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 in the Global South have been facing big challenges as rapid population growth has led to resource scarcity, environmental degradation, and social inequality. This course develops tools and ideas to understand issues confronting cities in diverse socio-economic, political, and cultural circumstances, and how they impact the local space of cities and regions. It focuses on challenges and opportunities in formulating appropriate planning interventions, and prepares planners to work in the diverse and rapidly changing contexts of the Global South.

This course focus on planning in regions where we call the Global South, including like Africa, rural Asia, and parts of the Middle East and Latin America, where the development remains far behind the rest of the world — poverty is stubbornly present, educational attainment and literacy is low, infant mortality remains high, levels of inequality have risen, natural resources are being depleted, and human rights abuses / poor governance is widespread.

This course provides an overview of how planning ideas has been evolved in the Global South with special attention paid to the impacts of rapid urban growth, the challenges/ opportunities presented by poverty and “informality”, and the impact from Global North. It will encourage students to explore further the natures and purposes of urban planning, together with different models of urban planning, adopted in a variety of social, political and administrative contexts, and the historical and political concepts that underpin planning perspectives in different countries.

This graduate level course will lead the class discussions in exploring the relationships between the ideas informing planning theory, practice and process, and the outcomes of planning, past and present in different political economies. It aims to prepare planning students who may in the future work with governments, community based NGOs and international development agencies that work on planning and development in connection with emerging markets and developing countries. Through investigating different planning cultures and institutional structure that support urban planning in different countries , class discussions facilitate students
understanding principles, concepts and approaches of urban planning, as well as different planning systems and practices in different countries in the global south.

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 identify your own readings to compliment the assigned readings in working on your essay assignments. (Note: readings are not limited to countries in the global south.)

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 in the Global South. Guest speakers will be invited for specific topics. Online videos of important authors will also be brought into classrooms. Students will follow reading materials to explore thematic differences across planning practices.

What is the overarching conceptual framework to discuss difference among planning culture that differentiate across nations or cities in the global south? 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 use these ten thematic topics as the main thread in organizing the whole course discussion and assignments, focusing on one topic at a time. Class lectures and discussions will ground these thematic topics into specific countries/cities planning culture and practices. A shared google spreadsheet will ask about your interested first and second interested thematic areas in this list of ten, and your interested country or city that you want to explore in this class. Yiping will then balance your interest to finalize the syllabus. It is possible that several thematic topics would not be covered in this term.

Each student will be assigned one out of the ten thematic topics that they will focus on study, according to the survey information collected from the google spreadsheet. On this selected
topic, s/he will deliver a 20-30 minutes summary of readings at the beginning of the corresponding session, and also responsible in leading the class discussion afterwards, as discussant. This will be decided in the first week and will start from the third week. The discussant and Yiping set up a meeting about the upcoming class on the Friday afternoon prior to the Monday class.

Responsibilities and ASSIGNMENTS:

Weekly reading questions
Every week, everyone should complete the reading assignments before Saturday 5pm, and contribute to the class discussion questions on the D2L weekly discussion forums. Questions are usually directly drawn from the readings. It is also possible to include related questions that goes beyond the suggested readings. Each week each student should at least submit two discussion questions. Pre and post class discussion on the D2L discussion forums are encouraged, and will be counted towards the participation grade.

Role of Discussant
Each student will be responsible to lead one class discussion on the thematic topic that that we have agreed upon through the google spreadsheet circulated during the first week. A 20-30 minutes summary of readings should be provided. Furthermore, It is encouraged to provide concrete planning cases in specific city or country to elaborate your points. A comparative perspective on how that differs from the western countries’ planning practice are also welcomed.

The discussant should lead the class discussion explicitly address the questions submitted by the whole group on D2L discussion forum in that week. It should offer critical perspectives on the arguments presented and discussed therein. A summary of the class discussion, written by the discussant, should be posted on the discussion forum the same week after the class.

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. A non-central thematic area about your focused country/city;
2. A central 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). You need to look for readings other than class required to complete these essays. Intext 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 6. The other one should be submitted before the end of week 9.

You are open to make a 10-15 minutes class presentation to substitute 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.

**Final Essay and Presentation**
In the last class, each student is going to give 15-20 minutes presentation on the topic that they are writing on their final essay.
Elaborate your central thematic areas in your focused cities/countries. 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: 3,000 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: http://www.chicagomanualofstyle.org/tools_citationguide.html.

**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

**Readings for USP 547 Planning and Urbanization in the Global South (May change with short notice.)**

**Introduction - Planning and Urbanization in the Global South**
- Friedmann 2009 Encounters with Development Planning ([Speech transcription](#))
- Jeffrey Sachs End of Poverty ([interview video](#))
- Paul Collier on the "bottom billion" ([TED video](#))
- William Easterly - Why does foreign aid fail ([video](#))
- William Easterly - The vision of Jeffrey Sachs ([video](#))
- Esther Duflo: Social experiments to fight poverty ([TED video](#))
- Big Think Interviews Dambisa Moyo ([video](#))

**Degree of local autonomy**
- Wang, Y. P., Wang, Y. and Wu, J. (2009), *Urbanization and Informal Development in*

- Return to Rivertown - Peter Hessler
- Remunicipalisation: Putting Water Back into Public Hands
- China's real estate bubble (CBS video)

Political involvement of civil society
- J. Harris (2005) - Political Participation, Representation and the Urban Poor: Findings from Research in Delhi Economic and Political Weekly
- Dharavi Slum Rehabilitation (StanleyFoundation video)

Planning education curricula
- Campanella 2011 - Jane Jacobs and the Death and Life of American Planning
- 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
• Jessica Budds and Gordon McGranahan 2003 Are the debates on water privatization missing the point? Experiences from Africa, Asia and Latin America Environment and Urbanization 15: 87-114.
• Sarah Turner (2009) Hanoi’s Ancient Quarter Traders: Resilient Livelihoods in a Rapidly Transforming City. Urban Studies. 46(5&6) 1203–1221
• 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

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](http://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.