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

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

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**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.**

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*"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 course is designed to engage the students critically with urban planning and development debates around cities. This course offers an overview of contemporary planning practice 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. Right from the conception of 'what the city is' to 'who the city is for', there are contested ideas. Some sees 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 most economic, political and human interactions occur, most decisions are made, and much of the world's innovation, democratic and transformative processes take place. At the same time, within cities we find the majority of the key challenges related to long-term social, economic and environmental sustainability; it is in cities where processes of exclusion and deepened 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 focuses on engaging students with these debates of 'what is a good city' and 'to whom does the city belong to'. The idea here is to develop understanding about how these debates are constantly shaping up cities, their inhabitants and of course, their planners.

## 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. Over the years, the continued debate in urban planning digs deep into questions of fairness and justice - does planning succeed in delivering this role of facilitating a 'just city' or does it become an instrument against the people? It is expected of the urban planning process to tax the winner and compensate the loser. In this sense, planning is about justice – social justice. Just or fair plans are implemented easily without any violence or without causing any dispossession. Therefore, in a democratic set-up, planners must be prepared to deal with the politics of both policy-making and polity (governance) and work towards plans, which seems fair to everyone.

## Sustainable Environments

The idea of sustainable environments is the 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 with the environment resources and the well-being of 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 with them;
- To provide an understanding of the relationships between various stakeholders, the built environment and multiple systems that 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 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, input lectures and group assignments. Readings introduce key concepts, perspectives, and narratives that are further explored in classroom discussions and fieldwork. Each session will focus in 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 will be handed out at the beginning of each country program, including evaluation procedure to the students.

The first assignment in UP&SE would focus on the tasks related to basic mapping and documentation of various urban phenomena related to the taught sessions. The second would be a group assignment where a group of students will engage in analysis of one urban planning component based on a case or comparative cases. The third will be a writing assignment aimed at combining the theoretical learnings with individual observations and experiences. Over all, the students should demonstrate progressively higher level of understanding about urban components presenting the linked socio-political dimensions and debates across the cities.

| City | Assignments | Focus | Weightage |
|------|-------------|-------|-----------|
| City 1 | Descriptive Essay (1000 words) | Characteristics mapping and description | 30% |
| City 2 | Case study – group presentations | Case based analysis | 30% |
| City 3 | Analytical Essay (1500 words) | Combining theory with individual observations | 30% |
| Overall | Participation and readings | Being engaged in class | 10% |

## Assignment 1: Buenos Aires (characteristics of public space)

The assignment consists of a brief essay in which students will be asked to describe the attributes that make a good public space. Students will be asked to select a place in the city of Buenos Aires and write an analytical essay highlighting the characteristics and contestations in this place. 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 how well the students have understood the readings given in the course to make conceptual connections with the urban spaces that they are observing. The assignment is designed to enhance a student's capacity to question the way in which spaces in the urban landscape evolve over time using various academic lenses learnt in the course.

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 and reading materials. The final essay will be of about 1000 words accompanied by graphic or other media. The students can explore the space through sketches/drawings, illustrations, maps, photographs, video, surveys, interviews, and other forms of representation.

## Assignment 2: Hanoi (Case study – group presentations)

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 Hanoi, students will analyze and present what they have learned through the UP&SE lenses.

Working in groups, the case study in Hanoi will consist of topics such as (but not limited to) "street and sidewalk", "informal markets", "housing development projects", or "urban waste management". This exercise could be completed through the spatial mapping or through the mapping of actors involved by understanding their networks, exchanges and inter-relationships. Final submission will be the final group presentation of the case studies.

## Assignment 3: Cape Town (Analytical Essay)

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.

# 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 Country Program. Each session will explore a particular debate.

## Typical course structure in each city

The teaching module of the UP&SE uses a city as a case study to demonstrate competing visions of the city, lived experiences and formal planning aspirations. This module introduces key concepts about theory and practice of urban planning by taking specific example from a city while keeping the overarching goals of sustainability and equity (justice) in sight.

The UP&SE modules in different cities will have thematic continuity based on specific components to bring parity across different cities. This will help students compare the components of urban planning and the sustainability debates across different cities. The three/four session of the UP&SE modules in each city should typically cover three/four important components of urban planning – the official planning regime, affordable housing and informal settlements, issues in public infrastructure and emerging public spaces. New York will only have two sessions focusing on the planning systems and affordable housing respectively.

# NEW YORK, USA

## SESSION 1: Introduction to Urban Planning and Sustainable Environments

This session will provide an introduction to urban planning as a profession and academic discipline. We will review the major functions, theoretical frameworks and specializations of planning. We will also briefly cover the history of planning in NYC, including mentions of Commissioners Plan of 1811, City Beautiful Movement, Parks Movement, zoning, connections to public health, modernist planning ala Robert Moses and the counter, community-based planning of Jane Jacobs. We will conclude with an overview of the major challenges facing NYC today and the tools utilized by planners and citizens attempting to shape the city's future.

**Required readings**
1. Fainstein, Susan and James DeFilippis. 2016. "The Structure and Debates of Planning Theory." *Readings in Planning Theory*, Fourth Edition. Susan S. Fainstein and James DeFilippis Eds. Wiley-Blackwell. 2016. pp. 1-12.
2. Forester, John. 1989. "The Challenges of Planning Practice." *Planning in the Face of Power*. University of California Press. Chapter 1, pp 3-13.
3. Murphy, Jarrett. 2011 Selections from: The Unplanned City: Who will make the new New York? *City Limits*, Vol. 34, No. 6. "Waking the Dead" and "Five Boroughs. One City. No Plan. pp 13-21; 33-43.

**Recommended readings**
1. Rosenberg, Eli. 2014. "How NYC's Decade of Rezoning Changed the City of Industry." *Curbed*. Available at: http://ny.curbed.com/archives/2014/01/16/how_nycs_decade_of_rezoning_changed_the_city_of_industry.php
2. The Center for Urban Pedagogy. 2013. *What is Zoning?* NYC Edition. Envisioning Development Guide No. 2. Available here: http://welcometocup.org/file_columns/0000/0530/cup-whatiszoning-guidebook.pdf
3. Murphy, Jarrett. 2011 "The Unplanned City: Who will make the new New York?" *City Limits*, Vol. 34, No. 6. Whose Dreams Will Decide: pp. 44-57

## SESSION 2: Public Infrastructure: Transportation Planning for a Just and Sustainable New York

A dense city like New York can only work because of mass transit that allows its inhabitants to reach varied destinations across the city with relative ease. Access to transportation is a key factor in social mobility and the maintenance of an equitable, well-functioning and sustainable city. New York's public transit network is arguably the best in the United States, but it is uneven, with some New Yorkers enduring the longest commutes in the country and many depending on unreliable bus service to access work and school.

In this session, we'll explore the development of transit in New York City as a lens on the priorities, processes and actors that are shaping the city alongside readings that explore principles of planning. We will examine the contestation and competing priorities inherent in urban planning in a contemporary New York through a series of transit-focused case studies including: (1) The Turnaround Campaign for local bus improvement, (2) the proposed BQX streetcar project, and (3) the 2nd Avenue subway expansion.

**Required Readings**
1. Talen, Emily. 2011. "Sustainability." *The Oxford Handbook of Urban Planning,* New York: Oxford University Press. pp 120-140.
2. Marcuse, Peter. 2011. "Justice." *The Oxford Handbook of Urban Planning,* New York: Oxford University Press. pp 141-165.
3. Murphy, Jarrett. 2011. The Unplanned City: Who will make the new New York? *City Limits*, Vol. 34, No. 6. "On the Move." pp 22-31.

Please note: additional short news pieces and blog posts on the NYC transportation case studies will be distributed in advance of the session.

**Recommended Readings**
1. http://www.economist.com/news/united-states/21705275-flourishing-efficient-semi-legal-trade-ferrying-new-yorkers-around-new-yorks

## BUENOS AIRES, ARGENTINA

### Session 3 – The planning System in Buenos Aires
This session will focus on brief history of urban planning/development in the Buenos Aires region (different development paradigms and models, historically contextualized), the institutional arrangement and how the planning processes are carried out.

**Required readings:**
1. Pirez, P. (2002). Buenos Aires: fragmentation and privatization of the metropolitan city. In Environment&Urbanization Vol 14 No 1. (pp. 145-158) Available in: http://eau.sagepub.com/content/14/1/145.full.pdf+html

**Recommended readings:**
1. Harvey, D. (1973). "Chapter 1. Social Processes and Spatial Form: The Conceptual Problem of Urban Planning". In Social Justice and the City (pp. 22-49). Georgia: The University of Georgia Press.
2. Fedele, J. (2012 ). City and river: Urban plans in the Argentina of the first half of the twentieth Century - 15th International Planning History Society Conference, San Pablo, 2012.

### Session 4 – Housing for the urban poor
This session will cover recent patterns and trends in the development of the region, the variety of housing stock (recent suburbanization patterns reflected in the typical options of far-lying, low-density, grid-like tissue as a result of expansion of consolidated rail-dependent towns/slums and their variations/gated community and their various formats and denominations as well as recent socio-demographic/housing trends in the consolidated part of the city), housing typologies and access/finance mechanisms, adopting the equity/sustainability and the role of informality.

**Required readings:**
1. Scheinson, M. & Cabrera, C. (2009). Social movements and the production of housing in Buenos Aires; when policies are effective. In Environment and Urbanization, April 2009 vol. 21 no. 1 109-125. Available in: http://eau.sagepub.com/content/21/1/109.full.pdf+html

**Recommended readings:**
1. Cohen, M. & Debowicz, D. (1999). The five cities of Buenos Aires: poverty and inequality in urban Argentina, International Center for Advanced Studies, New York University. In Saskia, S. (Ed.) UNESCO Encyclopedia in Sustainable Development (2004). UNESCO (no link)
2. Auyero, J. , (2014). Toxic Wasting: Flammable Shantytown Revisited. In Brodwyn Fischer, Bryan McCann, Javier Auyero (Eds.). Cities From Scratch: Poverty and Informality in Urban Latin America (pp. 238-262), Duke University Press.

## Session 5 – Urban mobility and social inclusion in Buenos Aires

The session will cover general concepts of infrastructure/service provision, using urban transport as an example and an emphasis on sustainability and inclusion.

### Required readings:

1. Giuliano, G. (2004). Land use impacts of transportation investments: Highway and transit. In The geography of urban transportation, edited by S. Hanson & G. Giuliano, (pp. 237-273), New York: The Guilford Press.

### Other recommended readings about the waterfront

1. Keeling, David J., (2005). Water development and the Puerto Madero Project, in Cities and urban geography in Latin America (pages 120-143), edited by Vicent Ortells, Robert B. Kent, Javier Soriano Mart, Universitat Jaume I, 2005. Available in http://people.wku.edu/david.keeling/BAmadero.htm
2. Garay, Alfredo with Laura Wainer, Hayley Henderson, and Demián Rotbart (2013). Puerto Madero: A Critique. Available in https://www.lincolninst.edu/pubs/2257_Puerto-Madero--A-Critique

### HANOI, VIETNAM

### Session 6 (Planning System) – Hanoi's Urban Formation

Urban form and shape is an outcome of planning policies, market forces, and traditional settlement styles. Growth of Hanoi over past hundred years left many evidences of how these factors shaping Hanoi's urban formation. This urban transformation will be presented through analyzing historical maps, photos, urban projects, in corresponding with planning regulations through different periods. Through this session, the students will be exposed to the physical form of Hanoi and major land and construction laws related to urban developments.

### Required Reading:

1. Danielle Labbe, Clement Musil (2014). Peri Urban Land development in Vietnam under market socialism. Urban Studies, 51(6) 1146-1161
2. Quang, N., & Kammeier, H. D. (2002). Changes in the political economy of Vietnam and their impacts on the built environment of Hanoi. Cities, 19(6), 373-388.

### Recommended readings:

1. Danielle Labbé "Facing the urban transition in Hanoi: recent urban planning issues and initiatives" - pages 5-12 & 17-38 http://www.academia.edu/221980/Facing_the_urban_transition_in_Hanoi
2. 2010 Hanoi Master Plan presentation in Vietnamese – for visual maps http://hanoi.org.vn/planning/data/ppj_20100402.pdf

### Recommended field trips:

- Experiencing Hanoi Old quarter and your host family neighborhoods
- Visiting National Urban Planning Exhibition center – for overview of Hanoi master plan/model

### Session 7 (Urban Housing) - Hanoi's housing development

Urban housing in Hanoi is a major component of urban development. By analyzing the public and private housing development projects in Hanoi, this session will introduce housing policies and whether or not they meet the need of the diverse income groups over the years.

**Required Reading:**
1. Tran, H. Anh. (2015). Urban space production in transition: The Cases of the New Urban Areas in Hanoi. Urban Policy and Research 33:1, 79-97
**2.** Gough, K, & Tran, H.A. (2009). Changing Housing Policy in Vietnam: Emerging Inequalities in a residential area of Hanoi. Cities, 26, 175-186.

**Recommended Reading:**
1. Yip, Ngai, Tran, H.A. (2015) "Is 'gentrification' an analytically useful concept for Vietnam? A case study of Hanoi" *Urban Studies; 1-16*.

**Recommended field trips:**
- Visiting New Urban Areas: Ciputra ; Trung Hoa – Nhan Chinh;  Kim Lien – Trung Tu; Times City; My Dinh, etc.

**Session 8 (Public infrastructure – Urban Mobility) Planning vs Reality**

Public transportation is a key component for urban sustainable development in long term but the planning of public transport often does not realize or the project run into the delays and unforeseen implementation issues. Hanoi current stage of development offers insights into this struggle of the implementation of public transport system. This session will explore the relationship between urban development, urban form and mobility infrastructure taking Hanoi as the case. Through analyzing planning vision for urban mobility in Hanoi in contrast with the ground realities, the students will understand complexity of not only urban mobility but also of the implementation issues.

**Required readings:**
1. Drummond, L.B.W. (2000). Street scenes: Practices of public and private space in urban Vietnam. Urban Studies, 37(12), 2377-2391
2. Clément Musil, and Christiane Molt, "Building a Public Transportation System in Hanoi: Between emergency and constraints" http://paddi.vn/wp-content/uploads/Musil_and_Molt_Building_a_Public_Transport_System_in_Hanoi_2010.pdf

**Recommended readings:**
1. Alain Bertaud, "Hanoi urban structure: Spatial Development Issues and Potential" http://alainbertaud.com/wp-content/uploads/2013/08/AB_Chapter-10_transport-HANOI-_graph_aug_28_2013_FINAL_kkB.pdf

**Recommend field trips:**
- Enjoying sidewalk in Old Quarters and French Quarters, Experiencing streets and sidewalks in the New Urban Areas, Experiencing environment along city Ring Road, Experiencing daily bus commuting.

**Session 9 - 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 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:**
1. 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 10 - 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:**
1. 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.

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

**Session 11 - Infrastructure Issues I: 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:**
1. 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.
2. 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.

**Session 12 – Smart cities from the bottom up: social justice and information technology in informal areas**

This session explores the ways through which mobile and digital technologies are used by social justice movements in empowering communities to monitor and access urban services. As part of a data-driven bottom-up approach, organizations such as the Social Justice Coalition and Shack/Slum Dwellers International use digital tools to capture essential data in informal areas (often omitted from official/formal documentation) in order empower local communities with the information necessary to meaningfully participate in governance processes.

**Required readings:**
1. Odendaal, N. (2016, in press) 'Getting Smart about Smart Cities in Cape Town: Beyond the Rhetoric', in Marvin, S., Luque-Ayala, A. and McFarlane, C. (eds.) Smart Urbanism: Utopian Vision or False dawn? London: Routledge.
2. Mitchell, H, and Odendaal, N. (2016, in press) 'From the Fringes: South Africa's Smart Township Citizens', in Foth, M., Brynskov, M., & Ojala, T. (Eds.) Citizen's Right to the Digital City: Urban Interfaces, Activism, and Placemaking. Singapore: Springer.