USP 547 INTERNATIONAL PLANNING AND URBANIZATION
Previous Title: Planning and Urbanization in the Global South

Spring 2017
10:00 am - 12:40 pm Tuesdays, URBN 220
Instructor: Yiping Fang, Ph.D. Office: Urban Center, 370U
Email: yfang@pdx.edu Tel: 503 725-8263
Office Hours: Thursdays 1:30-2:30pm or By Appointment (email)

**Why did development & urbanization happen so differently across the world?**

**COURSE DESCRIPTION AND OBJECTIVES**

The application of planning approaches and establishment of planning system is mainly influenced by social, political and economic contexts in a specific country. Planning has to fit the requirements of the political and social demands of society. Urban planning interventions in many cities globally have been facing big challenges as rapid population growth has led to resource scarcity, environmental degradation, and social inequality. The global dimensions we want to address in this course not only include how similar planning idea leads to different result when practiced in different countries (for example, land trust for affordable housing in Portland vs. Thailand), but also include how international globalization forces affects local planning challenges (for example, a former sundown town in Illinois with immigrant workers in meat-processing plant). This course develops tools and frameworks to understand issues confronting cities in diverse socio-economic, political, and cultural circumstances, and how they impact the social, economic, and environmental conditions of cities and regions. The class focuses on challenges and opportunities in formulating appropriate planning interventions, and prepares planners who works in a diverse and rapidly changing globalization context.

The seminar will encourage students to explore further the nature and purposes of urban planning, the dynamics of stakeholder-involvement, and the institutional settings in a variety of social, political and administrative contexts. We will heavily use planning cases in different countries, lead the class discussions from a comparative perspective exploring the power dynamics among stakeholders, origins leading to varied planning outcomes, and challenge students’ self-reflection and critical thinking abilities. It aims to prepare planning students not only those who may in the future work with governments, developers, and NGOs based in different states with different planning dynamics, but also those who want to work in international development agencies connecting with emerging markets and developing countries. The classes aim to facilitate a more comprehensive understanding of urban planning dynamics in varied local settings.

**TEXTBOOKS AND READINGS:**
Readings are in article or audio-visual format that can be either download from PSU library or
online links. Weekly reading assignment is available in the course content table on D2L website. Moreover, you are required to search your own readings to complement the assigned readings in working on your research assignments.

**COURSE DESIGN:**

The course will be offered through lectures, seminars and guided discussions. Introductory lectures will set the context and help students explore concepts, approaches, and theoretical tools for varieties of planning culture. Guest speakers will be invited for specific topics. Online videos of important authors and planning cases will be brought into classrooms. Students will follow reading materials to explore thematic differences across planning practices worldwide. During the term, students should actively watch development news happening in international contexts. Each seminar will start from planning and urbanization news sharing.

What is the overarching conceptual framework to discuss difference among planning culture that differentiate across nations or cities? We are going to adopt ten structural features John Friedmann has identified that contribute to differences in planning practices (Friedmann, J. 2011. *Insurgencies: Essays in Planning Theory*, London: Routledge. P205), which he includes:

1. Degree of local autonomy
2. Role of politics
3. Democratic traditions
4. Level of economic development
5. Prevalence of corruption
6. Planning education curricula
7. Political involvement of civil society
8. Professional status of planners
9. Institutional setting
10. Official language of planning discourse

We will follow these thematic topics as the main threads in organizing the whole course discussion and assignments, focusing on one or two themes embedded in various planning practices each week. Class discussions will ground these thematic topics into specific countries/cities planning culture and practices. Every class discussion will be grounded in at least two diverse planning practices in different political economy context to compare and reflect on.

With detailed information provided in the shared google spreadsheet, each student will pick up a topic (in a certain week between week 2-9) that you are interested in, and you will be responsible to lead the discussion during part of the seminar over the readings that Yiping provided. The discussion leaders are also propose to initiate discussion topics relating to specific planning cases. The google spreadsheet will be shared to allow you the selection over the specific topics. Each week, two students can be discussion leaders.

**Responsibilities and ASSIGNMENTS:**

**Weekly reading questions**

Every week, everyone should complete the reading assignments before Friday 5pm, and
contribute to the class discussion questions on the D2L weekly discussion forums. Questions are usually directly drawn from the readings, while you are strongly encourage to make your questions connected to specific planning cases as long as you provide enough background information. Each week each student should at least submit two discussion questions. Pre and post class discussion on the D2L discussion forums are also encouraged, and will be counted towards the participation grade.

**Role of Discussant**

1. Each student (two students together) will be responsible to lead one class discussion on the specific topic that we have agreed upon through the google spreadsheet circulated during the first week.
2. After all students submit reading questions by Saturday 5pm, two discussants should work together afterwards, to get the discussion in the following Tuesday class planned. A discussion plan should be sent to Yiping no later than 9pm Monday evening. If a meeting with Yiping is preferred, make an appointment with Yiping on Monday.
3. In the week of you are the discussion leader, two discussion leaders are responsible to provide a 20 minutes summary of readings at the beginning of the corresponding session, and also together leading the class discussion with the instructor.
4. The discussants should lead the class discussion explicitly addressing the questions submitted by the whole group on D2L discussion forum in that week. Discussion leaders are encouraged to propose questions that situate course readings into specific country or city planning practices. A comparative perspective is mostly encouraged.
5. A note on how to lead discussion is available in course material.
6. A summary of the class discussion, summarized by the discussant, should be posted on the discussion forum the same week after the class before Saturday 5pm.

**Individual Essays:**

Two small essays that are in different combination of thematic areas and cities (countries). Each student has a central thematic area (the one that you lead the class discussion) and a focused country/city. In these individual essays, selecting from the themes and cities covered in the class, you will write on:

1. One thematic area about your focused country/city;
2. Another thematic area about another country/city that is not your focused country/city;

The length of the essay should not be longer than 800 words (reference excluded). Look for readings other than class required to complete these essays. In-text citation and reference are required. These essays should be submitted in the D2L dropbox. One of them should be submitted before the end of week 5. The other one should be submitted before the end of week 8. You are open to make a 10-15 minutes class presentation to talk about one of your essay.

**Class Participation:**

Given the exploratory orientation of this course, and its seminar-style format, your self-motivation to initiate and participate in class discussions is crucial. Online discussion forum participation is also counted towards your participation grade.
**Final Essay and Presentation**
In the last class, each student will give 15 minutes presentation on the topic that they are writing on their final essay. The final essay should approach your focused thematic topic from a comparative perspective. Policy recommendations are expected at the end of the paper, responding to specific problems you identified in specific countries and at specific scales. Make sure that the final essay has a clear research questions that you are intended to answer.
Length: 2,000 words (excluding references)
Final Essay is due in the dropbox on Wednesday of the week 11.

All papers submitted for this class should adhere to academic integrity and reference standards.
A quick guide to Chicago Manual of Style references can be found at:

**GRADING POLICY AND GRADING SCALE**
The course has 4 graded elements. They are:
- Participation (questions & discussions): 30 points
- Discussant & summary: 15 points
- Two individual essays: 30 points
- **Final essay:** 25 points
Total: 100 points

**Weekly Thematic Schedule**
Details about each week’s reading and discussion topics are available on D2L.

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<tr>
<th>Week</th>
<th>Date</th>
<th>Topic/Theme</th>
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<td>1</td>
<td>04/04/17</td>
<td>Introduction and concepts</td>
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<td>2</td>
<td>04/11/17</td>
<td>Land tenure</td>
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<td>04/18/17</td>
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<td>05/09/17</td>
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<td>05/16/17</td>
<td>Civil society</td>
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<td>9</td>
<td>05/30/17</td>
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<td>10</td>
<td>06/06/17</td>
<td>Conclusion/presentation</td>
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Please fill your name into the cell of the week that you would like to be the discussant. Two discussant allowed in each week.


Dharavi Slum Rehabilitation (StanleyFoundation video).


Planning education curricula


Randall Arendt Planning Education: Striking a Better Balance.

Institutional setting


Daron Acemoglu on "Why Nations Fail" (Economist video).

Planners and planning discourse


Friedman 2010 Crossing borders: do planning ideas travel?
Role of politics

- Landless! (SBS video)

Level of economic development

- A. Roy - Can We Shop To End Poverty? (Video)

Extra readings FYI

- Yasheng Huang: Does democracy stifle economic growth [Video]
- Aspen Debate: China and democracy between Li & Pei [Video]
- Intelligence: Western liberal democracy would be wrong for China [Video]
- PLANET discussion - New Cities or Communities Planned by Planners in History

**REINVENTING KOREA**

ERIC J. HEIKKILA
The Journal of East Asian Affairs
Vol. 19, No. 1 (Spring/Summer 2005), pp. 27-45
ACADEMIC RESOURCES YOU SHOULD KNOW ABOUT:

Undergraduate Academic advising for students interested in or working toward a Community Development major or minor, minors in Real Estate and Urban Sustainable Development is provided by the Toulan School Student Services Coordinator Tracy Braden. If you wish to make an appointment please go to: tsuspadvising.youcanbook.me, send an email to tbraden@pdx.edu.

The Office of Diversity & Multicultural Student Services (DMSS) provides structured, academic support service, advising, referrals, and advocacy for first-generation college students, low-income and others facing special challenges. Their offices are located at Smith Center, Room 425.

The Learning Center’s mission is to foster the learning process by empowering PSU students to accomplish their academic and personal goals. In addition to helping with current coursework, academic support services can assist in developing effective learning strategies. The Learning Center is located on the second floor of the University Library in the northwest corner, room 245.