Urban Planning and Sustainable Environments (UPSE)
URST-3500 (4 Credits / 60 class hours)

International Honors Program (IHP)
Cities in the 21st Century

PLEASE NOTE: This syllabus is representative of a typical term. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester. In addition, considerations of student safety may change some course content.

"Cities have the capability of providing something for everybody, only because, and only when, they are created by everybody."
— Jane Jacobs

COURSE OVERVIEW

The Urban Planning and Sustainable Environments (UP&SE) course is designed to expose students to debates in urban planning and development. This course offers an overview of contemporary planning practices within diverse political, geographic, socio-economic, cultural and environmental contexts; while establishing a framework for understanding complex relationships between the built and natural environments. Students will explore the forces shaping today's rapid urbanization processes and planning practices; they will critically question the relationship between planning (or lack thereof) and resultant urban forms and spaces; and finally, they will elaborate on how planning interventions can guide cities towards livability, equity, and sustainability.

Cities

Cities are diverse and complex habitats. Cities are spaces with divergent ideas, diverse lifestyles, organized chaos and contestations over space and resources. Cities are characterized by contestations, ranging from questions such as 'what is the city?' to 'who is the city for?' Some see cities as nothing more than labour markets and agglomerations of economic activities whereas some see cities as sites of cultural confluence, human progress and technological innovations.

Cities have become the key spaces in which economic, political and human interactions occur, where most decisions are made, and where much of the world's innovation, democratic and transformative processes take place. At the same time, within cities we find key challenges related to long-term social, economic and environmental sustainability; and it is in cities where processes of exclusion and deepening inequalities are occurring at such a scale that new geographies of power and injustice arise.

Cities are often at crossroads of competing visions about their futures and there are claims and counter-claims being made as to how they should be planned. Some planners are aspiring to make 'world class cities' or 'smart cities' and some planners are more concerned about the 'right to the city' (Lefebvre and Harvey) and 'just cities' (Fainstein). This module aims to help students start to think about the questions 'what is a good city?' and 'to whom does the city belong?'.

Urban Planning
Planning is a continuous process with both technical and political dimensions. Unlike the other technical professions (like engineering or pure sciences), the issues and decision-making in planning are not based solely on technical parameters. In fact, presumptuous rationality and stated apolitical strategies often have political or economic biases. Political contests of the day influence how crucial resources, like space, are distributed and re-distributed. Here, the role of planning becomes crucial as an invariably value-laden process. The role of urban planning is to find a common ground and a shared vision of the future amongst conflicting interests, while providing tools for making decisions.

Sustainable Environments
The idea of sustainable environments is an ever-present theme in urban planning. Planning deals with the future of the urban built environment and the future of the people, who live, work and play in these environments. Today one of the greatest challenges is the rapidly transforming cities, their consumption patterns and ecological degradation. As cities are the homes of more than half of human civilization, their size, in terms of population, material, area, and waste, are massively changing both their surrounding natural environment and the inhabitants. The question today is not just about how to build and grow cities, but also about how to ensure their survival, which is dependent on the delicate relationship between environmental resources and its inhabitants.

COURSE OBJECTIVES
- To critically examine the concepts of urban sustainability and social equity (justice), and understand how planning, as a physical expression of socio-political relationships, relates to them;
- To provide an understanding of the relationships between various stakeholders, the built environment and multiple systems which support them;
- To examine the role that planning (and people's attitudes to planning decisions) can play in promoting socially, economically and environmentally sustainable development, and to understand the complexity and contradiction in this endeavor;
- To enhance listening, observation, critical thinking, spoken and written communication, collaboration and facilitation skills.

COURSE METHODOLOGY

The course methodology revolves around individual readings, lectures and group assignments. Readings introduce key concepts, perspectives, and narratives that are further explored in classroom discussions and fieldwork. Each session will focus on one particular debate based on a city development project, using the two lenses (sustainability and equity) as entry points. Class sessions will typically include a lecture component followed by class discussion and some activities. Assignments emphasize analytical and key planning skills including urban mapping, policy analysis, stakeholder analysis, and development planning.

COURSE POLICIES

Attendance and Participation: All students are expected to be present at every class session, with the only exceptions being illness. Unexcused absences and habitual lateness *will* result in penalties reflected in your participation grade. Please inform the instructor if tardiness is anticipated. **All students are expected to come to class on time**.

Late work: In keeping with IHP policy, papers handed in late will drop one point per day, unless permission is granted otherwise. Course assignments are due at the beginning of the day.

Plagiarism: All students are responsible for having read the IHP statement on plagiarism, which is available in the IHP Student Handbook. Students are advised that the penalty on IHP for plagiarism may be "…expulsion from the program or such other penalty as may be recommended by the Program Director, subject to approval by the Executive Director."

Refer to the Student Handbook for IHP policies regarding academic integrity, academic warning and probation, diversity, disability, harassment protocols, and the academic appeals process.

ASSIGNMENTS

Students will be evaluated on three assignments and class participation over the course of the semester. The UP&SE local faculty will evaluate the assignment collected in a particular city. Grades on individual assignments will make up the following percentages of the final grade for the course. An expanded description of each assignment, including the evaluation procedure, will be handed out at the beginning of each country program, to the students.

City	Assignments	Focus	Weight
São Paulo	Creative writing assignment (1000 words)	Dissemination/Public engagement	30%
Cape Town	Analytical Essay (1500 words)	Combining theory with personal experiences	30%
Ahmedabad	Case Study (group presentation)	Social justice issues in urban development projects	30%
Overall	Participation and readings	Class Engagement	10%

Assignment 1: Public space analysis in São Paulo

The assignment focuses on various attributes of public spaces and how do they contribute (whether positively or negatively) in making these public spaces work for everyone in the city. These attributes could be broadly described as the location, scale, organization, access levels of public spaces along with its design, landscape, built form features.

The objectives of the assignment are two fold: on the one hand, it seeks to sharpen the students´ capacity to select, perceive, define and dissect a given space and on the other hand, the assignment seeks to inquire into the tools used to describe and represent urban spaces. The assignment is designed to enhance a student's capacity to question the way in which spaces in the urban landscape evolve over time, who are the users and how socially inclusive these spaces are. The list of readings given as part of Session 5 in this document (page 7) will be quite helpful for developing the approach for this assignment.

While writing this essay, the student can briefly justify the selection of the space and then describe physical, sensorial and symbolic or other dimensions of the place. The student will be encouraged to understand the site through direct observation or with the help of the secondary sources. The final essay will be of about 1000 words accompanied by graphic or other visual media. The students can explore the space through sketches/drawings, illustrations, maps, photographs, video, surveys, interviews, and other forms of representation, bearing in mind the limits imposed by the requirements of informed consent, and respectful photographic practice.

Assignment 2: Analytical essay in Cape Town: Contestation in the City

An analytical essay is an in-depth look at a particular topic or area of interest such as urban spaces, infrastructure issues or planning approaches. It includes research into the facts of the subject and an analysis of those facts to understand the dynamics of the given situation, and possibly the underlying reasons for observed conditions. In this analytical essay, of 1500 words, you will combine the knowledge gained through the readings with your own experiences of being in the city. The essay will be evaluated on the basis of how well you analyze, examine and interpret any urban issue and its links with social equity and sustainability.

Assignment 3: Case study group presentations in Ahmedabad

A case study is an in-depth look at a particular topic or area of interest. Several days will be devoted to this project. Case studies typically begin with a briefing, followed by two to three days of fieldwork in small groups, reflection, and student presentations. In Ahmedabad students will analyze and present what they have learned through the UP&SE lenses.

Working in groups, the case study in Ahmedabad will consist of looking into important urban development projects like the Kankaria lake front project, Bhadra Plaza re-development or the Gujari Bazaar at the the riverfront project. The assignment will involve mapping the informalities, which are the intended or unintended outcomes of these projects. How do the exclusions occur, how do people create informalized practices, what sustains them and how do they work around or deal with the planned interventions? This exercise could be completed through the spatial mapping or through the mapping of actors involved by understanding their networks, exchanges and inter-relationships.

SESSIONS AND READINGS

Topics covered in each session will draw on site visits, lectures, and other activities, in addition to the assigned readings. The order of the sessions is provisional and may be rearranged to respond to activities or opportunities presented in each City Program. Each session will explore a particular debate.

Typical course structure in each city

UP&SE is convened by Dr. Rutul Joshi, who is based in the second city on this track: Ahmedabad, India. Rutul has worked with a team of scholars who are each based in one of the cities to create this co-taught course. In each city, the local faculty member will teach the UP&SE sessions, and grade the assignments. The sessions in each city will cover similar topics, allowing students to build a comparative lens on the history and practice of urban planning in each city, housing, infrastructure challenges and emerging public spaces.

NEW YORK, USA

Session 1 - Introduction to Urban Planning in New York City

In this class, students are given an introduction to urban planning as a professional practice and academic discipline. We will discuss the idea of cities as solutions to today's economic and environmental challenges, and planning as a way of shaping cities' growth. We will introduce key concepts and theoretical frameworks in urban planning and discuss planning in NYC today, including a broad overview of major challenges facing the city, to analyze the limitations of planning in a market-led political system.

Required readings:
- Sager, T. 2012. "Collective Action: Balancing Public and Particularistic Interests." *The Oxford Handbook of Urban Planning,* New York: Oxford University Press. pp. 25-45.
- Fainstein, S. 2010. "New York." The Just City. New York: Cornell University Press. Pp. 87-112.

Recommended readings:
- Murphy, J. 2011. "City Limits: City Without a Plan." https://drive.google.com/open?id=0B-KMAQHz_NvecWpXN2FfaU11M28

Session 2 - Housing and Inequality in NYC

In this session, students will be introduced to housing inequality in New York. We will discuss the role of planners and policy-makers in creating affordable housing within today's political environment. We will define affordable, subsidized, and market-rate housing, and examine official government definitions. We will discuss the ad hoc nature of affordable housing policy in the US, using the broad range of different affordable housing programs as examples. Students will be introduced to the concept of zoning in NYC and its role in shaping neighborhoods. We will touch on air rights and the public review process in NYC, and discuss how they are related to housing development.

Required readings:
- Bates, L. 2012. "Housing: Planning and Policy Challenges." *The Oxford Handbook of Planning.* New York: Oxford University Press. pp. 500- 523
- The City of New York. Housing New York: A Five-Borough, Ten-Year Plan (Executive Summary only) pp. 5 -13. http://www.nyc.gov/html/housing/assets/downloads/pdf/housing_plan.pdf

Recommended reading:
- The Center for Urban Pedagogy. 2009. *What is Affordable Housing?* NYC Edition. http://welcometocup.org/file_columns/0000/0011/cup-fullbook.pdf
- The Center for Urban Pedagogy. 2013. *What is Zoning?* NYC Edition. http://welcometocup.org/file_columns/0000/0530/cup-whatiszoning-guidebook.pdf

SÃO PAULO, BRAZIL

Session 3 – The Planning System: Formation, planning and characterization of São Paulo city
The session will focus on the planning challenges of São Paulo city along with the evolution of the city masterplan.

Required readings:
- Fix, Mariana. Arantes, Pedro. Tanaka, Giselle. 2005. "Urban Slums Report: The case of Sao Paulo" Case studies for the Global Report on Human Settlements 2003, Development Planning Unit, University College London. Available at: http://www.ucl.ac.uk/dpu-projects/Global_Report/pdfs/SaoPaulo.pdf
- Holston, James. 2009. "Insurgent Citizenships in the era of Global urban peripheries" in City & Society, Vol. 21, Issue 2, pp. 245–267.

Recommended readings:
- Rode, P., Burdett, R., Brown, R., Ramos, F., Kitazawa, K., Paccoud, A. and Tesfay, N., 2009. Cities and social equity: inequality, territory and urban form. Urban Age Programme, London School of Economics. Available at: http://v0.urban-age.net/downloads/2009/09/SouthAmericaReport/CSE_Detailed_Report.pdf

Session 4 – Housing for the urban poor
This session will focus on housing for the poor in the city of São Paulo and emerging public spaces.

Required readings:
- Budds, J. and Teixeira, P., 2005. Ensuring the right to the city: pro-poor housing, urban development and tenure legalization in Sao Paulo, Brazil. *Environment and Urbanization*, *17*(1), pp.89-114.
- da Gama Torres, H. and Bichir, R.M., 2009. Residential segregation in São Paulo: consequences for urban policies. In *Urban segregation and governance in the Americas* (pp. 145-165). Palgrave Macmillan US.

Recommended readings:
- Caldeira, T.P., 1996. Fortified Enclaves: The New Urban Segregation. *Public culture*, *8*(2), pp.303-328.

Session 5 – Public spaces in São Paulo
Sao Paulo's public spaces are currently going through a great transformation resulting in various kinds of contestations. Often there is concern about the 'publicness' of these spaces, after they are re-designed and redeveloped. At the same time, there are some interesting examples of how new public spaces are carved out of areas of complete non-use. This session will focus on the planning and management of public spaces, considering this new appropriation of public spaces in São Paulo.

Required readings:

- Cladeira, Teresa. 2008. "Worlds Set Apart" Newspaper Essay as part of 'Urban Age', Cities Program, The London School of Economics and Political Science. Download Available: https://lsecities.net/media/objects/articles/worlds-set-apart/en-gb/
- Pompeo, Eduardo and Nassif, Jihana. 2015. "Sao Paulo Pilot Projects – Behind the Scenes", as part of the Gehl Blog. Download available: http://gehlpeople.com/blog/sao-paulos-pilot-project-guide/

Recommended readings:
- Madanipour, A. 2003. "Why are the Design and Development of Public Spaces Significant for Cities?" in A.R. Cuthbert ed., *Designing Cities*, Oxford: Blackwell. pp.139-151.
- Mostafavi, M., 2010. "Why ecological urbanism? why now?" Havard Design Magazine – Design Practices now, Vol. 1, No. 32. Harvard Design School.

CAPE TOWN, SOUTH AFRICA

Session 6 - The Planning System: Spatial planning in Cape Town
Guest Session by Professor Vanessa Watson on history of spatial planning and current urban planning in Cape Town. Professor Watson is a leading scholar on urbanization in the Global South and she leads the 'African Center for Cities' based in the University of Cape Town. Professor Watson will introduce students to the unique nature of apartheid city planning, and how the political ideology of apartheid is still inscribed into South African Cities before moving on to discuss the current nature of urban planning in Cape Town.

Required readings:
- Turok, Ivan & Watson, Vanessa Watson (2001): "Divergent Development in South African Cities: Strategic Challenges Facing Cape Town". Urban Forum, Vol. 12, No. 2, pp.119-138.

Session 7 – Housing: Co-production, Human Settlements and Infrastructure
This session explores the contributions various actors make to the production and maintenance of housing and infrastructure, and the role of the State in this. The purpose of this theme is to gain insight into the limitations of the State, and how spatial governance is the actual culmination of the collaborative efforts of a number of role players. The contributions of civil society organizations are particularly important in this regard.

Required readings:
- Parnell, S, Pieterse, E & Watson, V. (2009). Shaken, shrinking, hot, impoverished and informal: Emerging research agendas in planning. *Progress in Planning*. 72(2009): 233-241.

- Mitlin, D. (2008). With and beyond the state – co-production as a route to political influence, power and transformation for grassroots organizations

Session 8 - Infrastructure: Public transport and urban development in Cape Town – Prospects for Restructuring?
This session will focus on the relationship between public transport and urban settlement patterns in Cape Town. A significant proportion of the population of the city is reliant on public transport on a daily basis, and it is thus a key part of the city's public infrastructure. The municipality is attempting to reform the public transport system through the implementation of a new bus system. The public transport system includes so-called "formal" and "informal" services, the latter of which respond quickly to new urban development. Key

discussions in this session will explore the extent to which public transportation can contribute to urban restructuring and what the prospects are for that in Cape Town.

Required readings:
- City of Cape Town. (2012). Chapter 3: Drivers of urban growth. *Cape Town Spatial Development Framework*. Statutory report. Cape Town: City of Cape Town. 18-28.
- Schalekamp, H & Behrens, R. (2013). Engaging the paratransit sector in Cape Town on public transport reform: Progress, process and risks. *Research in Transportation Economics*. 39(2013):185-190.

AHMEDABAD, INDIA

Session 9 – The Planning System: Urban informality and planning: subversions in Indian cities
The first session will introduce the students to the official urban planning system in the city of Ahmedabad. This will include the city level master plan/development plan and the local area level plans. The session will start with the history of the city and the evolution of the urban pattern and continued to elaborate on the role of urban planning mechanisms in shaping the city. Ahmedabad has its own unique stories of success and failures of the official urban planning. Urban planning is often subverted both from the top-down and bottom-up. It will be interesting to see what are the motivations of these subversions, how they affect the city and how are these subversions rooted in the socio-economic and political context of the city.

Required readings:
- Roy, a. (2009) Why India Cannot Plan Its Cities: Informality, Insurgence and the Idiom of Urbanization. *Planning Theory*. 8 (1), pp. 76–87.
- Benjamin, S. (2008) Occupancy Urbanism: Radicalizing Politics and Economy beyond Policy and Programs. *International Journal of Urban and Regional Research*. 32 (3), pp. 719–729.

Recommended readings:
- Jonathan Shapiro Anjaria, "Is there a culture of Indian streets?," Seminar 636, (August 2012): 21-27, esp. 22.
- Khilnani, Sunil. (1999), "Cities" chapter-6 from The Idea of India. Farrar, Straus and Giroux.
- Varley, A. (2013). Postcolonialising informality? *Environment and Planning D: Society and Space*, *31*(1), 4–22.

Session 10 – Housing for the urban poor – Slum networking in Ahmedabad
The second session will present the issues related to housing for the low-income groups in the city of Ahmedabad and how the local government or policies are dealing with the informal settlements in the city. The session will elaborate on two formal approaches in dealing with the informal housing – in-situ up-gradation or re-settlement into public housing? Apart from the official policies on affordable housing, there is politically aggravated residential segregation in the city on the communal and social lines, which adversely affect the capabilities of the low-income residents.

Required readings:
- Dutta, S. S., Batley, R., & Sidhartha, A. (2000). Partnerships in urban development: a review of Ahmedabad' s experience. Environment and Urbanization, 12(1), 13–26.
- Annez, P.C., Bertaud, A., Bertaud, M.A., Bhatt, B., Bhatt, C., Patel, B. & Phatak, V. (2012) Ahmedabad: More but Different Government for "Slum Free" and Livable Cities. Policy Research Working Paper No. 6267, The World Bank.

Recommended readings:
- Gilbert, A. (2007) The Return of the Slum: Does Language Matter? [online]. *International Journal of Urban and Regional Research*. 31 (4), pp. 697–713.
- Russ, L. W., & Takahashi, L. M. (2012). Exploring the Influence of Participation on Programme Satisfaction: Lessons from the Ahmedabad Slum Networking Project. *Urban Studies*, *50*(4), 691–708.
- Das, a. K., & Takahashi, L. M. (2009). Evolving Institutional Arrangements, Scaling Up, and Sustainability: Emerging Issues in Participatory Slum Upgrading in Ahmedabad, India. Journal of Planning Education and Research, 29(2), 213–232.

Session 11 – Infrastructure Issues: Urban mobility and transport equity in Ahmedabad – the case of BRT
The third session will elaborate on the transportation system in Ahmedabad. This session will also actively link the transport issues in the city with over-arching themes of sustainability and equity. The automobile-centric planning and infrastructure marginalizes the modes like walking, cycling and bus based public transport. The session describes who pays costs and who benefits from the transport infrastructure provision.

Required readings:
- Mahadevia, D., Joshi, R., & Datey, A. (2013). Ahmedabad's BRT system: A sustainable urban transport panacea? *Economic & Political Weekly*, *XLVIII*(48), 56–64.
- Deng, T., & Nelson, J. D. (2011). Recent Developments in Bus Rapid Transit: A Review of the Literature. *Transport Reviews*, *31*(1), 69–96.

Recommended readings:
- Peter Cox, Moving People: Sustainable Transport Development (London: Zed Books, 2011): 259.

Session 12 – Making cities 'Smart' – the case of GIFT city
The aspirations of being a 'world-class' city or a 'smart city' create peculiar imaginings about the city, sometimes imitating cities such as Shanghai or Dubai. Urban planning has to often deal with such aspirations and imaginations. To what extend are these new urban imaginations are feasible and realizable? What kind of the new city is being imagined and to what extend it is equitable? This session will be conducted as a debriefing session after visiting the 'first smart city project' in India, which is located in close vicinity of Ahmedabad.

Required readings:
- Allwinkle S and Cruickshank P (2011). Creating Smart-er Cities: An Overview Routledge. Journal of Urban Technology. 18 (2), 1–16.
- Shivkumar, R., 2015. Utopian chimeras of the future. *The Hindu*. Available at: http://www.thehindu.com/features/magazine/rohan-shivkumar-on-what-makes-a-truly-smart-city/article7460133.ece

Recommended readings:
- Sassen, S., 2012. Urbanizing Technology. In R. Burdett & P. Rodd, eds. *Urban Age The Electric City Conference (Proceedings)*. London: London School of Economics (LSE), p. 253. Available at: https://lsecities.net/media/objects/articles/urbanising-technology/en-gb

- Koolhaas, R., 2014. My thoughts on Smart cities by Rem Koolhaas. *European Union Website*, p.1. Available at: http://ec.europa.eu/archives/commission_2010-2014/kroes/en/content/my-thoughts-smart-city-rem-koolhaas.html