfunctional patterns’ as well as ‘smart practices’ underlying urban development policy and governance. It will conclude with valuable analytical and empirical insights about what tomorrow’s prosperous, sustainable, socially cohesive, and people-friendly world city would/should look like, including discussing the emergent parameters of post Covid-19 urban life.

Learning Objectives

PPD 410 invites students to develop a conceptual and analytical understanding of comparative urban development policy and management both as a field of academic study and as an area of professional practice.

Upon successful completion of this seminar students will reach the **following learning objectives**:

- **Examine** and **study** urban development basic concepts, theories, analytical frameworks and historical trends critical to our understanding of contemporary urban life elements, movements, trends and challenges happening in cities around the World, using the comparative method;
- **Identify** and **analyze** the major institutional players, agencies, processes and urban governance cultures that promote or constrain urban development opportunities whether to understand land

use and real estate development, public policy enactment, economic growth, environmental sustainability, community organizing, social justice movements, pandemic control or quality of life;

- **Collect, analyze and utilize** information to formulate theory-driven and evidence-based action plans featuring innovative and practical solutions to an urban development issue facing a selected World city in a comparative setting;
- **Apply** class-learned and discussed theoretical and empirical knowledge as you learn to design urban solutions conducive to prosperous, inclusive, sustainable, and smart urban development.

Prerequisite(s): none

Course Instructional Methodology

PPD 410 adopts the **weekly in-person** instruction model. It combines in-class learning activities and active engagement as well as learning activities completed prior to class. Prior to coming to the Wednesday's in-person sessions, students are expected, at their own time and pace, to check the weekly **learning activities** posted on course Brightspace such as reviewing the weekly learning objectives and topics, covering the required readings, going over the instructor lecture notes and/or recordings and any curated instructional resources and media, checking any due assignment, reaching out to peers for collaborative research projects and presentations and maintaining student engagement in discussion boards. The success of this seminar will largely depend on students' capacity to embrace **independent, self-motivated** learning attitudes as well as demonstrate the propensity to **work collaboratively** and **in teams**. Students learning outcomes will be assessed on the basis of both individual and collaborative assignments as explained in greater detail under the assignments' rubric below. The seminar format aims at simulating an actual professional work environment driven by self-discipline, teamwork, and collaboration.

Through a flipped lecture format, instructor-facilitated and peer-driven discussion of selected literature, cases and documentaries, comparative research projects, students will learn, study and apply critical urban development theories and analytical frameworks to address practices, processes, movements and challenges facing cities both nationally and globally covering areas of intervention such as housing, economic growth, environmental sustainability, cultural and political expression, social justice, and public health. **Covering your weekly readings** prior to class and carefully reviewing the weekly learning modules on course Brightspace, prior to each weekly meet, will likely augment your individual and collective learning experience during the weekly in-class sessions.

A note on the comparative method: In a context of heightened globalization, where cities are increasingly inter-connected through historical relations, migratory movements, economic cooperation, circulation of ideas and knowledge flows, intensified travel and tourism, amongst other flow and integration trends, comparative research becomes critical if we wish to gain a deeper understanding of the "urban" and its relational processes. When we make a claim about a particular issue of urban development in a selected 'city', the claim is implicitly to some extent a comparative claim, because our claims and arguments are usually set against other kinds of urban possibilities. However, in developing a comparative understanding, we need to acknowledge that cities are also embedded in local contexts, whose idiosyncrasies and specificities need to be recognized. This course takes the "**comparative research**" not just as a method, but also as a mode of thinking and strategy that inform urban development theory and policy.

Required Text Materials

Miraftab, Faranak and Kudva Neema, Eds. 2015. *Cities of the Global South Reader*. New York: Routledge
[readings will be available on course website]

United Nations Habitat. *World Cities Report 2022. Envisaging the Future of Cities. Key Findings and Messages*, XV-XXX1. Download for free from:

https://unhabitat.org/sites/default/files/2022/06/wcr_2022.pdf

United Nations Habitat. *State of the World's Cities 2012/2013*. New York: Routledge. Download for free from: <https://sustainabledevelopment.un.org/content/documents/745habitat.pdf>

Recommended (Supplementary) References

- Banerjee, Tridib. 2021. *In the Images of Development: City Design in the Global South*. MIT Press.
- Brenner, Neil, and Roger Keil, Eds. 2006. *The Global Cities Reader*. New York: Routledge.
- Desai, Vandana and Potter, Robert, Eds. 2014. *The Companion to Development Studies*. Third Edition. New York: Routledge, Taylor and Francis.
- United Nations Habitat. *World Development Report 2016 - Urbanization and Development: Emerging Futures*. Nairobi, Kenya: UN-Habitat.
- United Nations. *Human Development Report 2021-2022. Uncertain Times, Unsettled Lives: Shaping our Future in a Transforming World*. <https://hdr.undp.org/>
- United Nations. *The Sustainable Development Goals (SDGs)*. <https://sdgs.un.org/goals>
- The World Bank. *World Development Report 2021: Data for Better Lives*. <https://openknowledge.worldbank.org/handle/10986/2124>

Course Requirements: Assignments & Assessments

| In-class Active Engagement & Brightspace Discussion Boards (25%) | |
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| Learning Objective | <ul style="list-style-type: none"> • Examine and study urban development basic concepts, theories, analytical frameworks, and historical trends critical to our understanding of contemporary urban life elements, practices, movements, dramas, trends and challenges happening in cities around the World, using the comparative method; |
| Assignment Description | <ul style="list-style-type: none"> • Individual and collaborative active engagement over the weekly readings and associated topics is expected of every student participant in order to gain full immersion into urban development concepts, theories and analytics and apply the latter in formative assessment opportunities with instructor feedback such as the <i>World City Urban Development Visual & Textual Analysis</i>, <i>Comparative Urban Development Research</i>, and reflective responses to <i>Discussion Boards</i> pertaining to selected documentaries and curated instructional media. |
| Steps | <ul style="list-style-type: none"> • Active participation begins with effective review of the weekly modules' learning objectives, assigned readings and case materials (with notetaking), documentary viewing, discussion board responses and any associated tasks and assignments as specified on course Brightspace and prior to the class weekly meet; • Active engagement is also being assessed during the in-person sessions' debates such as participation in the case study breakout activities, documentary discussions, conversations over reflective responses extracted from the discussion board, providing substantive and constructive feedback filling out self-assessment and peer review forms and effectively collaborating in group projects <u>all</u> constituting important elements in your and others' learning experience in this seminar; • Check out the evaluation rubric for discussion board participation on course Brightspace. |

| MIDTERM PROJECT: World City Urban Development Visual & Textual Analysis (WCUDA) (20%) | |
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| Learning Objective | <ul style="list-style-type: none"> • Identify and analyze (visually and textually) urban development trends and challenges facing selected World Cities; • Formulate creative and evidence-based urban development solutions to remedy a selected urban development issue in a selected World City with reference to comparative smart practices. |
| Assignment Description | <ul style="list-style-type: none"> • This <u>collaborative</u> assignment invites you to practice the role of a professional urban development analyst and to identify and analyze an urban development |

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| | <p>constraint/issue/malfunction facing a selected World City of your own choosing, in the US or globally. The main analytical value of your WCUDA report consists in:</p> <ol style="list-style-type: none"> 1. Learning how to introduce a selected World City development performance using the appropriate indicators; 2. Designing logically-distilled, evidence-supported practical solutions to correct/remedy/reverse the diagnosed urban development issue facing the selected World City using key urban development concepts, analytics, and comparative smart practices from both class-discussed and extended literature. |
| Steps | <ul style="list-style-type: none"> • Review the World City Analysis assignment’s learning objective, guidelines, expected components and format as well as evaluation rubric retrievable from course BB under “World City Urban Development Analysis Project Guidelines” TAB; • <i>Additional steps and guidelines will be provided on the course website</i> |

FINAL PROJECT: Comparative Urban Development Research Project (30%)

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| Learning Objective | <ul style="list-style-type: none"> • Identify and analyze current trends and burning urban development planning, policy, or management challenges facing <u>two</u> World Cities of your own choosing; • Apply the comparative method as you explore the manifestations, causes and potential solutions to the selected urban development issue and the ways it plays out in the two selected cities. |
| Assignment Description | <ul style="list-style-type: none"> • This <u>collaborative</u> project invites you to take an in-depth, comparative probe into two selected world cities with the aim of exploring planning, governance, management, and/or urban leadership issues. Students will research and critically reflect on the selected urban development issue facing both selected cities using the theories, concepts, analytical frameworks, and metrics covered in class assigned readings and lecture discussions in addition to supplemental literature. |
| Steps | <ul style="list-style-type: none"> • Review the Comparative Urban Development Research assignment’s learning objective, guidelines, expected components and format as well as assessment. • <i>Additional steps and guidelines will be provided on the course website</i> |

Final Summative Experience Examination (25%)

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| Learning Objective | <ul style="list-style-type: none"> • This final summative assessment shifts the focus of student learning from practice and instructor formative feedback, as captured in the above formative assessments (midterm and final projects) to the mastery of the course learning goals and outcomes, that is demonstrating the ability to understand, apply and recall class-learned and discussed urban development concepts, theories, metrics as you set out to formulate theory-driven and evidence-based solutions to World Cities. |
| Assignment Description | <ul style="list-style-type: none"> • This is an <u>individual</u> summative assessment, consisting in short-answer exam questions and prompts testing student’s PPD 410 acquired conceptual and empirical knowledge as well as applied analytical skills, covering semester-long class-discussed assigned literature, cases and documentary readings; • A brief review session will be offered (TBD) and the final exam is scheduled on Wednesday, May 7th from 7:00pm-9:00pm – per University Final Examination Schedule https://classes.usc.edu/term20251/finals/ • <i>Additional instructions will be provided on the course website</i> |

| Assignment Dates & Grading Criteria | | | |
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| The final course grade will be determined as follows: | | | |
| ASSIGNMENT | GRADE | DATE | |
| Active Engagement Activities (individual) | 25% | Weekly | |
| In-class engagement | 15% | | |
| Discussion Boards (2pts each x 5) | 10% | | |
| MIDTERM PROJECT: Urban Development Analysis (collaborative) | 20% | Week 8 | |
| PPP-powered (in-class) Presentation | 10% | Day: TBD | |
| Textual Analysis Report* | 10% | Day: TBD | |
| FINAL PROJECT: Urban Development Research (collaborative) | 30% | Week 9 & 16 | |
| Proposal | 5% | Week 9, Day: TBD | |
| In-class presentation | 5% | Week 16, Day: TBD | |
| Written Report | 20% | Week 16, Day: TBD | |
| Final Summative Experience Examination (individual) | 25% | May 7th | |
| TOTAL | 100% | | |
| Grading Scale | | | |
| A 94-100 | B+ 87-89 | C+ 77-79 | D+ 67-69 |
| A- 90-93 | B 84-86 | C 74-76 | D 64-66 |
| | B- 80-83 | C- 70-73 | D- 60-63 |
| | | | F 59 & below |

Assignment Submission Policy

All written assignments need to be saved as a **WORD attachment** and submitted at nmahaffe@usc.edu unless otherwise indicated during in-class and/or Brightspace announcements. Please save your files as follows: 410_YourName_AssignmentName_Spr2025. All work must be completed by the indicated deadlines. Assignments handed in late without authorized extensions **will incur point deduction**. This is out of respect to those who have abided by submission deadlines, despite equally hectic schedules. Submission extensions will be granted only **in case of emergency** or **special accommodation request with appropriate documentation**. Email the instructor as soon as possible to discuss alternate arrangements due to an emergency.

Statement on Academic Conduct

Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

Academic dishonesty has a far-reaching impact and is considered a serious offense against the university. Violations will result in a grade penalty, such as a failing grade on the assignment or in the course, and disciplinary action from the university itself, such as suspension or even expulsion.

For more information about academic integrity see the [student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment or what information requires citation and/or attribution.

Statement on artificial intelligence (ai) generators use

Generative AI is a subset of artificial intelligence (AI) that generates (i.e. creates) content based on the user's provided data and information inputs (prompts). Generative AI tools are rapidly evolving. The most well-known tools, such as ChatGPT, are powered by large language models (LLMs). LLMs are trained on massive amounts of text in order to understand user inputs and generate outputs based on predictive models. The content generated by AI tools such as ChatGPT may give the impression that the AI tool is able to critically analyze the user input. It is essential to understand the capabilities, limitations and ethical considerations of AI Generators when using them for academic and research purposes.

Since creating, analytical, and critical thinking skills are part of the learning outcomes of PPD 410, all assignments in this course **should be prepared by the student** working individually or in groups. Students may not have another person or entity complete any substantive portion of the assignment. Developing strong competencies in these areas will prepare you for a competitive workplace. You should also be aware that AI text generation tools may present incorrect information, biased responses, and incomplete analyses; thus, they are not yet prepared to produce text that meets the standards of this course.

Therefore, using AI-generated tools **is not permitted in PPD 410 assignments**, including the reflection papers, the collaborative debate exercise (CDE) and the ID policy analysis project (oral and written components), the discussion board responses, and the final summative experience report, will be identified as plagiarism*, and will be reported to the Office of Academic Integrity.

There may be instances where you may resort to Generative AI tools to help you preliminarily brainstorm research topics. However, AI generated contents are not to be incorporated in PPD 410 final assignments.

*Plagiarism includes the submission of code written by, or otherwise obtained from someone else. Plagiarism is an academic violation; if found responsible, students may be assigned university outcomes, such as suspension or expulsion from the university, and grade penalties, such as an "F" grade on the assignment, exam, and/or in the course. In the event, AI generated contents are incorporated in some of your assignments outside of PPD 410 please beware that you are required to cite or credit AI-generated material: USC Generative AI Citation Resource

Statement on University Academic and Support Systems

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. [The Office of Student Accessibility Services \(OSAS\)](#) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion.

This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Student Financial Aid and Satisfactory Academic Progress:

To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the [Financial Aid Office webpage](#) for [undergraduate-](#) and [graduate-level](#) SAP eligibility requirements and the appeals process.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

988 Suicide and Crisis Lifeline - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline consists of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-2500

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - (213) 740-0411

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - (213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-2850 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

Course Content Distribution Policies

PPD 410 course Brightspace contents including the instructor lecture notes and slides, recorded contents, assignment prompts and any uploaded contents including exams are subject to intellectual property rights. USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment.

Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor. (Living our Unifying Values: The USC Student Handbook, page 13).

Distribution or use of notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relation to the class, whether obtained in class, via email, on the internet, or via any other media. Distributing course material without the instructor's permission will be presumed to be an intentional act to facilitate or enable academic dishonesty and is strictly prohibited. (Living our Unifying Values: The USC Student Handbook, page 13).

Course Specific Policies

Etiquette Considerations

Etiquette is a set of norms guiding behavior and communication both in-person and off-line. If you are registered in a residential course you are expected to attend and check-in on time the weekly in-person sessions as well as check and complete any assignments off-line via the Brightspace. Please ensure to abide by USC-Price health and safety guidelines as you enter the classroom and observe the following:

- **Turn mobile** phones off or **set to vibrate mode** during class;
- **Avoid** engaging in **non-class related tasks** such as answering email, text messages, surfing unrelated websites, reading non-course related materials; All these activities are deemed distracting and wasteful of your own as well as your peers' time; We do however understand that some of you may be experiencing challenges requiring attention and special consideration. So please do **communicate**;
- When sharing **feedback** in class, both in-person and off-line (e.g.: via discussion boards) please make sure to use **constructive** and **non-offensive** language and tone. Let us embrace one another's unique traits and talents and nurture a safe learning environment for all;
- Where appropriate, review your own political, ideological, or personal attitudes, and note and/or discuss how those may affect your judgments. Beyond attentive listening and respectful dialogue, we are strongly encouraged to consider **our implicit biases**, which are "attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner"; these biases are common and often favor our own social group (Kirwan Institute, 2015). Implicit bias can sometimes lead students — including instructors — to minimize or even ignore comments and ideas. A simple strategy we can use to combat implicit bias is "amplification" — if you observe a

person's comment being ignored or minimized by myself or a student, please raise the point again (with credit to the original speaker) and amplify their voice (Eilperin, 2016);

- Expect a **cognitive break** at the end of each hourly segment.

Communications Policies

- Students are encouraged to contact the instructor by USC email and should expect a reply within 24–36-hour time frame;
- As you compose your email to the instructor please indicate in the subject line, the course number, your full name and brief description of the query. Simple questions will be answered by email, but for more complex discussions students may opt to personally visit, **upon appointment**, the instructor's RGL office (location, TBD) or virtually. **Please make sure not to share the instructor's zoom room address with anyone else outside this classroom.**
- To promote independence and critical thinking, students are encouraged to work through the following process for obtaining answers to course-related questions before contacting the instructor. First, consult the course syllabus. You may also reach out to a classmate for clarification. Finally, after you have exhausted these methods, email the instructor. In your email, please indicate the steps you have gone through to seek the answer. Your question will be answered within the 24-36 hours timeframe.

Guidelines for Discussion Board Posts

- Discussion board topics are intended to encourage a discussion of ideas and critical reflections to be incorporated into future assignments. Students are expected to post thoughtful statements that directly apply to the assignment prompts; to demonstrate knowledge of the concepts and ideas pertaining to the key topics under examination; and to use rational argument or evidence to support all claims. The discussion board forum is intended as an incremental check-in or building block to support the learning activities during the live in-person sessions. Should you cite any evidence from an existing source to support your responses you are required to properly attribute the use of evidence in any discussion post.
- Students will post their initial responses to the discussion board prompts, when required, usual two days prior to the Wednesday sessions to allow sufficient time for instructor review. Students are encouraged to pose follow-up questions or make comments on two of their peers' initial posts. In order to ensure an equitable distribution of follow-up questions and comments, try not to post questions on a peer's response if two or more students have already posed follow-up questions or comments to that post.) Participation in the Discussion Board will count toward your overall active engagement in the course. To earn **full credit**, students need to adequately address the prompt, support reasoning with evidence and submit responses **on-time**. Discussion board responses posted after the due date **will not be** graded.

Guidelines PPD 410 Course Brightspace Intellectual Property Rights

PPD 410 Course Brightspace contents including the instructor course syllabus, weekly lecture notes and slides, assignments and any other uploaded contents are subject to intellectual property rights. To prevent the infringement of intellectual property, please refrain from sharing, uploading or distributing course Brightspace contents; it is copyright protected and may not be shared, uploaded, or distributed." Please refer below to: USC policy prohibits the distribution of course materials outside of the learning environment (SCampus Part B § 11): *"Distribution or use of notes or recordings based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is a violation of the USC Student Conduct Code. This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the Internet or via any other media"* (See Section C.1 Class Notes Policy)

Course Schedule

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| MODULE I: |
| Comparative Urban Development: Foundational Concepts, Theories, Metrics and Contemporary Trends |
| WEEK 1: Introduction: Course Learning Goals, Core Themes, Expected Deliverables & Policies |
| <p>Jan. 15</p> <p><u>Topic & Questions:</u> What is Urban Development?; Theory and Definitions of “City”; The Utility of Comparative Methods in Urban Development research – Why Make Comparisons?</p> <p><u>Readings:</u> Scott, Allen J. and Michael Storper. 2015. “The Nature of Cities: The Scope and Limits of Urban Theory.” <i>International Journal of Urban and Regional Research</i>. DOI: 10.1111/1468-2427.12134 (case study) Madanipour, Ali. “Urban Lives: Stories from Tehran” (pp. 9-20). In Miraftab, Faranak and Kudva Neema. 2015. <i>Cities of the Global South Reader</i>. New York: Routledge (textbook)</p> <p><i>Additional instructions/deliverables will be available on course website</i></p> |
| WEEK 2: Rise of Global/World Cities and the Urban Age |
| <p>Jan. 22</p> <p><u>Topic & Questions:</u> Cities as the dominant form of contemporary habitat: what drives the historic move to cities? Overview of contemporary comparative urbanization processes and urban demographic trends; Cities typologies/classifications - City regions, mega cities, urban corridors.</p> <p><u>Readings:</u> “Historical Underpinnings” (Section 1, pp. 24-47); “Migratory Fields” (Section 3, pp. 75-91), In Miraftab and Neema. 2015. <i>Cities of the Global South Reader</i>. New York: Routledge (textbook) UN Habitat. 2012. State of The World’s Cities 2012/2013. <i>Urban and Regional Trends</i>. (Ch. 1.2, pp. 25-33).</p> <p><u>Supplemental Readings:</u> (recommended, <i>not</i> required) Deyan Sudjic. 2006. “100-Mile Cities” (pp. 80-81). In Neil Brenner and Keil Roger, <i>The Global Cities Reader</i>. New York: Routledge.</p> <p><i>Additional instructions/deliverables will be available on course website</i></p> |
| MODULE II: |
| Urban Development Governance Structure in a Globalized Context |
| WEEK 3: Urban institutional players, agencies and processes; globalization trends |
| <p>Jan. 29</p> <p><u>Topic & Questions:</u></p> |

Municipal governments, market institutions, third sector organizations, community-based associations and citizens' movements: comparative advantages, limitations and **complex overlapping interactions** over urban development governance; Global cities: definitions and metrics.

Readings:

"Governance" (Section 9, pp. 229-253), in Miraftab and Neema. 2015. *Cities of the Global South Reader*. New York: Routledge. (**textbook**)

Cabigon, Josefina. 2006. "Cities in Globalization" (pp. 74-102). *Asia Pacific Social Science Review*, Vol. 6, No. 2.

Emma Grant. 2001. "Social Capital and Community Strategies: Neighborhood Development in Guatemala City" (pp. 975-998). *Development and Change*, Vol. 32, No. 5.

Supplemental Readings: (recommended, *not* required)

Lewis, David and Kanji, Nazneen. 2009. NGO Roles in Contemporary Development Practice. In *Non-Governmental Organizations and Development* (Chp. 5, 91-120). New York: Routledge.

Trujillo, Jesus Leal, and Parilla Joseph. *Redefining Global Cities Report*. Executive Summary. 2016. Brookings Institutions. <https://www.brookings.edu/research/redefining-globalcities/>; The full report is retrievable from course website.

Additional instructions/deliverables will be available on course website

**MODULE III:
Cities as Locus of Human Development**

**WEEK 4:
Development Paradigms**

Feb. 5

Topic & Questions:

Brief overview of current development paradigms - basic needs approach; human development (HDI), capabilities approach, United Nations' Sustainable Development Goal (SDGs); Introducing the UN-Habitat City Prosperity Metric (CPI)

Readings:

Development and Urbanization (Section 2, pp. 48-72), in Miraftab and Neema. 2015. *Cities of the Global South Reader*. New York: Routledge. (**textbook**)

Prosperity and Urban Trends: Conceptualizing Urban Prosperity (Part I – pp. 10-24), in *State of The World's Cities 2012/2013*. UN Habitat. (**textbook**)

Statistical Annex (pp. 196-231). In *World Cities Report 2016 – Urbanization and Development: Emerging Futures*. Nairobi, Kenya: Un-Habitat.

The United Nations. 2020. The Sustainable Development Goals (SDGs) Report. *Overview* (6-23) and *Progress Summary of SDG Targets* (60-61).

Supplemental Readings: (recommended, *not* required)

Kaki, Rym. 2004. The Narrative Foundations of International Development. (Chp. 2, 25-43). In *Handbook of Development Policy Studies*, Gedeon M. Mudacumura and M. Shamsul Haque, eds. New York: Marcel Dekker.

The United Nations Development Program. 2012. *Measuring Human Development: Guidelines and Tools for Statistical Research, Analysis and Advocacy* (Introduction and Chp. 1).

Additional instructions/deliverables will be available on course website

**WEEK 5:
Cities as Engines of Economic Growth**

Feb. 12

Topic & Questions:

Cities as locus of infrastructure & physical assets; investment, production, and productivity; property rights; wealth and job creation, redistribution of prosperity benefits as well as of social services (education, health, safety and recreation).

Readings:

Urban Infrastructure (Section 7, pp. 176-196), in Miraftab and Neema. 2015. *Cities of the Global South Reader*. New York: Routledge. **(textbook)**

Productivity and the Prosperity of Cities (Chp 2.1 – pp. 36-47); *Urban Infrastructure: Bedrock of Prosperity* (Chp 2.2 – pp. 48-58); *Quality of Life and Urban Prosperity* (Chp 2.3 – pp. 59-67), in *State of The World's Cities 2012/2013*. UN Habitat. 2012. **(textbook)**

Dobbs, Richard et al. March 2011. In *Urban World: Mapping the Economic Power of Cities*. Executive Summary (pp. 1-6). McKinsey Global Institute.

Supplemental Readings: (recommended, *not* required)

Bliss, Laura. January 28, 2016. *A New Way to Rank Economic Growth in America's Metros*. The Atlantic City Lab. <http://www.citylab.com/politics/2016/01/brookings-metro-monitoreconomic-growth-ranking/431457/>

Institute for Urban Strategies. October 2016. *Global Power City Index (GPCI) 2016*. The Mori Memorial Foundation. http://mori-m-foundation.or.jp/pdf/GPCI2016_en.pdf

Additional instructions/deliverables will be available on course website

**WEEK 6:
Cities as Seats of Political Power**

Feb. 19

Topic & Questions:

Brokers Between Central and Local Government; Urban Government at the Intersection of Multisectoral Alliances and Partnerships; Governance & Governmentality; Urban Power, Regime and Leadership.

Readings:

The Legal Imperatives of Urban Development (pp. 111-115). In United Nations Habitat. *World Development Report 2016 - Urbanization and Development: Emerging Futures*. Nairobi, Kenya.

Dunkelman, Marc. October 30, 2016. *Does New York need another Robert Moses?*. Crain's New York Business.

Additional instructions/deliverables will be available on course website

MODULE IV:

Comparative Urban Development Issues/Challenges:

Poverty, Inequality, Exclusions, Polarizations, Social and Political Contestations

**WEEK 7:
Cities as hotbeds of poverty, inequality and exclusion patterns**

Feb. 26

Readings:

Baker, Judy. January 2008. *Urban Poverty: A Global View*. Washington D.C.: The World Bank Group, Urban Papers.

Garland, Allison, Massoumi, Meigan & Ruble Blair. 2007. Introduction (1-9). In *Global Urban Poverty: Setting the Agenda*. Washington D.C. Woodrow Wilson Int'l. Center.

Supplemental Readings: (recommended, *not* required)

Florida, Richard. Why So Many Emerging Megacities Remain So Poor – How Globalization has changed the Nature of Urban Development? *The Atlantic CityLab*. Jan 16, 2014.

<http://www.citylab.com/work/2014/01/why-so-many-mega-cities-remain-so-poor/8083/>

Additional instructions/deliverables will be available on course website

WEEK 8:

World City Urban Development Analysis Presentations

March. 5

TBD:

Additional instructions/deliverables will be available on course website

WEEK 9:

Polarization in Cities

March. 12

Topic & Questions:

Polarization Issues: informality vs. formality (housing, economic production and employment, finance, labor laws, property rights, etc.).

Readings:

UN Habitat. *The Challenge of Slums* (Parts I & II). Focus on reading **Understanding Slums** (Chp. 1, 1-16); **Informality within Urban Settings** (Chp. 6, pp. 100-117); In *The Challenge of Slums: Global Report on Human Settlement*. Virginia: Earthscan Publications.

Roy, Ananya. **"Why India Cannot Plan its Cities: Informality, Insurgence and the Idiom of Urbanization"** (Section 12, pp. 310-314); Assad, Ragui, 2015. **"Formalizing the Informal? The Transformation of Cairo's Refuse Collection System"** (Section 6, pp. 169-175). In Miraftab and Neema. *Cities of the Global South Reader*. 2015. New York: Routledge. (**textbook**)

Supplemental Readings: (recommended, *not* required)

De Soto, Hernando. 1990. **"Informal Housing"** (Chp.2, pp. 17-57). In *The Other Path: The Invisible Revolution in the Third World*. New York: Perennial Library.

Additional instructions/deliverables will be available on course website

WEEK 10:

Spring Recess – Sunday-Sunday, March 16-23

WEEK 11:

Cities as Locus of Social Protest, Activism, Armed Conflict and War

March. 26

Topic & Questions:

What Happens When Urban Governance, Governmentability and Infrastructure Collapse?

Readings:

Planned Interventions and Contestations (Part V, pp. 227-253). In Miraftab and Neema. *Cities of the Global South Reader*. 2015. New York: Routledge. **(textbook)**

(Case Study) Graham, Rachel Quednau, May 29, 2013. *Urban Spaces of Protest* <https://thecityspace.wordpress.com/2013/05/29/urban-spaces-of-protest> - Comparing Cairo's Tahrir Square's Arab Spring Revolution and New York's Zuccotti Park's Occupy Movement as urban places of protest and their ability to enact change on a mass scale.

Stephan, Ed. 2010. When Infrastructure Fails (Chp 1, pp. 1-26), in *Disrupted Cities*. New York: Routledge.

Supplemental Readings: (recommended, *not* required)

Heyman, Stephen, September 2, 2016. Trapped in Homs, Architect Imagines a new Future for Syrian Cities. *The New York Times*, <https://www.nytimes.com/2016/09/03/arts/design/trapped-in-homs-architect-imagines-a-newfuture-for-syrian-cities.html>

Kuymulu, Mehmet Barış . June 25, 2013. Reclaiming the Right to the City: Reflections on the Urban Uprisings in Turkey. *City* (Vol. 17:3, pp. 274-278). <https://rsa.tandfonline.com/doi/pdf/10.1080/13604813.2013.815450>

The Citizens of Porto Alegre. (Section 10, pp. 260-264), in Miraftab and Neema. 2015. *Cities of the Global South Reader*. New York: Routledge. **(textbook)**

Additional instructions/deliverables will be available on course website

WEEK 12:

Cities and Environmental Sustainability Challenges

Apr. 2

Topic & Questions:

The Untenable "limitless growth" assumption; Ingredients of sustainable development; Calibrating economic, social, environmental and cultural Sustainability, UN SDG 11: making cities "inclusive, safe, resilient and sustainable."

Readings:

The City Environment (Part IV, pp. 147- 168). In Miraftab and Neema. *Cities of the Global South Reader*. 2015. New York: Routledge. **(textbook)**

United Nations Habitat. 2022. Securing a Greener Urban Future (Chp. 5). In *World Cities Report 2022. Envisaging the Future of Cities*.

Supplemental Readings: (recommended, *not* required)

Environmental Sustainability and the Prosperity of Cities (Chp 2.5 – pp. 78-87). In UN Habitat. *State of The World's Cities 2012/2013*.

Comelieu, Christian. 2000. The Limitless Growth Assumption. *International Social Science Journal*. Blackwell Publishers. No. 166, 457-465.

Additional instructions/deliverables will be available on course website

MODULE V:

Comparative Urban Development Innovations and Smart Practices

WEEK 13:

Cities Leveraging social finance innovations to end urban poverty, exclusion and informality

Apr. 9

Readings:

International Best Practice, Enabling Frameworks and the Policy Process (pp. 315-318). In Miraftab and Neema. *Cities of the Global South Reader*. 2015. New York: Routledge. **(textbook)**

Mamun, Abdulhalil, Bal, Harun and Kabas Tolga. 2019. Microcredit and Social Business Movement as Catalyst for Poverty Reduction (pp. 32-42). *International Journal of Management Science and Business Administration*. Vol. 5.

Peruse: Financial Inclusion Services and Innovations for the Poor Who Are Left Out: Case Studies. Accion. <https://www.accion.org/types/case-study>.

Peruse: Microfinance in Boyle Heights: Lifting Women out of Poverty. September 13, 2013. *California Community Foundation*. <http://latogether.org/2013/09/18/microfinance-in-boyle-heights-lifting-women-out-of-poverty/>

Supplemental Readings: (recommended, *not* required)

Sogei-Jafar, Rana et al. September 2016. Microfinance and Its Impacts on People and Societies. *Journal of Poverty, Investment and Development*, (Vol. 27).

Dunford, Christopher. November 2006. Evidence of Microfinance Contribution to Achieving the Millennium Development Goals. Paper Prepared for Global Microcredit Summit. Davis, California: Freedom from Hunger.

Additional instructions/deliverables will be available on course website

WEEK 14:

Pathways to prosperous, inclusive, sustainable and smart cities

Apr. 16

Readings:

United Nations Habitat. State of The World's Cities 2012/2013. *Policies for Prosperous Cities* (Part III – pp. 90-121). **(textbook)**

United Nations Habitat. World Cities Report. 2022. *Envisaging the Future of Cities: Key Findings and Messages* (XV-XXXI). <https://unhabitat.org/world-cities-report-2022-envisaging-the-future-of-cities>.

The New Urban Agenda: Principles, Components and Levers (Chp. 10, pp. 175-195). In United Nations Habitat. *World Development Report 2016 - Urbanization and Development: Emerging Futures*. Nairobi, Kenya.

Supplemental Readings: (recommended, *not* required)

Albino, Vito, Berardi, Umberto, Dangelico Rosa-Maria. February 2015. Smart Cities: Definitions, Dimensions, Performance and Initiatives. *Journal of Urban Technology*. (Vol. 22 No. 1, pp 3-21).

A.T. Kearny. 2020. Global Cities Report: New Priorities for a New World. <https://www.kearney.com/global-cities/2020>

Additional instructions/deliverables will be available on course website

WEEK 15:

Course Wrap Up: Cities & Innovative Entrepreneurship

Apr. 23

TBD

Prep for Final Comparative Cities Research Presentation

Additional instructions/deliverables will be available on course website

WEEK 16:

Final Comparative Cities Research Presentation

Apr. 30

TBD

Additional instructions/deliverables will be available on course website

Final Summative Experience Examination

May. 7 (7:00pm-9:00pm)

Study Days: Saturday, May 3 – Tuesday, May 6

Additional instructions will be available on course website

Note: This syllabus is subject to change pending class size final fixation, new university policy exigencies and any unexpected changes. Instructor will notify you via Brightspace announcements if there are any alterations. Should you need to voice any concerns or suggestions please feel free to reach out to me via my in-person and/or virtual “student hours” or email communication. Wishing you a smooth learning experience and plenty of good health. Let us together embrace a positive outlook about the many possibilities awaiting global cities and societies and get you professionally prepared to dream, design, plan, create and govern human-centered, sustainable urban places.