

## **CP2235 Syllabus**

World Cities, JG, 3 Credits

Summer 2026

### **Instructor Information**

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Instructor: Dr. Jairo Garcia

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### **General Course Information**

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#### **Description**

This class is a short journey through the history of cities around the world. We will explore key aspects of the evolution of world cities in the past, the enormous challenges faced by world cities in the present and the future (e.g., population growth, migration, unsustainable consumption, and climate change, among others), and the opportunities that these challenges present including the use and development of clean technologies (Smart Cities) as well as changes in economic, social, and cultural practices towards a sustainable planet (Circular-Economy).

Planning for and running world cities bring together concepts that involve practically every major discipline. From climate to the economy, from health to social justice, and from infrastructure to technology, a holistic, sustainable approach is needed to solve the complex problems facing cities around the world.

Urban planners and other urban experts from around the world will be invited to the World Cities class to discuss the challenges that existing cities experience and how innovation and creativity provide solutions to these challenges for the well-being of their residents and for the construction of a more sustainable planet.

By the end of the course students will have accomplished the following:

- Identify key aspects of the evolution of world cities in the past.
- Identify the present challenges faced by world cities and relationships among ecological, social, and economic systems.
- Identify predictable key factors that world cities in the future will face.
- Explore potential solutions to build world cities that are sustainable and climate-friendly.

Required Course Materials

- Global Cities: A Short History (2016) by Greg Clark.
- Triumph of the City: How Our Greatest Invention Makes Us Richer, Smarter, Greener, Healthier, and Happier by Edward Glaeser.
- Additional readings will be posted in Canvas.

**Grading Policy:**

Category	Points	Weight
Course Engagement: <ul style="list-style-type: none"> <li>- Answer to one weekly question - 10 points each week x 10 weeks = 100 points</li> <li>- Reply to two (2) classmates per week (5 points each = 10 points per week) x 10 weeks = 100 points</li> </ul> Total Course Engagement = 200 points	200	20%
Assignment 1 - Blog #1	100	10%
Assignment 2 – Blog #2	100	10%
Assignment 3 – Blog #3	100	10%
Assignment 4 - Individual Final Paper & Presentation	100	10%
Assignment 5 - Team Final Paper and Presentation <ul style="list-style-type: none"> <li>• Draft= 50 points</li> <li>• Final Presentation = 50 points</li> <li>• Final Paper = 200 points</li> <li>• Total = 300 points</li> </ul>	300	30%
Final Exam	100	10%

<b>Total</b>	<b>1000</b>	<b>100%</b>
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### **Grading Scale**

Your final grade will be assigned as a letter grade according to the following scale:

- A 90-100%
- B 80-89%
- C 70-79%
- D 60-69%
- F 0-59%

### **Description of Graded Components**

#### **-Course Engagement – Weekly attendance and/or Participation (200 points)**

Course engagement is very important as they contribute to the overall learning and enjoyment of the class.

Institute-excused absences should be communicated at least 48 hours ahead of time, via email, to the instructor.

To earn full credit for course engagement, students must:

- Answers to one weekly question every week (10 points per week)
- Reply to two classmates' responses (5 points each = 10 points per week)
- Total points per week = 20 points
- Total number of weeks = 10
- Total Course Engagement Points = 20 points per week x 10 weeks = 200 points

Important:

- All posts must be at least 100 words minimum (including citations but not references in the count)
- All posts must provide new content to the discussion – by simply agreeing or disagreeing without a substantial explanation does not provide new content to the discussion
- Statements must be supported with academic valid citations following APA guidelines and the respective references

- A guideline for valid academic citations can be found here:  
<https://psychology.ucsd.edu/undergraduate-program/undergraduate-resources/academic-writing-resources/writing-research-papers/appropriate-references.html>

### **-Blogs (300 points)**

- Students are required to write three blogs during the semester – Due dates for the blogs are below.
- All blogs must be related to the discussions in class.
- Blogs must be at least 300 words (including citations but not references in the count)
- Blogs must be supported with citations and references following APA guidelines
- A guideline for valid academic citations can be found here:  
<https://psychology.ucsd.edu/undergraduate-program/undergraduate-resources/academic-writing-resources/writing-research-papers/appropriate-references.html>

### **-Individual Final Paper & Presentation (100 points)**

Students are required to choose an extracurricular activity related to a World City, prepare a presentation, and write a paper. Examples of extracurricular activities are working on a voluntary on a World City, attending a World City event, or interviewing an official working in World City. Students are required to prepare a PowerPoint presentation of the activity as well as write and submit in Canvas a two-page paper (not including title page, references, or appendixes; one-half spaced; 12 fonts; APA guidelines).

### **-Teams Final Paper & Presentation (300 points)**

Student will be randomly assigned to a team of 4-5 members.

Teams are required to research a World City (paper and presentation).

Each one of the students will be required to complete an evaluation form for members of her/his team, including themselves.

The earned grades for the presentation will be an average among the quality of the presentation, the quality of the report, and the team-group evaluation form.

The paper and presentations should be submitted on Canvas. The paper should be a minimum of 1,500 words (one-and-a-half spaced, 12 font) using APA Style guidelines. Presentations should be a maximum of 10 slides. All slides must be self-explanatory, include limited by clear text, and real pictures or relevant graphics. Text must be supported with APA citations and figures must be labeled following APA guidelines.

### **- Final Exam (100 points)**

The Final Exam will be administered via Canvas. The exam material will be drawn from the assigned readings, lectures, and discussions. The exam will consist of two sections: short answer and essay. Approximately one week prior to an exam, the instructor will distribute a list of key concepts to focus study.

## **Course Policies**

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### **Attendance and/or Participation**

Participation is very important as they contribute to the overall learning and enjoyment of the class.

Institute-excused absences should be communicated at least 48 hours ahead of time, via email, to the instructor.

### **Academic Integrity**

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review [Georgia Tech's Honor Code](#) and the student [Code of Conduct](#).

Any student suspected of cheating or plagiarism on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

### **Accommodations for Students with Disabilities**

If you are a student with learning needs that require special accommodation, [contact the Office of Disability Services](#) (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

### **Student-Faculty Expectations Agreement**

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. Articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

### **Use of Generative AI**

If you choose to use **Generative Artificial Intelligence** software (for example ChatGPT, Bard, Microsoft Copilot, etc.) in completing ANY assignments for this class, you must include a proper reference in your work. If you choose to use precise language generated by the software, you must quote it. The reference must include the website and specific

prompts used to generate the referenced output. For an example of how to reference, you may want to consult APA.

### **Extensions, Late Assignments, & Re-Scheduled/Missed Exams**

Assignments turned in after the specified due date will incur a grade penalty according to the following schedule:

- Within 24 hours of original due date: 10% deduction off the final grade
- Between 24-48 hours of original due date: 20% deduction off the final grade
- Between 48-72 hours of original due date: 30% deduction off the final grade
- **After 72 hours the grade will be zero for the assignment.**

## **Campus Resources for Students**

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### **Undergraduate Student Academic Success Resources:**

- Academic Support: Academic Success and Advising (a unit in the Office of Undergraduate Education & Student Success) provides free support for your courses. Students can attend scheduled supplemental review (PLUS) sessions, stop by Drop-In Tutoring, or schedule a one-on-one appointment through Knack. To explore what options work best for you, please visit us online at [success.gatech.edu/tutoring](https://success.gatech.edu/tutoring), email us at [tutoring@gatech.edu](mailto:tutoring@gatech.edu), or come see us at Clough Undergraduate Learning Commons, Suite 283.

### **Graduate Student Academic and Professional Success Resources:**

A list of resources for graduate students is given on the [Office of Graduate and Postdoctoral Education](#) website. Specific information for [current graduate students](#) includes

- [Academic Resources](#) such as the Communications Center, Language Institute, Library, Catalog, Registrar, resources for conducting research, Advocacy and Conflict Resolution resources, and how to manage unexpected situations that may impact your academic performance;
- [Student Resources](#) such as Campus Services, Child Care/Family programs, Health & Wellness, Career Services, and the Student Resource Guide; and
- [Professional Development](#) such as the programming from the Career Center and other professional development resources and events”

### **Student Well-Being:**

At Georgia Tech, we are concerned about your overall physical, social, and mental well-being. A [comprehensive list](#) of wellness related resources has been compiled and

maintained by the Office of the Vice President for Student Engagement and Well-being  
([student-resource-guide \(gatech.edu\)](http://student-resource-guide.gatech.edu))