

Urban Planning and Sustainable Environments URST-3500 (4 credits)

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

This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

Course Description

The relationship between urban planning, socio-ecological relations, and urban space is complex and contradictory. The aim of the Urban Planning and Sustainable Environments (UPSE) course is to critically engage these complexities and contradictions to unpack both the possibilities and the challenges of creating more socially just and sustainable cities. All cities on the IHP itinerary offer their own unique insights into how planning processes and socio-ecological relations are manifested spatially, and how more socially just and inclusive urban spaces can be created.

Since urban planning emerged as a need during early industrialization in Europe, it has evolved into a dynamic and contested practice across the world. The establishment of planning as a profession in the early to mid-20th century is inherently modernist in form and intention. Early ideals of urban planning were focused on protecting the public interest through technical and rational interventions. Good city design and planning were largely seen as physical interventions intended to create amenity and order, as directed by the Master Plan.

Approaches to urban planning have evolved considerably since the heyday of this modernist paradigm. Many contemporary planning approaches seek to understand the underlying sociocultural, economic, and ecological processes that shape urban form, and the limitations of the blueprint planning tradition in responding to these realities. Recognition of the need to incorporate the voices of actors with differing agendas, and a deeper engagement with place and power, reflect efforts of urban planning professionals to create more sustainable and socially just urban environments. Yet in recent decades, an entrepreneurial, economic growth-oriented approach to planning often stands uneasily alongside attempts to incorporate inclusive (and green) spatial interventions.

Indeed, this shift towards considerations of social justice and sustainability in planning is occurring very unevenly within and across cities around the world. On the one hand, the recently adopted New Urban Agenda (NUA) sees urban planning as a key operational enabler that leads cities towards becoming more inclusive, sustainable, and resilient. Increasing

amounts of public and private funding are being directed towards planning to address the growing impacts of climate change. On the other hand, the efficacy of planning in practice to enable decent urban livelihoods and more sustainable cities is questionable. Many cities still use traditional planning approaches that do not address the real needs of low income and marginalized residents nor unequal urban socio-ecological relations. The power of dominant forces in shaping urban space for economic and political gain is instead what predominates in countless cities around the world.

While each city we visit offers its own insights into the possibilities and challenges of urban planning in creating more sustainable and just urban environments, the overarching theme that applies to all is the gap between the plan and what actually transpires in urban space.

The **following three themes** unite the UPSE class sessions and assignments:

1. Evolution of urban form and planning processes in relation to structural dynamics

Each city presents an opportunity to gain insight into how city planning systems have shaped space, how structural dynamics impact urban form and how plans have failed, succeeded, or further entrenched the social, ecological, and economic processes that make place. This is an ongoing theme in planning theory and is also an opportunity to expose you to the tools and methods of planning and their limitations. Each city provides an opportunity to explore how global economic processes, cultural contexts, socio-ecological relations and local political processes relate to the built form, which will be explored through concepts like feminist urban planning, the right to the city, gentrification and spatial planning.

2. Political ecology and the production of urban space

Urban political ecology (UPE) is an analytical approach we will deploy in several classes to uncover the ecologically, socially and economically unequal production of urban spaces. UPE is an emerging and powerful viewpoint through which to understand various dimensions of power relations that shape urban space through concepts characterizing the urban sphere such as extractivism, urban center-periphery dynamics, sustainability and food systems, among several others to be covered in UPSE classes and IHP city programs.

3. Spatial justice in planning for urban climate change impacts

Understanding climate change impacts and urban resilience requires a spatial, social, and ecological engagement with cities. In various cities we will unpack the existing and potential social and physical impacts of climate change and how these are accommodated (or not) in spatial plans. We will also explore the environmental and spatial justice implications of urban interventions to address climate change, discussing emerging trends around how urban greening and green infrastructure relate to the reinforcement or creation of new inequalities.

Learning Outcomes

Upon completion of the course, students will be able to:

- understand the role of city planning in relation to contemporary urban dynamics, and the factors that impact the relationship between the making of plans and their implementation;
- gain critical insight into the social, economic and ecological dimensions of urban sustainability and how to analytically approach questions of sustainability through a political ecology lens; and
- develop a critical awareness of how socio-cultural context and political economies inform local planning processes and implementation.

Language of Instruction

This course is taught in English, but students will be exposed to vocabulary related to course content through in-country expert lectures and field visits in a wide range of venues and regional locales.

Instructional Methods

There are two learning principles that inform the approach to this course. The first is *experiential learning*. This occurs through in-country deep engagement via site visits, guest lectures, homestays and case studies, experiences that expose you to the ‘everyday’ experiences of urban dwellers in different contexts. With this nuanced understanding of context and firsthand exposure, you gain more than academic insight into the concepts and issues presented in the UPSE course. We seek to enable reflective learning by examining our own mindsets and values in relation to urban processes and dynamics.

The second principle relates to *comparison*. This represents a critical methodological moment for learning about cities and how sets of issues manifest in different contexts. It also confronts the limitations of best practice learning, and the situational realities of people, place and politics. By building on contextual commonalities (urban violence, social fragmentation, income inequalities, cultural diversity) and exploring geographic specifics (local spatial planning regimes, governance frames, local cultural dimensions) of the different cities, you are able to be discerning and pragmatic in how you define key issues and think through solutions. The methods of instruction will build from field visits and country-specific content, and will be grounded in instructors sharing content alongside classroom interactions and discussions

Required Texts

[APA format.

List any books/major texts and then additional chapters and articles as assigned. List more specifically in the Course Schedule section.

Sample Text:

Arkadie & Mallon. 2012. *Viet Nam: A Transition Tiger*. Canberra: ANU E Press.

Masina, P. Pietro. 2006. *Vietnam’s Development Strategies*. NY: Routledge.

Additional readings and articles as assigned.]

Assignments and Evaluation

Assignment Descriptions and Grading Criteria

Students will be evaluated on three assignments over the course of the semester. The UPSE local faculty will evaluate the assignment collected in a particular city, with lead Faculty moderating. Each assignment will make up one third 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 the criteria for evaluation. They are summarized below.

Assessment

City	Assignments	Focus	Weight
City 1 Buenos Aires	Positioning exercise	Reading the city, urban extractivism, or center-periphery relations in Buenos Aires	30%
City 2 Barcelona	Mapping analysis exercise OR essay	Climate change planning, equity and social justice in Barcelona	30%
City 3 Cape Town	Storytelling exercise	Water, climate change, social justice, and creative research outputs in Cape Town	30%
All	Participation	Active participation in class discussions, engagement through questions and other meaningful class contributions	10%

Attendance and Participation

Due to the nature of SIT Study Abroad programs, and the importance of student and instructor contributions in each and every class session, attendance at all classes and for all program excursions is required. Criteria for evaluation of student performance include attendance and participation in program activities. Students must fully participate in all program components and courses. Students may not voluntarily opt out of required program activities. Valid reasons for absence – such as illness – must be discussed with the academic director or other designated staff person. Absences impact academic performance, may impact grades, and could result in dismissal from the program.]

Late Assignments

SIT Study Abroad programs integrate traditional classroom lectures and discussion with field-based experiences, site visits and debriefs. The curriculum is designed to build on itself and progress to the culmination (projects, ISP, case studies, internship, etc.). It is critical that students complete assignments in a timely manner to continue to benefit from the sequences in assignments, reflections and experiences throughout the program.

Example: Students may request a justified extension for one paper/assignment during the semester. Requests must be made in writing and at least 12 hours before the posted due date and time. If reason for request is accepted, an extension of up to one week may be granted at that time. Any further requests for extensions will not be granted. Students who fail to submit the assignment within the extension period will receive an 'F' for the assignment.

Grading Scale

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
below 64	F

Program Expectations

- Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule, printed, and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (classmates', lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.
- Storing Your Work: Keep several copies of your work as back up and keep one copy accessible to you through an online forum, such as an attachment in your email, the course learning management system, or cloud-based storage. This way your work will always be available to despite technical issues. Lost files, deleted drives, or computer crashes are not excuses for late, missing work.

SIT Policies and Resources

Please refer to the [SIT Study Abroad Handbook](#) and the [Policies](#) section of the SIT website for all academic and student affairs policies. Students are accountable for complying with all published policies. Of particular relevance to this course are the policies regarding: academic integrity, Family Educational Rights and Privacy Act (FERPA), research and ethics in field study and internships, late assignments, academic status, academic appeals, diversity and disability, sexual harassment and misconduct, and the student code of conduct.

Please refer to the SIT Study Abroad Handbook and SIT website for information on important resources and services provided through our central administration in Vermont, such as [Library resources and research support](#), [Disability Services](#), [Counseling Services](#), [Title IX information](#), and [Equity, Diversity, and Inclusion](#) resources.

Course Structure

**Please be aware that topics and excursions may vary to take advantage of any emerging events, to accommodate changes in our lecturers' availability, and to respect any changes that would affect student safety. Students will be notified if this occurs*

UPSE uses the city as a living lab to demonstrate competing visions of urban spaces, lived experiences and formal planning aspirations. This module introduces key concepts about theory and practice of urban planning, looking at specific dynamics or processes in a city while keeping the overarching goals of sustainability and equity (justice) in sight. Each country case is interrogated on its own merits with the issues surrounding gentrification, climate change and the historical tensions between the city and its plans explored *in situ*.

NEW YORK (Lilly Pollans)

SESSION 1. Evolution of Urban Planning in the Age of the Industrial City: From Public Health and Social Order to Climate Justice

This introductory session seeks to put urban planning in historical perspective by providing an overview of how planning has evolved since the early twentieth century both in theory and practice, with the latter drawing upon examples from New York and other cities across the world. We will discuss different approaches to social and climate justice in contemporary urban planning practice, and what these approaches have meant for urban spaces and residents.

Required readings

- Claudia V. Diezmartínez & Anne G. Short Gianotti. US cities increasingly integrate justice into climate planning and create policy tools for climate justice. *Nature Communications*. September 30, 2022 (<https://doi.org/10.1038/s41467-022-33392-9>).

- Amanda Erickson. A Brief History of the Birth of Urban Planning. *CityLab, Bloomberg*. August 24, 2012 (<https://www.bloomberg.com/news/articles/2012-08-24/a-brief-history-of-the-birth-of-urban-planning>).

Recommended readings

- Fainstein, S. (2005). Planning Theory and the City, *Journal of Planning Education and Research*, 25:121-130.

BUENOS AIRES (Mara Duer)

SESSION 2. Mapping the city center (workshop)

This session will introduce the city of Buenos Aires to the students through an observation and mapping exercise. With the support of the readings, the introduction to the history of the city and the following observation and mapping activity we will start to glance the thinking behind the urban form of the city of Buenos Aires and extensible to most of the postcolonial central cities in the southern cone of the continent.

Presentation – the map and the territory

In this first session we will start discovering the importance of observation for urban planning and the understanding of the city space. Through the development of social mapping and the application of different techniques of observation we will offer a first approximation to read the city beyond the statistics and the 2-dimensional plane. The uses of the built environment, practices and rhythms of people, the integration or absence of green infrastructure, the access to services – such health and educational centers, or public transport - as well as the intersections of class, race and gender in the places of observation will offer a first glance for developing a more sophisticated eye in the process of reading the city.

The session will be divided in two moments

- 1) Presentation/class
- 2) Activity: group observation and mapping

Objective:

- Incorporate tools to read the city
- Experience the methodology of social mapping and some of its techniques
- Learn the importance of the social production of the city space for urban planning
- Understand the different layers and relevance of the city center of Buenos Aire.

Activity: Group observation and data collection

- Divided in groups, each group will have assigned an area of the city center for observation. A guided chart will help participants to navigate the observations. During the time of observation, all the members of the groups will have the chance to apply a different technique (such as drawing, photography, writing, testimony, sound) for the registering of the observations and a map to help locate those observations. Also the groups will exercise different levels and forms of observing at the assigned space by targeting different aspects of the

cityscape such as infrastructure (from buildings to monuments); Nature; People; Rhythm (mobility, accessibility); Security and sensorial (feelings through sound, emotions, memories). Later, the groups will organize a more complete picture of the area by sharing with each other the results of their individuals observations and displacing them in a group map of the assigned area. For the larger maps the groups will have to develop images/icons/symbols to collectively represent the things they saw and found relevant for the assigned area.

- On Friday at our first weekly debrief in Buenos Aires there will be a large map of the city center to be completed by all the groups. Each group will present their observations and share the highlights of the assigned areas. The idea is to learn from those places from your own shared reading of the space and share different coding/iconography to represent space/place. We will have a final moment of conversation and discussion.

Required readings

- Sarlo, B. (2000). The modern city: Buenos Aires, the peripheral metropolis. *Through the kaleidoscope: The experience of modernity in Latin America*, 108-23.
- Ares, P., & Risler, J. (2016). Manual of Collective Mapping. Critical cartographic resources for territorial processes of collaborative creation.

Recommended readings

- Iconoclastas (2021) "New devices to thinking the common" link: FIELD journal. <https://field-journal.com/editorial/new-devices-for-thinking-the-common>
- Mesquita, A. (2018). Counter-cartographies: Politics, art and the insurrection of maps. *This is not an atlas*, 26-37 (andremesquita.redezero.org)

SESSION 3. Urban extractivism

Extractivism is a key concept widely used in Latin America among environmental activists, social movements and then incorporated in academia, especially in the field of political ecology. Extractivism refers to processes of extraction of natural resources, displacement of local people, appropriation of nature and looting and plundering of our territories all in the name of development. In this session we will explore processes of gentrification, land commodification and displacement as well as financialization of housing and popular life, all analyzed under the umbrella of the extractive operations of capital and its resistance.

Required readings

- Rolnik, R. (2013). Late neoliberalism: The financialization of homeownership and housing rights. *International journal of urban and regional research*, 37(3), 1058-1066.
- Serafini, P. (2022). *Reclaiming the city, Urban extractivism and contested cities* (Chapter 4) in *Creating Worlds Otherwise: Art, Collective Action, And Post Extractivism*. Vanderbilt University Press.

Recommended readings

- Rodríguez, M. C., & Di Virgilio, M. M. (2016). A city for all? Public policy and resistance to gentrification in the southern neighborhoods of Buenos Aires. *Urban Geography*, 37(8), 1215-1234.
- Rolnik, R. (2020). Building territories to protect life and not profit: the RHJ in conversation with Raquel Rolnik.[Interview]. *Radical Housing Journal*, 2(1), 139-147.
- Gago, V. (2015). Financialization of Popular Life and the Extractive Operations of Capital: A Perspective from Argentina. *South Atlantic Quarterly*, 114(1), 11–28.

SESSION 4. Uneven urban ecologies

In this session we jump the urban scale to consider the importance of territorial planning by incorporating the ecological matrix that sustains the urban lifestyle. We will focus on the sustainability of the city by exploring the flows and transfers between the margins of the city (river basins and the peri-urban) and the city proper. While the notion of margins is charged with a perception of marginality, Buenos Aires' peripheries are fundamental for its sustainability. We will look at spaces and activities that put in motion the ways in which ecology developed between center and periphery. Divided in three groups we will explore three case studies in a workshop format type of class, to more concretely understand the ecological dimensions of uneven development—or the spatial and socio-economic disparities driven by extractivist mode of production and urbanization in the ecology of the metropolitan region. The three topics are the followings:

- 1) the systems of urban recycling
- 2) the socio-environmental effects of industrial waste in the river basins
- 3) the peri-urban green horticultural belt (main provider of fruit and vegetables to the city)

There is one reading for all the groups and there is a 2nd reading assigned to each group. Please check which group you belong to know your assigned reading.

Required reading for everyone:

- AbdouMaliq, S. (2007) At the frontier of the urban periphery. Sarai Reader: *Frontiers* 462-470.

Recommended reading for everyone:

- Kühn, M. (2015) Peripheralization: Theoretical Concepts Explaining Socio-Spatial Inequalities, *European Planning Studies*, 23:2, 367-378.

For each group:

a) “Recicladores urbanos” (urban recyclers):

Required readings

- Chronopoulos, T. (2006). Neo-liberal reform and urban space: The cartoneros of Buenos Aires, 2001-2005. *City*, 10(2): 167-182.

Recommended reading

- Whitson, R., 2011. Negotiating place and value: geographies of waste and scavenging in Buenos Aires. *Antipode* 43 (4).

b) Urban horticulture:

Required reading

- Baldini, C., Marasas, M. E., Tiltonell, P., & Drozd, A. A. (2022). Urban, periurban and horticultural landscapes—Conflict and sustainable planning in La Plata district, Argentina. *Land Use Policy*, 117, 106120.

Recommended reading

- Parodi, G. (2018). Agroecological transition and reconfiguration of horticultural work among family farmers in Buenos Aires, Argentina. *Cahiers Agricultures*, 27(3), 35003.

c) Villa inflamable:

Required reading

- Auyero, J., & Swistun, D. (2007). Confused because exposed: Towards an ethnography of environmental suffering. *Ethnography*, 8(2), 123-144.

Recommended reading

- Swistun, D. “The Case of Villa Inlamable” (pp.18-22) in Ariel C. Armony, Adib Cure, and Carie Penabad, eds. “Dialogues with the Informal City: Latin America and the Caribbean” (2014). University of Miami Center for Latin American Studies Publications.

BARCELONA, SPAIN (Manuela Zechner and Panagiota Kotsila)

SESSION 5. The Feminist City and the care-ecology nexus: eco-feminist approaches to making the city more democratic, sustainable and socio-ecologically just.

Manuela Zechner

This class will include a presentation of key feminist ideas for the city, some corresponding core policies of Barcelona en Comú government, and a brief theoretical outline of why care and ecology are inextricably connected (drawing in part on the research for my book *Commoning Care and Collective Power*). It questions the use of space in urban planning from a feminist perspective, through examples of Care Superillas and the Playable City policy of Barcelona, as well as the role of mother’s self-organized networks, focusing on the role of children, mothers and the elderly in making cities more democratic and socioecologically sound. Offering some practical examples as well as first-person stories, this session leads us to analyse how an ecological politics must at the same time also be a care politics. We explore this through a participatory care network mapping exercise that invites students to reflect on their own situations and cities, to work on definitions of care and visualize different actors and spaces in our neighborhoods and cities.

Activity: Care Network Mapping in your city – solo mapping (for exercise info see Manuela Zechner, ‘Commoning Care and Collective Power’ <https://transversal.at/books/commoningcare>)

Required readings

- Leslie Kern, Feminist City, podcast: <https://open.spotify.com/episode/2dg2p6Mwo2tgIETI6MCfC1?si=efc55296bb49450e>
- Manuela Zechner, article: 'Childcare Commons: feminist subversions of community and commune in Barcelona' <http://www.ephemerajournal.org/contribution/childcare-commons-feminist-subversions-community-and-commune-barcelona-0>
- Extra materials in Spanish: Collectiu Punt 6, Urbanismo Feminista, book for free download here <https://www.punt6.org/es/books/urbanismo-feminista/>

SESSION 6. Food justice across the urban and rural dimensions: the key sustainability challenge of linking cities with peri-urban ruralities and countrysides

Manuela Zechner

This class draws on key lessons from agroecological movements and asks how current challenges to do with food sovereignty, agrarian justice and ecology may be transposed and taken up in urban spaces and movements. It draws on the Common Ecologies School's work on Earthcare Politics and Tools and Tactics for Agroecological Transition, exploring ways of reimagining forms of social and ecological reproduction across the urban and rural dimensions. What links may exist between peasant struggles, food coops, solidarity-based farms, urban gardens and markets? This session gives an insight into current debates across activism, policy making and academia as well as into methodologies of local facilitation and the participatory co-production of knowledge.

Activity: Countermapping rural-urban food chains and community ties in your region (for exercise reference see the Local Agroecological Facilitation Manual listed below, as well as Kollektiv Orangotango, 'This is not an Atlas' <https://www.transcript-verlag.de/shopMedia/openaccess/pdf/oa9783839445198.pdf>)

Required materials

- Common Ecologies with Amaranta Herrero: video 'Ecofeminism, Climate Crisis and Urban Food Politics' <https://youtu.be/ygR6p3wpP9E> and/or podcast 'Food and the City' <https://soundcloud.com/earthcarefieldcast/6-food-city>
- Daniel López García and Guillermo Tendero Acín, manual 'Towards Agroecological Futures: A Manual for Facilitating Local Agroecological Transitions' <http://commonecologies.net/texts/towards-agroecological-futures/>
- City of Barcelona, policy document 'Barcelona Roadmap for a sustainable food system in 2030' https://www.barcelona.cat/infobarcelona/en/tema/climate-emergency/roadmap-for-a-sustainable-food-system-in-2030_1137837.html

Recommended materials

- Common Ecologies, video playlist: 'Tactics for Agroecological Transition' <https://youtube.com/playlist?list=PLvSbE4v4CV7dj-iVVm2nMCE8Qx5rW7Jnl> (forthcoming book and poster on the subject to be shared during class)

SESSION 7: Urban Political Ecologies and Urban Environmental Justice Struggles

(Panagiota Kotsila)

In this class we will learn to “read” the city through a Political Ecology lens. We will examine some key theoretical ideas in the field and discuss closer processes of nature’s urbanization and the “re-naturing” of urban theory towards understanding cities and urbanization as socio-ecological and power-laden. We will explore current directions in the field, focusing on how feminist theories and epistemologies contribute to a more engaged political ecology of praxis. From there, we will discuss concrete examples of environmental and climate injustice and situated struggles for justice from Barcelona and elsewhere.

Required readings/viewings:

- Heynen, N., Kaika, M., Swyngedouw, E. (2006) “Urban Political Ecology: Politicizing the production of urban natures.” In ‘In the Nature of Cities’ (pp. 16-35). Routledge.
- Kotsila, P., Anguelovski, I., García-Lamarca, M., & Sekulova, F. (2022). **Introduction.** In ‘Injustice in Urban Sustainability: Ten Core Drivers’ (1st ed.). Routledge. Available online here: <https://doi.org/10.4324/9781003221425> [NOTE: only the Introduction chapter]
- & watch the related 10 short videos connected to the book, here: <https://www.youtube.com/watch?v=s1eARHwKlbU&list=PLsdD1wa0cvVW5VqCUdGLFDWsErGGXJocd>
- Goh, K. (2023) “Making movements: Mobilizing for More Just Socioecological Futures in a Megacity” (Chapter 7) in ‘Urban Climate Justice: Theory Praxis Resistance’ (Eds. Rice, J., Long, J., Levenda, A.). The University of Georgia Press.

Recommended:

- Doshi, S. (2017). “Embodied urban political ecology: Five propositions”. *Area*, 49(1), 125-128.
- Tzaninis, Y., Mandler, T., Kaika, M., & Keil, R. (2023). Introduction: Urban political ecology for a climate emergency. In *Turning up the heat* (pp. 1-34). Manchester University Press.
- Kotsila, P., Anguelovski, I., García-Lamarca, M., & Sekulova, F. (2022). *Injustice in Urban Sustainability: Ten Core Drivers* (1st ed.). Routledge. <https://doi.org/10.4324/9781003221425>
- Explore the BCNUEJ Storymaps collection of urban struggles for socio-environmental justice in Barcelona: <https://storymaps.arcgis.com/collections/008137197bd7411f88e7125018005ac9>
 - You can read the short descriptions and watch the mini-docus available for some of the cases.

CAPE TOWN, SOUTH AFRICA (Alison Pulker)

SESSION 8. The Planning System: Spatial Planning in Cape Town

This is a general session on the history of spatial planning in Cape Town. During this session we will focus on the impact 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 trends and approaches to planning in Cape Town.

Required reading

- Turok, I. and Watson, V. 2001. Divergent Development in South African Cities: Strategic Challenges Facing Cape Town. *Urban Forum*, Vol. 12, No. 2, pp.119-138.
- Watson, V. 2009. Seeing from the South: Refocusing Urban Planning on the Globe's Central Urban Issues. *Urban Studies*. 46 (11): 2259-2275.

Recommended reading

- City of Cape Town Draft Spatial Development Framework. 2022. Chapter 2: Spatial Context, Challenges and Opportunities. pp 20 - 31. Available: https://resource.capetown.gov.za/documentcentre/Documents/City%20strategies%2c%20plans%20and%20frameworks/MSDF_Vol_I_Ch1-6_Tech_Suppl_A.pdf

SESSION 9. Public Transport and Urban Development in Cape Town: Prospects for Restructuring through Infrastructure-led Spatial Planning

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. In 2018, the City of Cape Town adopted a new infrastructure-led approach to planning through and Transit Oriented Development (TOD). This approach has been maintained in the most recent draft Spatial Development Framework (SDF) in 2022. Key discussions in this session will explore the extent to which infrastructure led planning can contribute to the City's goal of spatial transformation in Cape Town.

Required readings

- Todes, A. 2012. New Directions in Spatial Planning? Linking Strategic Spatial Planning and Infrastructure Development. *Journal of Planning Education and Research*. 32 (4): 400 - 414
- Wood, A. 2021. Problematising concepts of transit-oriented development in South African cities. *Urban Studies*. 1 - 17.

Recommended readings

- City of Cape Town Draft Spatial Development Framework. 2022. Chapter 3: Spatial Vision and Concept. pp 32 - 46. Available: https://resource.capetown.gov.za/documentcentre/Documents/City%20strategies%2c%20plans%20and%20frameworks/MSDF_Vol_I_Ch1-6_Tech_Suppl_A.pdf
- City of Cape Town. 2016. Chapter 2: Problem Statement. *Transit Oriented Strategic Framework*. Cape Town: City of Cape Town. 8-11.

SESSION 10. Gentrification and Spatial Justice in Cape Town.

This session explores another key spatial planning trend in Cape Town: Gentrification. During this session we will discuss the property trends in relation to both the private and social

housing markets in Cape Town. The aim of this session is to interrogate the tension that emerges from neighborhood transformation, often as a result of the City's spatial policies, and the more specific need to enable the development of affordable housing in the inner city.

Required readings

- Turok, I., Scheba, A., and Visagie, J. 2021. Can social housing help to integrate divided cities? *Cambridge Journal of Regions, Economy and Society*. 15 : 93 - 116.
- G. Visser, & N. Kotze. (2008). The state and new-build gentrification in central Cape Town, South Africa. *Urban Studies*, 45 (12), 2565-2593.

Recommended readings

- Development Action Group. 2018. Re-imagining Woodstock and Salt River: A Community-centered approach to neighbourhood regeneration. Cape Town: Development Action Group.

SESSION 11. What does Resilience Planning Mean in the Context of Cape Town?

Cape Town, like many other cities, has faced a number of shocks and stresses over the past few years. These include the drought of 2017 - 2020, the ongoing Covid-19 pandemic, and an increasingly hotter and longer annual fire season. This session looks at the need to consider the impact of various shocks and stresses in relation to spatial planning by using the City of Cape Town's current resilience policy framework to explore the issue from an interdisciplinary perspective. The emphasis of this session is on the spatial impacts of various shocks and stresses on spatial planning, the impact these have on livelihoods, and how planners can use resilience planning to mitigate these impacts. During this session we will discuss questions such as: How could/should spatial planners address these issues through practical policy interventions resulting in tangible results? Is a resilience planning approach the most suitable approach for Cape Town?

Required readings

- City of Cape Town. 2019. Introduction in *Cape Town Resilience Strategy*. pp 6 - 28. https://resource.capetown.gov.za/documentcentre/Documents/City%20strategies%2C%20plans%20and%20frameworks/Resilience_Strategy.pdf
- Ziervogel, G. et al. 2017. Inserting rights and justice into urban resilience: a focus on everyday risk. *Environment & Urbanization*. 29 (1): 123 - 138.

Recommended readings

- Harris, L., Chu, E., and Ziervogel, G. 2017. Negotiated resilience. *Resilience*. 1 - 19.
- Joubert, L. and Ziervogel, G. 2019. Day Zero: One City's Response to a Record-Breaking Drought. Creative Commons: June 2019. Available: www.dayzero.org.za