



**FLORIDA INTERNATIONAL UNIVERSITY  
UNIVERSITY CURRICULUM COMMITTEE**  
*Proposal for a New Course*

**DO NOT TYPE IN THIS BOX**

Bulletin # : \_\_\_\_\_

Academic Year : \_\_\_\_\_

1. School/College \_\_\_\_\_  
Div./Dept. in Which Taught \_\_\_\_\_

2. \_\_\_\_\_ CIP Code (Leave this blank): \_\_\_\_\_  
Alpha Prefix    1st Digit    Last 3 Digits    "C"-lec-lab "L"-Lab    Cr. Hrs.

3. Grading Method (select one):  Graded  Pass/Fail

4a. Course Title \_\_\_\_\_

b. Abbreviated course Title (for computer class schedules, transcripts)   
LIMITED TO 25 Characters (including spaces)

5. Statewide Course Numbering Subject Matter Area \_\_\_\_\_

6. Catalog Description/Major Topics (not to exceed 200 characters including spaces)  
*College of Medicine and College of Law: Attach description not exceeding 1,000 characters including spaces.*

7. Attach detailed syllabus course outline and course justification on separate page(s).

8. Prerequisite(s): \_\_\_\_\_

9. Corequisite(s): \_\_\_\_\_

10. Objective(s) of Course:

11. Does this course duplicate/overlap other courses at FIU?  No  Yes  
If yes, please explain: \_\_\_\_\_

12. What other closely related department(s) have been consulted about this course?  
\_\_\_\_\_

13. Is this course used for the assessment of a program or a certificate (if yes, then send a notification to assessment@fiu.edu)?    No    Yes

PROPOSAL REQUESTED BY:  
Faculty Contact \_\_\_\_\_ *Keith D. Revell* \_\_\_\_\_ / \_\_\_\_\_ / 20  
(Type name) (Signature)

Chairperson (Dept./Div.) \_\_\_\_\_ *Howard Frank* \_\_\_\_\_ / \_\_\_\_\_ / 20  
(Type name) (Signature)

Chairperson (Curr. Comm.) \_\_\_\_\_ / \_\_\_\_\_ / 20  
(Type name) (Signature)

College/School Dean \_\_\_\_\_ / \_\_\_\_\_ / 20  
(Type name) (Signature)

**Submit one original form. Attach one copy of the course justification and course syllabus, course description, objectives, major topics and textbooks.**

**PUP4XXX GLOBAL PERSPECTIVES ON URBAN POVERTY, INEQUALITY, AND ECONOMIC DEVELOPMENT (Section U01)**

(There are no pre-requisites or co-requisites for this course)

**CONTACT INFORMATION**

Professor Keith D. Revell (Office Telephone: 305-348-0411; Email: revellk@fiu.edu)

Office: Modesto Maidique Campus, Paul Cejas Architecture Building, Room 353B

Office Hours: Wednesday, 4 pm to 6:15 pm, or by appointment

**CATALOG DESCRIPTION:** Compares public policies and organizational techniques for responding to urban poverty and inequality with equitable, sustainable economic development measures.

**COURSE DESCRIPTION:** Because most of the world's population now lives in cities, urban economic policies that promote equitable, sustainable development will become increasingly important for determining both the quality of life of urban residents and the viability of urban democracy. Poverty and inequality complicate the already imposing challenges of urban management and heighten tensions that threaten to overwhelm governing institutions. Therefore, understanding how cities function economically and what policies and institutions facilitate equitable, sustainable economic development is an essential component of contemporary public service. In this course, students will examine urban poverty, inequality, and economic development from global, national, and local perspectives. By drawing on a variety of examples and techniques for understanding urban economic development, students will build a repertoire of policy approaches for creating more just and sustainable cities.

**COURSE LEARNING OBJECTIVES:** By the end of this course, you should be able to:

- Understand the relationships among poverty, income inequality, and sustainable urban development.
- Apply concepts from economic development theory and practice to urban areas affected by poverty and inequality.
- Analyze urban policy problems associated with urban poverty, inequality, and economic development using a variety of data types and software platforms.
- Compare and evaluate policy solutions for equitable and sustainable urban economic development.
- Create policy proposals to assist public-service organizations address the challenges of urban poverty and income inequality.
- Communicate effectively by presenting information and policy proposals in written and oral formats.

**READINGS:** The WEEKLY CLASS SCHEDULE section of this syllabus contains links to PDFs and other sources used in the course.

**REQUIREMENTS:** Grades will be determined by a combination of quizzes, exercises, and a policy memo:

| <b>Graded Items</b>                   | <b>Points</b> |
|---------------------------------------|---------------|
| Readings Quizzes (6)                  | 120           |
| Making Sense of Numbers Exercises (6) | 120           |
| Policy Alternatives Memo              | 100           |
| Final Policy Exercise                 | 60            |
| <b>Total Points</b>                   | <b>400</b>    |

**READINGS QUIZZES:** Each module has two required readings, both accessible through links in the syllabus. Students will be tested on those readings each module with a multiple-choice quiz. Each quiz is worth 20 points.

**MAKING SENSE OF NUMBERS EXERCISES:** Making Sense of Numbers Exercises require students to download, analyze, and present data. Using Excel and PowerPoint (or some other presentation program), students will create mini-presentations in class to illustrate their understanding of problems related to urban resilience and climate change.

**POLICY ALTERNATIVES MEMO:** The final deliverable for the course is a Policy Alternatives Memo that analyzes a policy issue related to urban poverty, inequality, and economic development, offers feasible policy options, and proposes the best solution. This memo is worth 120 points.

**FINAL POLICY EXERCISE:** This exercise requires students to use a variety of the techniques learned in the course to analyze a policy problem and present options to the class. This memo is worth 100 points.

**GRADING SCALE:** Grades will be awarded according to the following scale:

| <b>LETTER GRADE</b> | <b>POINTS REQUIRED</b> |
|---------------------|------------------------|
| A                   | 376                    |
| A-                  | 360                    |
| B+                  | 348                    |
| B                   | 336                    |
| B-                  | 320                    |
| C+                  | 308                    |
| C                   | 296                    |
| D                   | 280                    |
| F                   | 260                    |

## WEEKLY CLASS SCHEDULE

### MODULE 0

#### **Week 1 January 12: Urban Poverty, Inequality, and Economic Development in a Global Context**

*Introductory Reading: Socio-Economic Segregation in European Capital Cities: Conclusion* (<https://s3-us-west-2.amazonaws.com/tandfbis/rt-files/docs/Chapter15+Inequality+and+Rising+Levels+of+Socio-Economic+Segregation.pdf>).

*Introductory Reading: Asia's Rural-Urban Disparity in the Context of Growing Inequality* ([https://www.ifad.org/documents/38714170/40704142/27\\_research.pdf/86ff7619-8814-48d0-a232-fc694fcc55ce?eloutlink=imf2ifad](https://www.ifad.org/documents/38714170/40704142/27_research.pdf/86ff7619-8814-48d0-a232-fc694fcc55ce?eloutlink=imf2ifad)).

### MODULE 1

#### **Week 2 January 19: Macro-Contexts of Economic Development: Trend and Institutions**

*Reading #1: Urban Inequality in South Florida* ([http://www.creativeclass.com/\\_wp/wp-content/uploads/2019/04/FIU\\_Toward\\_a\\_More\\_Inclusive\\_Region.pdf](http://www.creativeclass.com/_wp/wp-content/uploads/2019/04/FIU_Toward_a_More_Inclusive_Region.pdf)).

*Reading #2: Glaeser, Resseger, and Tobio, Urban Inequality*, Kennedy School/Taubman Center Policy Brief, March 2009 ([https://www.hks.harvard.edu/sites/default/files/centers/taubman/files/urban\\_inequality\\_final.pdf](https://www.hks.harvard.edu/sites/default/files/centers/taubman/files/urban_inequality_final.pdf)).

*Module Reading Quiz #1*

#### **Week 3 January 26: Macro-Contexts of Economic Development: Trend and Institutions**

*Making Sense of Numbers Exercise #1: Computing inequality: using Gini coefficients.*

### MODULE 2

#### **Week 4 February 2: Economic Base Analysis**

*Reading #3: Church, Andrew and Martin Frost, "Tourism, the Global City and the Labour Market in London," *Tourism Geographies* 6 (2004): 208–228.*

*Reading #4: FIU Metropolitan Center, Policy Brief: When Work Disappears* ([https://metropolitan.fiu.edu/research/periodic-publications/policy-briefings/policybrief\\_whenworkdisappears\\_10520.pdf](https://metropolitan.fiu.edu/research/periodic-publications/policy-briefings/policybrief_whenworkdisappears_10520.pdf)).

*Module Reading Quiz #2*

#### **Week 5 February 9: Economic Base Analysis**

*Making Sense of Numbers Exercise #2: South Florida's Economic Base.*

### MODULE 3

**Week 6 February 16: Workforce Development Policies**

*Reading #5:* McKinsey Global Institute, *The Future of Work in Europe*

(<https://www.mckinsey.com/~media/McKinsey/Featured%20Insights/Future%20of%20Organizations/The%20future%20of%20work%20in%20Europe/MGI-The-future-of-work-in-Europe-discussion-paper.pdf>).

*Reading #6:* FIU Metropolitan Center, *Miami-Dade Prosperity Initiatives Feasibility Study* ([https://metropolitan.fiu.edu/research/services/economic-and-housing-market-analysis/prosperity-initiative-research-study\\_final.pdf](https://metropolitan.fiu.edu/research/services/economic-and-housing-market-analysis/prosperity-initiative-research-study_final.pdf)).

*Module Reading Quiz #3*

**Week 7 February 23: Workforce Development Policies**

*Making Sense of Numbers Exercise #3:* Educational attainment and job readiness in South Florida.

**Week 8 March 2: Spring Break – No Class**

**MODULE 4**

**Week 9 March 9: Business Development Policies**

*Reading #7:* Green Industrial Policy in Europe (<https://www-jstor-org.ezproxy.fiu.edu/stable/pdf/resrep28602.12.pdf?refreqid=excelsior%3A445fb2c9a99fb325e19b4b6ce1bc6d1d>).

*Reading #8:* FIU Metropolitan Center, *Making It in Miami*

(<https://metropolitan.fiu.edu/research/periodic-publications/make-it-miami-manufacturing-report/make-it-miami-1.pdf>).

*Module Reading Quiz #4*

**Week 10 March 16: Business Development Policies**

*Making Sense of Numbers Exercise #4:* Understanding local business taxation policies.

**MODULE 5**

**Week 11 March 23: Equity and Fairness**

*Reading #9:* Crystal Legacy and Rebecca Leshinsky, “Tools for Equitable Urban Intensification,” *Built Environment* 39/4 (2013): 408-421.

*Reading #10:* FIU Metropolitan Center, *Miami-Dade Affordable Housing Blueprint* (<https://metropolitan.fiu.edu/research/periodic-publications/recent-reports/miami-dade-county-affordable-housing-blueprint-needs-assessment-01142020.pdf>).

*Module Reading Quiz #5*

**Week 12 March 30: Equity and Fairness**

*Making Sense of Numbers Exercise #5:* Understanding housing affordability in South Florida.

## **MODULE 6**

### **Week 13 April 6: Local Fiscal Capacity**

*Reading #11:* Pascale M. Joassart-Marcelli, Juliet A. Musso, and Jennifer R. Wolch, “Fiscal Consequences of Concentrated Poverty in a Metropolitan Region,” *Annals of the Association of American Geographers* 95 (June 2005): 336-356.

*Reading #12:* Yan, W. “The Interactive Effect of Revenue Diversification and Economic Base on US Local Government Revenue Stability,” *Public Money and Management* 31 (2011): 419–426.

*Module Reading Quiz #6*

### **Week 14 April 13: Local Fiscal Capacity**

*Making Sense of Numbers Exercise #6:* Understanding the local tax structure – where does the public sector get its revenue in South Florida?

## **MODULE 7**

### **Week 15 April 20: Final Policy Exercise**