

Planning and Design in the Multicultural Metropolis

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Class Information: 3 units
Thursdays, 7:00-9:30pm
Building 145, Classroom #1127
Course website on ELMS

In social movements across the globe, marginalized groups are pressing for social and spatial justice, while economic globalization, mass communication, and immigration is helping to loosen the fixity of national borders and identities. Caught in the crosshairs of these shifts, cities have become, more than ever, zones of interaction and encounters with ethno-cultural difference and platforms for a politics of difference. For urban planners and designers, the terrain of today's multicultural metropolis presents both challenges and opportunities. On the one hand, increasing interethnic and intercultural mixing has led to conflicts, contests, and clashes over urban space and residents' rights to and in the city. On the other, today's multicultural urban landscape also raises the possibility of more equitable and inclusive urban spaces that can foster a greater respect and tolerance for difference and new ways of living together and sharing space in the city. This course explores theoretical, ethical, and practical questions about planning and designing in today's multicultural metropolis.

The course is divided into three parts. In the first part, we will explore the emerging social and spatial landscape of urban diversity, with a focus on the DC Metro area. How are the changing patterns of immigration and ethno-cultural diversity shaping new geographies of race and immigration, and various forms, meanings, and uses of urban space? What types of theories can we draw upon to frame an understanding about how these issues intersect with the professions of urban planning and design and our roles in shaping the built environment? In the second part, we will explore the challenges to urban diversity and shared city space by looking at various ways in which social inequality is manifested and reinforced through the politics, policies, and design of the built environment. In the final section, we will focus on planning and design strategies for fostering and nurturing ethno-cultural diversity, equality, and the possibilities and potentials of bringing people together in the city. This section will focus on improving planning processes, policies, built spaces, and the culture of planning to support an appreciation of and right to difference in the city and the ethical and equitable treatment for all.

Course Objectives

Students should:

- Demonstrate an understanding of important trends and forces behind the reshaping of geographies of race and immigration in the metropolis today, particularly in the Washington DC area.
- Articulate the ways that ethno-cultural diversity and immigration present both challenges and opportunities for planning and design scholars and practitioners.
- Engage thoughtfully with organizations and residents to address issues of race, inequality, and difference and contribute creative planning and design solutions.
- Demonstrate self-reflexivity with regard to the ways in which issues of race, immigration, and inequality affect their own planning and design practice and scholarship.
- Articulate a vision of what a socially and racially just or equitable city might look like and appropriate tools of policy and professional practice that could be used to achieve this vision.

Assignments & Grading

Participation: 30%

Reading summaries and discussion: 20%

Just city plan: 20%

Final project and presentation: 30%

Participation (30%): Because this is largely a discussion course, one of the students' primary responsibility is active participation. Readings should be completed by the date they are listed on the syllabus. Students should come to class with copies of the readings, and be prepared to make comments, ask questions, actively listen, and engage with others about the readings. Please be on time. Absences or coming late to class will result in lowered participation grades. Please note that this part of your grade includes the 2-3 page walking tour reflection and questions due in class on September 26th, and any other mini-assignments given in class during the course of the semester.

Reading summaries and discussion (20%): For each class period, assigned students will prepare a short (1-2 page) summary of the main themes, analysis, questions and/or issues. Students should make copies of handout for all students, post of copy of the summary on the discussion forum, prepare a short presentation of their analysis (no more than 10 minutes), and help to lead the class discussion. Sign-up sheets will be passed around in the first class.

Just city plan (20%): This exercise is a chance for you to synthesize what the materials in this class have meant to you in terms of your own design and planning practice, research, and professional life and values by creating a plan for an ideal just city. The plan should address some of the concerns around equity, diversity, and multiplicity of values, ideals, and needs that we have explored during the course. The assignment is to literally design, using largely visual tools (hand drawing, graphics, photography, collage, etc.), a physical space be it small (an urban park) or large (a city or regional plan) that you would consider to be just and a set of planning tools, policies, or strategies that would be needed to realize your vision. On December 5th, we will pin up copies of all the plans. Students should be prepared to give a 5 minute presentation on their plans in class that day.

Final project and presentation (30%): One of the best ways to learn about the challenges and opportunities of planning and design in diverse urban contexts is to work with local communities. This semester, we will work on a planning and design project in Wheaton, Maryland. Wheaton is one of the most ethnically diverse suburban municipalities in the DC Metro area with many small, ethnic businesses clustered in its central business district. The area is currently undergoing major redevelopment which may threaten the long-term viability of many of these businesses. Throughout the semester, students will work with residents, businesses, and/or Montgomery County representative to develop strategies to help these businesses to survive and thrive in the face of redevelopment. A final presentation and report will be prepared and presented to relevant stakeholders. An assignment sheet will be handed out by September 26th.

Course Policies & Procedures

Hours & Class Correspondence: Throughout the semester either the instructor or TA will send course-related content via e-mail. Students are responsible for checking their e-mails and for any content that we send out. These emails will be sent through ELMS, so please make sure that your information is up-to-date. We also invite students to visit, call, or e-mail to discuss issues, ideas, suggestions, or questions related to the course.

Students with Disabilities: If you need disability-related accommodations or other special arrangements or considerations, please let the instructor or TA know as soon as possible.

Required Readings & Course Materials: With the exception of one required textbook, all course readings will be posted on ELMS at least two weeks before they are due. If students have additional readings that they would like to suggest, please let the instructor or TA know and we will consider distributing them to the class as alternative or supplemental readings.

Required textbook: Sandercock, Leonie. *Cosmopolis II: Mongrel Cities of the 21st century*. Continuum International Publishing Group, 2003. ISBN: 9780826464637

The required textbook is available for purchase at the UMD bookstore and is also available on reserve at McKeldin Library.

Laptops & Other Electronic Gadgets: Laptops are permitted in the class, but should only to be used for viewing electronic copies of reading materials and taking notes. Other electronic gadgets should be shut off or on silent during class time.

Honor Code: The University has a nationally recognized Honor Code, administered by the Student Honor Council. The Student Honor Council proposed and the University Senate approved an Honor Pledge. The University of Maryland Honor Pledge reads:

I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.

Unless you are specifically advised to the contrary, the Pledge statement should be *handwritten* and signed on the front cover of all papers, projects, or other academic assignments submitted for evaluation in this course. Students who fail to write and sign the Pledge will be asked to confer with the instructor.

Course Calendar

Part I: The Emerging Multicultural Metropolis

September 5: Course Introduction and Overview

September 12: The Changing Landscape of Diversity

Frey, William H. "Melting Pot Cities and Suburbs: Racial and Ethnic Change in Metro America in the 2000s." State of Metropolitan series report published by the Brookings Institution, Metropolitan Policy Program, May 2011.

Frey, William H. "The New Great Migration: Black Americans' Return to the South, 1965–2000." The Living Census Cities series report published by the Brookings Institution, Center for Urban and Metropolitan Policy Program, May 2004.

Hirschman Charles, and Douglas S. Massey. "Places and Peoples: The New American Mosaic" (Chapter 1). In Massey, Douglas S., ed. *New Faces in New Places: The Changing Geography of American Immigration*. Russell Sage Foundation, 2010.

Massey, Douglas S. and Chiara Capoferro. "The Geographic Diversification of American Immigration" (Chapter 2). In Massey, Douglas S., ed. *New Faces in New Places: The Changing Geography of American Immigration*. Russell Sage Foundation, 2010.

Hanlon, Bernadette, Thomas Vicino and John R Short. "The New Metropolitan Reality in the US: Rethinking the Traditional Model." *Urban Studies* 43, 12 (2006): 21-29.

September 19: Washington DC as a Multicultural Metropolis

Saunders, Doug. "Preface" and "Arriving on the Top of the Pyramid" (Chapter 3). In *Arrival Cities: How the Largest Migration in History is Reshaping Our World*. Vintage Books, 2012.

Price, Marie and Audrey Singer. "Edge Gateways: Immigrants, Suburbs, and the Politics of Reception in Metropolitan Washington" (Chapter 6). In Audrey Singer et al., eds. *Twenty-First Century Gateways: Immigrant Incorporation in Suburban America*, 137-168. Brookings Institution Press, 2008.

Singer, Audrey, Ivan Cheung, Samantha Friedmand and Marie Price. "The World in a Zip Code: Greater Washington, D.C. as a New Region of Immigration" Report published by the Brookings Institution, Center on Urban & Metropolitan Policy, April 2001.

Kneebone, Elizabeth and Alan Berube. "Poverty and the Suburbs: An Introduction" (Chapter 1) and

"Suburban Poverty, by the Numbers" (Chapter 2). In *Confronting Suburban Poverty*. Brookings Institution Press, 2013.

In class film: *9500 Liberty* (<http://www.9500liberty.com/>)

September 26: Langley Park & Wheaton, Maryland as New Immigrant Suburbs

Assignment: Walking tour of Langley Park & Wheaton on your own.

"Takoma/Langley Crossroads Sector Plan." Prince George's County Planning Department, Maryland-National Capital Parks and Planning Commission, November 2009.

The Plan is available at the link below:

http://www.pgplanning.org/Resources/Publications/Takoma_Langley_Crossroads_Preliminary.htm

"Wheaton CBD and Vicinity Sector Plan." Montgomery County Planning Department, Maryland-National Capital Parks and Planning Commission, January 2012.

In class roundtable on Langley Park. Panelists to be announced.

Assignment Due: Turn in a written 2-3 page reflection of both the Langley Park and Wheaton sector plans based on your walking tour and three questions you have for the panelists.

October 3: Cities of Difference

Amin, Ash. "Ethnicity and the Multicultural City: Living with Diversity." *Environment and Planning A* 34, 6 (2002): 959-80.

Sandercock, Leonie. "Introduction: A Love Song to Our Mongrel Cities" (Chapter 1) and "Mongrel Cities: How Can We Live Together?" (Chapter 4). In *Cosmopolis II: Mongrel Cities of the 21st Century*. Continuum International Publishing Group, 2003.

Young, Iris Marion. "City Life and Difference" (Chapter 8). In *Justice and the Politics Difference*. Princeton University Press, 1990.

Putnam, Robert D. "E Pluribus Unum: Diversity and Community in the Twenty-First Century The 2006 Johan Skytte Prize Lecture." *Scandinavian Political Studies* 30, 2 (2007): 137-174.

Guest Speaker: Ana Lopez Van Balen (Director, Montgomery County, Mid-County Regional Services Center, Wheaton)

October 10: Landscapes of Difference

Lung-Amam, Willow. "That 'Monster House' Is My Home: The Social and Cultural Politics of Design Reviews and Regulations." *Journal of Urban Design* 18, 2 (2013): 220-241

Mike Davis. "Spicing the City" (Chapter 1), "Latino Metropolis" (Chapter 5), "Tropicalizing Cold Urban Space" (Chapter 6); "Transnational Suburbs" (Chapter 10). In *Magical Urbanism: How Latinos Reinvent the Big City*. Verso, 2001.

Westmacott, Richard. "Expressions of Values, Ideals, and Beliefs" (Chapter 7). *African American Gardens and Yards in the Rural South*. University of Tennessee Press, 1992.

Student Presentation: Wheaton overview and history of redevelopment

Part II: The Challenges to Urban Diversity and the Just Metropolis

October 17: Landscapes of Power

Zukin, Sharon. "Whose Culture? Whose City?" (Chapter 1). In *The Cultures of Cities*. Blackwell, 1995.

Davis, Mike. "Fortress Los Angeles: The Militarization of Urban Space." In Michael Sorkin, ed. *Variations on a Theme Park: Scenes From the New American City*, 154-180. Hill and Wang, 1992.

Sandercock, Leonie. "Modernist Cities and Planning" (Chapter 1). In *Cosmopolis II: Mongrel Cities of the 21st Century*. Continuum International Publishing Group, 2003.

Harvey, David. "The Right to the City" (Chapter 1). In *Rebel Cities: From the Right to the City to the Urban Revolution*. Verso Books, 2012.

In Class Film: *my brooklyn* (<http://www.mybrooklynmovie.com/>)

Assignment Due: Final presentation group assignments and research plans

October 24: Landscapes of Race and Privilege

Duncan, James, and Nancy Duncan. "Aesthetics, Abjection, and White Privilege in Suburban New York." In Schein, Richard, ed. *Landscape and Race in the United States*, 157-185. Routledge, 2006.

Lipsitz, George. "The Racialization of Space and the Spatialization of Race: Theorizing the Hidden Architecture of Landscape." *Landscape Journal* 26, 1 (2007): 10-23.

Low, Setha. "Fear of Others" (Chapter 7) and "Niceness and Property Values" (Chapter 8). In *Behind the Gates: Life, Security, and the Pursuit of Happiness in Fortress America*. Routledge, 2003.

Movie on Your Own: *The Pruitt-Igoe Myth* (This movie is available for viewing at Hornbake Library's Nonprint Media Services Desk and via streaming on Netflix).

Guest Speaker: Katrin Anaker (George Mason University)

October 31: Urban Inequality and Segregation (HAPPY HALLOWEEN!)

Massey, Douglas S. and Denton, Nancy A. "The Missing Link" (Chapter 1) and "The Continuing Causes of Segregation" (Chapter 4). In *American Apartheid: Segregation and the Making of the Underclass*. Harvard University Press, 1993.

Briggs, Xavier de Souza. "More Plurabis, Less Unum" (Chapter 2). In Xavier de Souza Briggs, *The Geography of Opportunity: Race and Housing Choice in Metropolitan America*. Brookings Institution Press, 2005.

Marcuse, Peter. "The Enclave, the Citadel, and the Ghetto: What has Changed in the Post-Fordist US City." *Urban Affairs Review* 33, 2 (1997): 228-264.

Nicholaides, Becky M. and Andrew Wiese. "Suburban Disequilibrium" Op-Ed in *The New York Times*. April 6, 2013.

Take a look at these online maps to see the geography of race in the "21 Maps Of Highly Segregated Cities in America": http://www.businessinsider.com/most-segregated-cities-census-maps-2013-4?op=1&goback=.gde_69691_member_235919140

Student Presentation: Final presentation work in progress

Part III: Making a Space for Difference

November 7: Everyday Planning Practice & Processes

Sandercock, Leonie. "Who Knows?: Exploring Planning Knowledges" (Chapter 3). In *Cosmopolis II: Mongrel Cities of the 21st Century*. Continuum International Publishing Group, 2003.

Briggs, Xavier de Souza. "Doing Democracy Up-Close: Culture, Power, and Communication in Community Building." *Journal of Planning Education and Research* 18, 1 (1998): 1-13.

Qadeer, Mohammed A. "Pluralistic Planning for Multicultural Cities." *Journal of the American Planning Association* 63, 4 (1997): 481-494 .

Burayidi, Michael A. "The Multicultural City as Planners' Enigma." *Planning Theory & Practice* 4, 3 (2003): 259-273.

November 14: The Design of Cities

Talen, Emily. "Mix" (Chapter 7), "Connection" (Chapter 8) and "Security" (Chapter 9). In *Design for Diversity: Evaluating the Context of Socially Mixed Neighborhoods*. Architectural Press, 2008.

Day, Kristen. "New Urbanism and the Challenges of Designing for Diversity." *Journal of Planning Education and Research* 23 (2003): 83-95.

Hou, Jeff. "Your Place and/or My Place" (Chapter 1). In Jeff Hou, ed. *Transcultural Cities: Border Crossing and Placemaking*. Routledge, 2013.

Jacobs, Jane. "The Generators of Diversity" (Chapter 7). In *The Death and Life of Great American Cities*. Random House, Inc., 1993.

Orfield, Myron. "Metropolitan Solutions" (Chapter 6). In *Metropolitics: A Regional Agenda for Community and Stability*. Brookings Institution Press, 1997.

November 21: The Culture of City Planning & Planning Politics

Fainstein, Susan. Cities and Diversity: Should We Want It? Can We Plan for It? *Urban Affairs Review* 41, 1 (2005): 3-19.

Briggs, Xavier de Souza. "Politics and Policy: Changing the Geography of Opportunity" (Chapter 14). In Xavier de Souza Briggs, ed. *The Geography of Opportunity: Race and Housing Choice in Metropolitan America*. Brookings Institution Press, 2005.

Sandercock, Leonie. "There is No Hiding Place" (Chapter 6) and "City Songlines: A Planning Imagination for the 21st Century" (Chapter 9). In *Cosmopolis II: Mongrel Cities of the 21st Century*. Continuum International Publishing Group, 2003.

Student Presentation: Final presentation work in progress II

November 28: No Class. Happy Turkey Day!

If you are in town and want to work off your holiday gut, take a free self-guided walking tour of one or more of Washington, DC's historic immigrant and minority neighborhoods to compare and contrast their histories and present conditions. These include the historic U Street, Washington, DC (<http://www.audisseyguides.com/ustreet/>) and Chinatown, DC (<http://www.audisseyguides.com/washington-dc-downtown-east/>). Note that for the Chinatown tour, only the last part of the audio focuses on the neighborhood.

December 5: Planning and Design Manifesto Presentations

Just City Plan Presentations: Students should turn in copies of their plans and give a 5 minute presentation of their work.

December 12: Student Work Session

Student Work Session: Practice Presentation

Watch In Class: *The Garden* (<http://www.thegardenmovie.com/>).

December 19: Final Student Presentations

There will be no class this week. Instead, students will present their final project to Wheaton community organizations, residents, and/or Montgomery County officials. The time and date will be announced later in the semester.