

Urban Development- SIS 635-001
American University, School of International Service
Fall 2013
Tuesdays, 5:30 – 8:00
Class meets in SIS 333

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Office Hours: Drop-in, Mondays 2:30 – 5:00, Thursdays, 2:30 – 5:00 pm, and by appointment. Email bratman@american.edu to schedule an appointment.

Course Overview: This course examines urban development issues at levels ranging from the local to the global through interdisciplinary lenses. It draws from political science, geography, urban planning, and cultural anthropology to investigate issues of urban poverty, inequality, urbanization, land use planning, and sustainability, starting from a critical analysis of the notions of “third world” and “development.” The course centers upon questions about the relationship between place, people, planning, and political change. The course focuses on issues of agency (political actors including the private sector, civil society, and governments) and process (planning and development strategies) through exploring a broad range of urban development themes including poverty alleviation, housing, infrastructure development, social segregation, and environmental sustainability. In the course, a variety of theoretical perspectives are presented on these topics and case studies are used so as to gain a foothold in the praxis of urban development.

Course Methodology: This course will primarily be taught seminar-style: discussion is central to your learning process, and it is essential to come to class ready to talk about central ideas from the readings. As a professor in this course, my hope is that our classroom will provide a space in which your participation, critical thought, free exchange of ideas, and mutual learning is fostered. Classes will integrate lectures, discussions, and in-class exercises. Assignments are aimed at stimulating students’ abilities to think critically, to construct cohesive arguments, to articulate their views in a variety of formats, and to make connections between concepts in the readings and real-life applications.

Learning Objectives:

- 1) Understand and analyze relevant issues to cities and theories of urban development;
- 2) Critically examine how political actors influence urban development, and assess the conditions under which these may be effective in establishing change;
- 3) Analyze lessons from case studies, and the challenges and planning principles used in developing countries and their applications to other places;
- 4) Hone skills of critical analysis, research, and verbal and written communication in multiple formats.

Learning Outcomes:

Successful students in this course will gain: a) a greater understanding of urban development policies, structural challenges to achieving development, global urban development trends, and knowledge of both practical and theoretical approaches to urban development; b) nuanced appreciation and empathy for the challenges of addressing complex social, physical, and political development challenges, through both research, grassroots, and policy responses; c) case-study knowledge of specific urban development challenges; d) honed writing, speaking, analytic and critical thinking skills.

Student Assessment: Consistent attendance, active participation, and completion of the course assignments listed below are basic requirements for this course. Successful students in the course will show growth in their skills of analysis, public presentation, critical thinking, and argumentation. Intellectual curiosity, active participation, and engagement with the course readings are important components of success in this course (and beyond!).

Participation: 25% (includes attendance, homework, and in-class contributions (20%), Blackboard (5%).

Analytic Paper: 25%

Service-Learning Assignment: 25%

“Pitch” Assignment: 25%

Participation (25%): There are many ways to participate constructively in class and outside of it. While some people are comfortable with speaking spontaneously in the course of class discussion, other people are comfortable speaking only if they have time to prepare in advance. Opportunities for both impromptu and prepared contributions to the class will be provided throughout the course of the class. In addition to participation in class, the most successful students will contribute questions and/or comment about the readings prior to and after course sessions on the course Blackboard site. All unexcused absences will result in grade penalties, as will tardiness. Inappropriate computer use and cell phone use will also result in participation grade penalties.

Analytic Paper (25%): There will be an extended analytic essay due on **October 29, 2013**. You will be expected to discuss and critique your paper with your peers in an in-class workshop on that day. Papers are not to exceed 7,000 words and may be written on the topic of your choosing; they must be analytic in nature and involve a thorough treatment of literature related to the topic. Further details and a grading rubric will be provided separately.

Service-learning research assignment (25%): The assignment offers the opportunity to become familiar with the work of a local community development organization, and contribute to their mission through conducting research. In the assignment students will be asked to investigate a specific urban problem related to the organization’s needs. Students will spend some class time coordinating and working with the organization. There is group work involved, but you will each be graded independently, as there are many dimensions in which you may be involved in this service-oriented research project.

The primary organization we will be working with is: XXXXXXXXXXXXX . Our project will involve collaboration with them on their work in support of XXXXXXXXXXXXXXXXXXXXXx.

This assignment is intended to provide students with a basis for understanding the real-life tensions and complexities in conducting development research. **The deadline/due date is the start of class on December 3, 2013.** You should anticipate putting in 25 hours of work towards successful completion of this assignment. In addition to my evaluation for this project, I will ask you to self-evaluate, peer-evaluate, and also will also consult with the sponsoring organization for feedback on your work.

Final product will include:XXXXXXXXXXXXXXXXXXXXXXXXXXx

“Pitch” Assignment (25%): During one class session (**November 19, 2013**), we will simulate an “Ignite” presentation (see <http://igniteshow.com/>): you are limited to a presentation of 5 minutes and 20 slides maximum. This is a chance to practice formal presentation skills, and to propose constructive means of addressing any challenge(s) that we have discussed in the course. You may turn in a brief (3 pages max)

briefing paper which details the proposal. Further details will be provided three weeks before the assignment is due.

Course Policies:

A few ground rules:

1. **Listen** thoughtfully before judging, and be considerate of your peers.
2. **Be present and be respectful.** Come to class on time, come prepared for learning, practice constructive criticism, and don't get distracted. In that vein: absolutely no IM'ing, turn cell phones off, and please keep other distractions to a minimum.
3. **Help each other.** We're on a journey to learn together; the more you push each other to debate and discuss ideas, the more you'll all benefit. If someone's nodding off, nudge them. Think of your classmates as allies, and your professor as facilitator, coach, and teacher.
4. **Remember humility.** Even as you challenge authority, remember no one has all the right answers (and often, there are no right answers!). Try to let in a multiplicity of voices into class discussion, and to be open to new ideas.
5. **Honor your learning process,** including through challenging yourself; being clear about your educational goals; taking initiative to ask discussion questions; forming study groups; coming to office hours; striving to indulge your curiosity and hone your analytic skills. Respect the university's honor code (especially, don't cheat or plagiarize!), or face serious disciplinary consequences.

Academic Integrity: Standards of academic conduct are set forth in the University's Academic Integrity Code, and will be strictly adhered to. For details, see http://american.edu/handbook/policies_guidelines.htm.

Plagiarism: To plagiarize is to use the work, ideas, or words of someone else without attribution. Plagiarism may involve using someone else's wording without using quotation marks--a distinctive name, a phrase, a sentence, or an entire passage or essay. It may also involve misrepresenting the sources that were used.

Emergency Preparedness: In the event of a declared pandemic (influenza or other communicable disease), American University will implement a plan for meeting the needs of all members of the university community. I will communicate class-specific information to students via AU e-mail and Blackboard. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU Web site (www.prepared.american.edu) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/college-specific information.

Missed Deadlines (late work): I *strongly discourage* you from handing in work late, but it will be accepted. Papers handed in late will drop 3 points (one grade) per day, unless permission is granted otherwise, before the day the assignment is due. For example, an otherwise A paper would drop to an A- if it is one day late, and then from an A- to a B+ the second day late, etc. Plan ahead! And remember, it's always better for your grade to turn in something rather than nothing at all.

Assignment Logistics: All papers are due at the start of class. All papers may be sent in electronically, to bratman@american.edu, with the file saved as YOURLASTNAME_PaperWhatever.doc . I will return your paper to you electronically, with comments in track-changes. Specific criteria for evaluation will be specified when assignments are given; Instructions for all assignments are or will be posted on Blackboard. *I will sometimes post updates or clarifications of assignments, so check before you finalize your paper.*

Performance Measurement/Evaluation Standards:

95-100	A	Excellent	75-78	C+	Acceptable, shoddy quality
91-94	A-	Very Good	71-74	C	Lacking competency, below standard
87-90	B+	Good, competent	67-70	C-	Inadequate, very poor quality
83-86	B	Satisfactory, acceptable	...	and so on	
79-82	B-	Adequate, fair quality			

Also consider: A year, and five or ten years from now, which will you value more highly - your learning experience in this course or a letter on your college transcript? You will only get out of your education as much as you put into it. The most successful students ask lots of questions, engage their peers, are curious, and seek help and learning opportunities whenever possible. I hope you will all be successful students in this course!

Required Readings:

All readings listed in the syllabus are required to be read, by the date of the course session under which they are listed. There is no single required textbook for the course. All materials will be available in digital format, accessible via Blackboard.

Recommended Texts:

See list, last page of this syllabus.

COURSE OUTLINE

“The most important thing to teach your children is that the sun does not rise and set. It is the Earth that revolves around the sun. Then teach them the concepts of North, South, East and West, and that they relate to where they happen to be on the planet's surface at that time. Everything else will follow.”

– Buckminster Fuller

1 - August 27, 2013

Urban Development - Definitions and Basic Concepts

- I. Why study Cities? How is studying cities in the “developing world” different, if at all, from in other places?
- II. What is the “state of world cities?” – basic demographic, geographic, political overview
- III. Course expectations and syllabus

UN-HABITAT (2007), ‘City-zens’ of the World: Urban Trends in the 21st Century, in its: *State of the World's Cities*, Nairobi: United Nations Human Settlements Programme; London: Earthscan, pp. 6-17.

2 - September 3, 2013

The Problem(atization) of Urban Poverty

Discussion: How do(es) the “third world” lens(es) apply to cities? What does development mean in urban and “First World” realities? How should we best understand urban changes and in the context of national development and economic changes? What are the problem(s) and advantage(s) of gentrification?

Sign ups on Blackboard/ Google Docs: service-learning teams

Smith, Neil. 1982. “Gentrification and Uneven Development.” *Economic Geography*, 58: 2 (Apr., 1982), pp. 139-155.

Smith, Neil. 2011. “Uneven Development Redux” *New Political Economy*, 16:2, pp. 261-265.

Escobar, Arturo. 1992. “Reflections on Development: Grassroots Approaches and Alternative Politics in the Third World.” *Futures* 24:5, pp.411-436.

CASE STUDY:

Bratman, E. “Development’s Paradox: Washington DC is a Third World City?” *Third World Quarterly*, 32: 9 (November, 2011).

Buki, Charles (2003). “Gentrification and its Contents: How Neighborhoods Relentlessly Compete for People’s Money and Behaviors.” *The Next American City*. 2, p. 24-29

Recommended:

Sidaway, James. “Geographies of Development: New Maps, New Visions?” *The Professional Geographer* February, 2012. 64:1, pp. 49-62.

last add-drop day: Sept. 9

3 -- September 10, 2013

Urban Growth and Economic Opportunity

Discussion: To what extent does the social problem of housing access stem from broader problems of market-based capitalism and modernity? What, if any, are the problems with globalization of economic flows, as they become manifest in city development policies? What characteristics of development problems are most pertinent and shared between both the contexts of the developed world and developing world?

(*Skim*): Garou, Pierre et. al, 2005. "Millennium Development Goals," "The Dimensions of the Problem" "Recognizing Urban poor as Active Agents of Development" United Nations Development Programme, UN Millennium Project, Available from:

<http://www.unmillenniumproject.org/documents/Slumdweller-complete.pdf> pp. xx-34.

Giddens, Anthony 1991. *The Consequences of Modernity*, Stanford, CA: Stanford University Press, pp. 79-111.

Sassen, Saskia. 2002. "Locating Cities on Global Circuits." *Environment and Urbanization* 14:1 (April), pp. 13 – 30.

CASE STUDY:

Bhattacharya, Rajesh, and Kalyan Sanyal (07/30/2011). "Bypassing the Squalor: New Towns, Immaterial Labour and Exclusion in Post-colonial Urbanisation." *Economic and political weekly*.

4 --September 17, 2013

Urbanization: Planning for Change

Discussion: How has urban form changed across time and space, and with what implications politically, economically, and socially? How do you distinguish between the "urban" and the "rural", and between cities, global cities, and megacities? What are the main lessons for political leaders as cities prepare for growth, and how might they be transferred as principles guiding other places?

Burgess, Ernest W. 1925. "The Growth of the City," in: Bridge, Gary and Sophie Watson (eds.), *The Blackwell City Reader*, Malden, MA: Blackwell, pp. 339-344.

Davis, Mike. 2004. "Planet of Slums." *New Left Review* 26 (Mar/April), pp. 6 – 37.

Stren, Richard. 2008. "International Assistance for Cities in Low and Middle-Income Countries: Do we still need it?" *Environment and Urbanization* 20: 2 (October), pp. 377-392.

CASE STUDY:

Yeboah, Ian E. A. 2003. "Demographic and Housing Aspects of Structural Adjustment and Emerging Urban Form in Accra, Ghana." *Africa Today* , 50: 1 (Spring - Summer, 2003), pp. 107-119.

Benzoni, S. 2013. "Crowded House" *Next City* 7/15/2013. <http://nextcity.org/forefront/view/crowded-house>

5 -- September 24, 2013

Social Policies and Inequality

Discussion: What are some of the ways in which we may understand why marginality, social exclusion, and lack of opportunity occur? How do different urban policies function to ameliorate or exacerbate inequality and access?

Sidney, Mara 2009. "Poverty, Inequality and Social Exclusion," in: Davies, Jonathan S. and David L. Imbroscio (eds.), *Theories of Urban Politics*, Los Angeles: Sage, pp. 171-187.

Ogunshakin, Lee. 1994. "Urban Housing Policies in the Third World." *Ekistics* 61 (May-Aug 1994): 366-371.

Goldsmith, William W. "The Metropolis and Globalization: The dialectics of racial discrimination, Deregulation, and Urban Form." *The American Behavioral Scientist* 41: 3 (Nov/Dec 1997), p. 299-313.

CASE STUDY:

Landau, Loren B. 2005. "Urbanisation, Nativism, and the Rule of Law in South Africa's 'Forbidden' Cities." *Third World Quarterly*, 26:7 pp.1115-1134.

Sabrina Tavernise, "A Population Changes, Uneasily." *The New York Times*, July 17, 2011.
<http://www.nytimes.com/2011/07/18/us/18dc.html?pagewanted=1&r=1>

Recommended:

Sassen, Saskia. 1996. "Whose City is It? Globalization and the Formation of New Claims." *Public Culture* 8:2, 205-222.

6 -- October 1, 2013

Urban Informality and Land Titling

Discussion: Why do some of these thinkers look towards slums as places of wealth and potential for increased market engagements – and is this view appropriate? What is the best way to cope with so much informal market interaction within the urban and developing world context?

Amin, Ash (2000), *The Economic Base of Contemporary Cities*, in: Bridge, Gary and Sophie Watson (eds.), *The Blackwell City Reader*, Malden, MA: Blackwell, pp. 60-71.

Berner, Erhard. 2002. "Learning from Informal Markets: Innovative Approaches to Land and Housing Provision." in David Westendorff and Deborah Eade, eds., *Development and Cities* (Oxford: Oxfam) pp.226-247.

Gilbert, Alan. 2003. "Love in the Time of Enhanced Capital Flows: Reflections on the Links between Liberalization and Informality." in Anandya Roy, and Nezar Al'Sayaad, eds., *Urban Informality: Transnational Perspectives from the Middle East, Latin America, and South Asia*. (Lanham: Lexington Books), p. 35-65.

Watch videos:

1. Hernando de Soto – "Capitalism at the Crossroads" (8 min)
<http://www.youtube.com/watch?v=KW5FKNpgg6I>
2. Stewart Brand -- "Why Squatter Cities are a Good Thing" (5 min)

<http://www.youtube.com/watch?v=B67LTsGENPQ>

Hammond, Allan L. and Prahalad, C.K. 2004. "Selling to the Poor." *Foreign Policy*, May/June 2004, pp. 30-37. see also C.K. Prahalad's YouTube video, <http://www.youtube.com/watch?v=79JOHMrs8m4>

CASE STUDIES:

Musembi, Celestine Nyamu, 2007. "De Soto and Land Relations in Rural Africa: Breathing life into Dead Theories about Property Rights." *Third World Quarterly*, 28:8, pp.1457-1478.

7-- October 8, 2013

Urban Violence, Fear, and Spatial Segregation

Discussion: What are the ways in which physical barriers may influence your perception of insecurity in cities? To what extent are those barriers socially and culturally constructed? What are the main drivers of urban insecurity, and to what extent is planning an effective means of creating safer environments?

CASE STUDIES: (*I recommend this week you first do the case studies, then the regular readings*)

FILM: *Manda Bala* ("Send a Bullet")

Jütersonke, Oliver, Robert Muggah and Dennis Rodgers. 2009. "Gangs, Urban Violence, and Security Interventions in Central America," *Security Dialogue* 40(4-5), 373-397.

READINGS:

Jo Beall and Sean Fox, "Human Security in Cities: Crime, Violence, Terrorism." in *Cities and Development* (New York: Routledge, 2009), pp. 171-200.

Caldeira, Teresa P.R., 1996. "Fortified Enclaves: The New Urban Segregation." *Public Culture* 1996, 8: 303-328.

8 -- October 15, 2013

Urban Development Decisions 1: Planning as Panacea?

Look over: United Nations - Habitat. 2004. "Principles of Good Urban Governance".

<http://www.unhabitat.org/campaigns/governance/Principles.asp#Towards%20Principles>

Cockburn, Cynthia 1977. "Local Government as Local State," in her: *The Local State: Management of Cities and People*, London: Pluto Press, pp. 41-66.

Grindle, Marilee. 2004. "Good Enough Governance: Poverty Reduction and Reform in Developing Countries." *Governance: An International Journal of Policy, Administration, and Institutions* 17: 4 (October), pp. 525-548.

CASE STUDIES:

Abramson, Daniel B. 2006. "Urban Planning in China: Continuity and Change." *Journal of the American Planning Association*. 72:2, pp. 197-215.

James C. Scott, "The High Modernist City: An Experiment and a Critique" in *Seeing Like a State: How Certain Schemes to Improve the Human Condition have Failed*. pp.103-146.

9 – October 22, 2013

Urban Development Decisions 2: Participation, Contestation, and Community Organizing

Appadurai, Arjun. 2002. "Deep Democracy: Urban Governmentality and the Horizon of Politics." *Public Culture*. 14:1, pp. 21-47.

Marcuse, Peter. 2009. "From Critical Urban Theory to the Right to the City." *City* 13: 2-3, pp. 185-197.

CASE STUDIES:

Jha, Saumitra, Vijayendra Rao and Michael Woolcock. 2007. "Governance in the Gullies: Democratic responsiveness and leadership in Delhi's slums," *World Development* 35(2), pp. 230-246.

Bhan, Gautam. 2009. "This is No Longer the City I Once Knew:" Evictions, the urban poor and the right to the city in millennial Delhi." *Environment and Urbanization*. 21:1 (April), pp. 127-142.

10 – October 29, 2013

Papers Due! Paper Discussion Workshop Session

Recommended:

Kunstler, James Howard. 1993. "Three Cities" in *The Geography of Nowhere*. (New York: Simon and Schuster), pp. 189-216.

11 -- November 5, 2013

Urban Rebounds and Resilience

IFRC and RCS, "Urbanization and Climate Change Risk." Chapter 6 in *World Disaster Report 2010: Focus on Urban Risk*. pp. 114-131.

You, Nicholas, 2007. "Sustainable for Whom? The Urban Millennium and Challenges for Redefining the Global Development Planning Agenda." *City*, 11:2, July 2007, pp.214-220.

Hopkins, Rob. 2008. "Why Building Resilience is as Important as Cutting Carbon Emissions." *The Transition Handbook* (Dartington, UK: Green Books), 54-67.

CASE STUDY:

Sanderson, David, and Anshu Sharma. 2008. "Winners and Losers from the 2001 Gujarat Earthquake." *Environment and Urbanization* 20, 1 (April), pp. 177-186.

12 -- November 12, 2013

From Urban Renewal to New Urbanism: A final look at urban futures.

Jacobs, Jane. 1961. "The Death and Life of Great American Cities," in: Bridge, Gary and Sophie

Watson (eds.), *The Blackwell City Reader*, Malden, MA: Blackwell, pp. 273-277.

Calthorpe, Peter. 1993. "The Next American Metropolis." from *The Next American Metropolis: Ecology, Community, and the American Dream*, reprinted in Stephen M. Wheeler and Timothy Beatley, eds. *The Sustainable Urban Development Reader* (New York: Routledge, 2004), 73-80.

Lund, Hollie. 2003. "Testing the Claims of New Urbanism." *APA Journal* Vol. 69: 4 (Autumn), 414-429.

O'Toole, Randall. 2000. "Is Urban Planning 'Creeping Socialism?'" *The Independent Review* 4: 4 (Spring), 501-516.

CASE STUDY:

Paul Hawken, Amory Lovins, and Hunter S. Lovins. 1999. "Human Capital" *Natural Capitalism*. (Snowmass, CO: Rocky Mountain Institute), pp. 285-308.

13 -- November 19, 2013

Model Cities: What Can we Learn? "Pitch" Exercise

See handout of assignment for full details. Students present 5-minute speeches, with 20 slides (max) on examples or principles of model urban projects or programs, from cities of their choosing.

Sections 1,2,4, and Annex (all case studies) in *Livable Cities: The Benefits of Urban Environmental Planning*, published by the Cities Alliance, United Nations Environment Programme (UNEP), and ICLEI – Local Governments for Sustainability, 2007.

14- December 3, 2013

Service-Learning project final products due today.

Readings TBD.

15 - FINAL CLASS: Urban Development: Poverty, Planning, and Human Potential.

Synthesis discussion: The latter half of our semester focused on urban development challenges of political representation, housing, segregation, informal economies, fear and violence, and then examined how cities might rebound and respond with resilience to the challenges. What, in your view, are the most significant driver(s) of the various urban challenges we face as a global population? What might be done so as to surmount the challenges? What about on the local level – what are the strongest leverage points for urban change?

Recommended Reading List

These are some of my favorite works in the field of urban studies and urban development, peppered with a few good reference books on the topic. You probably won't have time to look at them during the semester (I rarely did, as a student), but you may want to use this list as a bibliography for future reference. (e.g. all that glorious freedom you'll have for leisure reading when you're out of grad school and missing a good dose of non-fiction, or for research grant applications, PhD program applications, or whatever else your next steps have in store).

Amin, Ash, and Thrift, Nigel, 2002. *Cities: Reimagining the Urban*. (Malden, MA: Blackwell Publishers).

Castells, Manuel. 2002 (2000). "The Culture of Cities in the Information Age." in Ida Susser, ed. *The Castells Reader on Cities and Social Theory*. (Malden: Blackwell Publishers), pp.367-389. (and Castell's original, much longer, whole books)

Cronon, William. 1991. *Nature's Metropolis: Chicago and the Great West*, (New York: W.W. Norton and Company.)

Davis, Mike. 2006. *Planet of Slums* (London: Verso).

Esteva, Gustavo, and Prakash, Madhu Suri. 1998. *Grassroots Postmodernism* London: Zed Books.

Hawken, Paul. 2007. *Blessed Unrest: How the Largest Movement in the World Came Into Being and Why No One Saw it Coming*. (New York: Viking Press).

Jacobs, Jane. 1961 (1993). *The Death and Life of Great American Cities* (New York: Random House).

Kunstler, James Howard. (1996) *Home From Nowhere*. (New York: Touchstone). *The Geography of Nowhere* is also a classic.

Lefebvre, Henri, translated by Robert Bononno, 1970 (2003). "From the City to Urban Society" In *The Urban Revolution*. (Minneapolis: University of Minnesota Press), pp. 1-22.

Marine, George, Gordon MacGranahan, Mark Montgomery, and Rogelio Fernández-Castilla, eds. 2008. *Global Frontier* (London: Earthscan).

Mumford, Lewis. 1961. *The City in History* (New York: Harcourt Brace).

Neuwirth, Robert. 2005. *Shadow Cities* (New York: Routledge).

Pagano, Michael A. and Ann O'M. Bowman, 1995. *Cityscapes and Capital*. (Baltimore: Johns Hopkins University Press).

Polak, Paul. 2008. *Out of Poverty: What Works when Traditional Approaches Fail*. (San Francisco: Berrett Koehler).

Sassen, Saskia. 1997. *Cities: Between Global Actors and Local Conditions*. (College Park, MD: University of Maryland).

Scott, Allen J. ed. 2001. *Global City-Regions: Trends, Theory, Policy*. (Oxford: Oxford University Press), pp.1-8, 11-30.

Smith, Neil. 1984 (1990) *Uneven Development: Nature, Capital and the Production of Space*, (Basil Blackwell, Oxford).

Zwingle, Erla. 2002. "Where's Everybody Going? Cities" *National Geographic* 202: 5 (Nov. 2002), 72-79.