

Graduate School of Architecture, Planning and Preservation
Program in Urban Planning-Columbia University
Course: PLA 4609 - 3 points
Prof. Marcela Tovar-Restrepo

Spring 2015

200 Buell Hall

SYLLABUS

Politics of International Placemaking (PLA4609) Spatializing Urban Cultures

COURSE DESCRIPTION

The creation and recreation of urban places is an essential component of planning practice across the world. Planners are agents that mediate global political and economic pressures, on the one hand, and local socio-cultural and institutional conditions, on the other. Within these multifaceted contexts and interacting with communities, they facilitate an ongoing process of glocal placemaking. This course explores the practices and politics of placemaking and how they impact and are impacted by the (re)production and (de/re)territorialization of cultural practices, institutional arrangements, and spatial traits/trends in multiple and varied localities across the globe at the turn of the 21st century. The students are expected to critically analyze and compare the nuanced differences across planning contexts, assess the level of effectiveness of planning approaches used in addressing such conditions and their resulting place-based effects, and envision better planning practices to make progress in the attainment of more just cities.

Applied theory including south/eastern perspectives, will be used to illuminate planning case studies around the world. Case studies are useful in addressing 'how' and 'why' questions. In the context of planning the urban habitat, case studies help us disentangle who plans and who is (not) planned with/for (i.e., stakeholders), how (i.e., under which (dis)enabling conditions and with what methods/tools), and why (i.e., for what purposes and responding to which values). They also help us reflect on the effectiveness and pertinence of different planning approaches vis-à-vis contextual matters, and envision improved policy-making and practical planning approaches in comparative ways.

The course strives to deconstruct dualism and binaries embedded in planning theoretical traditions and constructs: north-south, east-west, developed-underdeveloped, first-third world, etc. They obscure the messy constitution of spatial relations in a globalized world. We will problematize these dualism and binaries, focusing on revealing instead the blurriness but also the productiveness that lie in-between the binaries, and identifying opportunities for planning's emancipatory power within these grey interstices.

OBJECTIVES

As a result of this course, students are expected to critically be able to:

1. Identify main contextual (political, economic, cultural, ethical, institutional) characteristics under which planning operates in particular international contexts and their relative impact on both planning processes and outcomes, particularly as related to placemaking.
2. Identify planning approaches used in different contexts and assess their relative pertinence and effectiveness in the construction of spatial justice.
3. Strategize to improve current planning and policy approaches in the cases studied
4. Think innovatively about alternative planning and policy approaches to improve both processes and outcomes of case studies
5. Compare conditions and approaches between case studies, explore their cross-fertilizing potential, and draw lessons to improve planning practice in different contexts
6. Bring international planning lessons home to improve domestic practice
7. Cultivate an international planning ethics, shed ethnocentric attitudes and problematize planning assumptions, and cultivate an open mind and humility to learn from others, with special appreciation of local knowledges
8. Actively contribute to self-realization as international professional committed to the betterment of places and communities around the world
9. Actively contribute to the learning of others in the course

INSTRUCTOR

Marcela Tovar-Restrepo, PhD, is lecturer at in the Graduate School of Architecture, Planning and Preservation at Columbia University. She obtained her PhD in Anthropology at the New School for Social Research (N.Y.) and her Master on Urban Development Planning at University College of London. She conducts research on diversity, gender and development in Latin America. In the U.S.A. she has served as Director (a) of the Latin American and Latino Studies Program at Queens College–CUNY (2008-2011) and taught at Lang College–New School (Urban Studies Program). In Latin America, she has taught and worked as policy-maker in Colombia and Chile for more than ten years. Besides teaching, Dr. Tovar-Restrepo has served as international consultant mainstreaming cultural and gender rights into policy-making processes at different UN instances like the Commission of Sustainable Development (CSD) - DESA, UNDEF, IPU and the Permanent Forum for Indigenous Issues. She has also served as technical advisor and researcher for International cooperation agencies (GTZ, AECID), governments, social movements and NGOs in areas such as gender and ethnic diversity, environment and human rights and conflict. She is a Board member in the Women's Environmental and Development Organization –WEDO, NY.

OFFICE HOURS

By appointment

METHOD OF INSTRUCTION

The course will follow a seminar format focused on the topic and the readings of each week. The instructor will introduce the topics of the week and moderate a class discussion where all are expected to participate. Each student is expected to introduce/present at least one topic during the semester kicking-off the in class discussion. Lectures, guest speakers, and documentaries will occasionally complement the basic pedagogical format of the seminar.

PARTICIPATION AND ATTENDANCE

Attendance is mandatory and can only be excused by medical or familial emergency with written notification. Attendance failure results in loss of participatory opportunities and therefore the loss of participation grade. When possible, announce your absence prior to class.

I conceive of my role as instructor of the course as one of a facilitator, i.e., I'll strive to optimize and monitor the conditions for learning to occur during the semester. Learning, however, is co-produced and hence a shared responsibility of all course participants. Participation in this context is indispensable. Students are expected to come to class prepared, having read and reflected on the readings of the week, and ready and willing to make substantive contributions in class.

VISUAL TOOLS

Students are strongly advised to strive for ways of appreciating the physical characteristics of the places mentioned in the readings and class discussions and explicitly engage the socio-spatial dimension of such places in their essays and discussions. The internet offers a variety of tools to visualize place: Google Earth, Google Maps, Google Images, their equivalent in Yahoo and other browsers, YouTube, Flickr, etc. To expand the visual and other sensorial appreciation of international places, readings in this course are also complemented in class as appropriate with pertinent films and documentaries.

EVALUATION

REQUIRED ESSAYS

SEMESTER ESSAYS. Students will write 2 short essays (500 words max.) about the readings they will introduce and present in class based on the assigned readings.

FINAL ESSAY. The final essay will be a maximum of 7,000 words, *excluding* bibliography, graphic materials and tables, and appendixes. The project requires a robust bibliography (including when appropriate academic, journalistic, and institutional data) and supporting graphic materials. Students will need to show a critical understanding of climate change as a cross-cutting issue in urban planning.

EVALUATION

Midterm 15 pts.
Individual essays 20 pts.
In class group work 20 pts.
Final report 25 pts.
Participation and attendance 20 pts.

TOTAL
100 pts.

WEEKLY SCHEDULE AND READINGS

1. January 21

What is (inter)national planning?

The first class critically reflects on the following questions:

1. What is (international) planning?
2. What are some of the basic spatial and contextual planning conditions a planner should be mindful about when acting in international contexts?
3. How can a planner better prepare herself for international practice? (reflect on values, attitudes, training activities, tools, etc.)

Reading

- *Global Report on Human Settlements 2009 Planning Sustainable Cities: Policy Directions. Part V: Future Policy Directions.*
<http://www.unhabitat.org/content.asp?typeid=19&catid=555&cid=5607>

Part I: Glocal Placemaking – Space and Planning

2. January 28 - Multi-scalarity: the social construction of urban spaces

Readings

- Gupta, Akhil and Ferguson, James. Beyond “Culture”: Space, Identity and the Politics of Difference in Culture, Power, Place: Explorations in Critical

Anthropology. Ed. Akhil Gupta and James Ferguson. Duke University Press, 1999

- Anna Marie Ball , Jennifer S. Ball , Wayne J. Caldwell & Sarah Parkinson. Questions and Reflections for the Practice of International Planning and Development, in *Planning Practice & Research*, 23:4, 559-567, November 2008
- May, Shannon. Ecological citizenship and a plan for sustainable development: Lessons from Huangbaiyu *City* 12(2), 2008: 237-244.

3. February 4 - Politics of space, time and substance

Readings

- Alonso, Ana Maria. 1994. The Politics of Space, Time and Substance: State Formation, Nationalism and Ethnicity in *Annual Review of Anthropology*, Vol. 23, pp. 379-405
- O'Callaghan, Cian and Denis Linehan. Identity, politics and conflict in dockland development in Cork, Ireland: European Capital of Culture 2005 *Cities*, Vol. 24, No. 4, p. 311–323, 2007
- Müller-Friedman, Fatima. Toward a (post)apartheid architecture? A view from Namibia. *Planning Perspectives*, 23 (January 2008) 29–48.

4. February 11 - Flow geographies: contemporary urban world

Readings

- Castells, Manuel. Space of Flows, Space of Places: Materials for the Theory of Urbanism in the Information Age. In Sanyal, Bishwapriya (ed) *Comparative Planning Cultures*, New York and London: Routledge, Taylor & Francis Group, 2005: 45-63.
- Irazábal, Clara and Macarena Gómez-Barris. "Bounded Tourism: Immigrant Politics, Consumption, and Traditions at Plaza Mexico." *Journal of Tourism and Cultural Change*, 5(3), November 2007, 186-213.
- Zoomers, Annelies. Global traveling along the Inca Route: Is international tourism beneficial for local development. *European Planning Studies* 16(7), 2008: 971-983.

5. February 18 - Spaces of (in)difference, (dis)respect, (in)tolerance

Readings

- Davis, Diane E. "Theoretical and Empirical Reflections on Cities, Sovereignty, Identity, and Conflict". In Diane E. Davis and Nora Libertun (Ed). *Cities and Sovereignty: Identity Politics in Urban Spaces*. Bloomington, Indiana University Press, 2011: 226-257.
- Tovar-Restrepo, Marcela and Irazábal, Clara. Indigenous Women and Violence in Colombia: Agency, Autonomy, and Territoriality" in *Latin American Perspectives*, Volume 41 Issue 1 January 2014 pp. 41 - 60.
- Weinstein, Liza. Mumbai's Development Mafias: Globalization, Organized

Crime and Land Development *International Journal of Urban and Regional Research* 32.1 March 2008 22–39.

- Andrusz, Gregory. Berlin, Moscow, Warsaw: a century of sibling rivalry expressed in urban form *Urban Research & Practice*, Volume 1, Issue 2 July 2008, pages 181 – 198.

Part II: Planning Workshop

6. February 25

Workshop: Intersectionality and Gender Planning – Session 1. Conceptual rationale

7. March 4

Workshop: Intersectionality and Gender Planning – Session 2. Planning exercise

8. March 11 – Midterm

9. March 18 – Spring Break

10. March 25 - Film

Part III: Key issues in today's planning agendas

11. April 1 - Cosmetics, city branding and planning

Readings

- Bani Hashim, Alamira Reem, Irazábal, Clara and Byrum, Greta (2010) 'The Scheherazade Syndrome', *Architectural Theory Review*, 15: 2, 210-231.
- Broudehoux, Anne-Marie. Spectacular Beijing: The Conspicuous Construction of an Olympic Metropolis, *Journal of Urban Affairs* 29(4), 2007: 383-399.
- Irazábal, Clara and Surajit Chakravarty. "Comparative study of entertainment-retail centers in Hong Kong and Los Angeles." *International Planning Studies*, 12(3), August 2007, 237-267.
- Ren, Xuefei. Architecture and China's urban revolution. *City* 12(2), 2008: 217-225.

April 8 - Public/private space: segregation vs democracy

Readings

- Berney, Rachel. 2010. Learning from Bogotá: How Municipal Experts Transformed Public Space. *Journal of Urban Design* 15(4): 539-558.
- Maloutas, Thomas. Segregation, Social Polarization and Immigration in Athens during the 1990s: Theoretical Expectations and Contextual Difference *International Journal of Urban and Regional Research* 31.4 December 2007 733–58.

- Irazábal, Clara. Prologue: Ordinary Places, Extraordinary Events in Latin America and Chapter 1: Citizenship, Democracy, and Public Space in Latin America. In Clara Irazábal (ed.) *Ordinary Places, Extraordinary Events: Citizenship, Democracy, and Public Space in Latin America*. New York, London: Routledge, Taylor and Francis, 2008.
- Freeman, Claire & Christine Cheyne. Coasts for Sale: Gentrification in New Zealand *Planning Theory & Practice*, Vol. 9, No. 1, 33–56, March 2008.

12. April 15 - Advocating in the glocal sphere

Guest Speaker: TBC

Readings - TBA

13. April 22 – Current international planning agendas: Post 2015 scenarios. MDGs & SDGs: What is at Stake?

Readings

- UN Conference on Sustainable Development /Rio + 20. “The Future We Want”.
<http://sustainabledevelopment.un.org/content/documents/733FutureWeWant.pdf>, 2012.
- Blomstrom, Eleanor. 2013. *Post-2015 and SDGs: 2 tracks or a global framework?* WEDO- NY. Available on line: <http://www.wedo.org/news/post-2015-and-sdgs-2-tracks-or-a-global-framework>
- Blomstrom, Eleanor. 2013. *Post-Rio+20: Where are we now?* WEDO-NY. Available: <http://www.wedo.org/library/post-rio20-where-are-we-now>
- AWID. Addressing Inequalities. The Heart of the Post-2015 Development Agenda. Global Thematic Consultation. 2012 (Docs. posted course works/On-line)

14. April 29- Student presentations