INTRODUCTION TO INTERNATIONAL DEVELOPMENT PLANNING

Urban Planning Graduate Seminar Columbia University Fall 2017

Marcela Tovar-Restrepo and **Alejandro de Castro Mazarro**, instructors

Tuesdays 5-7 pm, 201 Fayerweather

Office hours by appointment

Description   Introduction to International Development Planning is designed to provide theoretical and methodological tools for planners in non-western contexts. Planners are agents that must mediate between global political and economic pressures, and local socio-cultural and institutional conditions; in this context, this course examines planning processes through the lenses of key actors, multi-lateral development agencies, and approaches, with a special focus on planning challenges in the international arena. Applied theory, including south/eastern perspectives, will be used to illuminate planning case studies around the world. Case studies will address questions about "who" plans for "who"; and "why" and "how" planners act and intervene in different contexts. Students are expected to critically compare and discuss the nuanced differences across planning environments, assess the level of effectiveness and results of planning approaches, and envision better planning practices in the attainment of more just cities.

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

1. Have a grasp of the theory and history of international development.
2. Bring international planning lessons home to improve domestic practice.
3. 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 specific realities.
4. Identify planning approaches used in different historical periods and contexts assessing their relative pertinence and effectiveness in the construction of spatial justice.
5. Strategize to improve current planning and policy approaches in the cases studied.
6. Think innovatively about alternative planning and policy approaches to improve both processes and outcomes of case studies.
7. Compare conditions and approaches between case studies, explore their cross-fertilizing potential, and draw lessons to improve planning practice in different contexts.

8. 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 knowledge.
9. Actively contribute to self-realization as international professional committed to the betterment of places and communities around the world.
10. Actively contribute to the learning of others in the course.

Instructors **Marcela Tovar-Restrepo**, PhD, is lecturer at 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.

Alejandro de Castro Mazarro, PhD, is an Adjunct Assistant Professor in the Urban Planning program at Columbia GSAPP and a partner of the architecture office BuroA. At GSAPP, he coordinated the Latin Lab research group from 2010 to 2016, and teaches seminars and studios. In addition to GSAPP, he has taught at Harvard University, the Pratt Institute, the Technical University Darmstadt, the Institute of Urbanism of Grenoble, the International University of Catalunya in Barcelona, and Escola de Cidade (São Paulo). Alejandro's work explores the rhetoric dimension of planning and architecture arguments delving with marginalized communities, to propose spatial practices that are sensitive to both form and policy. As a professional architect he has developed these ideas at the design of urban upgrading projects and at competition awarded projects for social infrastructure in public schools in Spain. In parallel, Alejandro has co-edited with Francisco Diaz the book "Who Cares of Chilean Cities" (ARQ and GSAPP Books), which investigates the problematic relationship between social actors and the production of public space in contemporary Chile. His research has been presented at conferences in San Juan (Puerto Rico), Rio de Janeiro, Singapore, Hong Kong, Morelia (Mexico) and Cambridge (United Kingdom); published at Elsevier's encyclopedia "House and Home"; and exhibited at the Guggenheim Museum "Participatory City: 100 Urban Trends" show in New York. Alejandro received his degree in Architecture from the University of Seville (Spain), a Master of Science in

Advanced Architectural Design from Columbia University in New York, and a Phd in Architecture from the University of Alcala in Madrid.

Method   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.

Evaluation   Individual presentations and Memo   20 pts.

In class group work   20 pts.

Midterm Exam   15 pts.

Final paper   25 pts.

Participation and attendance   20 pts.

TOTAL   100 pts.

Presentations   Students will make two in-class power point presentations (15 min. max) to introduce and facilitate readings/class discussions. Students will be able to build on these presentations when writing their final essays.

Policy Memo   A policy memo will be required on the same day as the in-class presentation. A policy memo (five pages, single-spaced) is an analysis of an assigned case/reading with respect to the range of stakeholders, topical issues, and institutional contexts that are present. The goal of a policy memo is to analyze the proposed planning recommendations and argue for or against the resulting outcome (planning decision and resulting planning project). The audience for this case project analysis policy memo is usually the academic community or a development agency (local, national, or multilateral) that can gain practical insights about an international development planning case.

Final Paper   The final paper will be an evaluation of the work of an international a development agency. Students will identify the historical discourse behind the

organization; the methodology to evaluate its own progress; the agenda it works with; and the stakeholders linked to the organization. Students can visit the agencies; they study. The paper aims for students to gain practical knowledge of planning institutions tied to international development, as well as speculating about the underlying principles ruling these institutions.

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 international planning as a cross-cutting issue. Ideally (no necessarily) students will be able to build on their policy memo/in-class presentation to finalize their paper.

Participation   We conceive of our role as instructors of the course as one of a facilitator, i.e., we will 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 at least two of the weekly required articles; and being ready and willing to make substantive contributions in class.

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.

Schedule   1 Introduction (9/5)

Description of course's content and structure, and justification of its relevance. We will start exploring the existing relations between the concepts of development, planning, power and geo-political contexts.

I What Does Development Mean? An Open Debate

2   Paradigms of Progress (9/12) (M&A)

Modernization and progress are simultaneously defended and criticized in discourses and practices of international development. At this session, we will situate international development in its epistemological context, distinguishing between the Theory of

Modernization, of Dependency, of Human Development, and of Sustainability. In particular, we will discuss the intersection between economic, social and environmental equity in sustainable development.

Readings

Hunt, D. 1998. Economic Theories of Development: An Analysis of Competing Paradigms (Intro & Conclusions).

Sadiddin, A. 2014. "A Review of Diana Hunt's Economic Theories of Development: An Analysis of Competing Paradigms" in: International Journal of Culture and History, Vol. 1, No. 2

Todaro, M. and Smith, S. 2009. Economic Development (Tenth Edition). Essex: Pearson Educated Press. Chapter 3: Classic Theories of Economic Growth pp.109-131.

Further R.

Watson, V. (2009). Seeing from the South: Refocusing urban planning on the globe's central urban issues. Urban Studies, 46(11), 2259-2275.

Simone, A. (2001). On the worlding of African cities. African Studies Review,44(02), 15-41.

3   Current International Planning Agendas: from the SDGs to Habitat III (10/19) (M&A)

Current urban development planning processes and agendas will be examined in the light of global environmental, economic and social challenges. Achievements, goals and obstacles will be discussed within a comprehensive and a holistic perspective that illustrate their own interdependency and synergies.

Guest   Lena Simet (The New School)

   Readings

Tovar-Restrepo, M., Reckien, D., Creutzig, F., Fernandez, B., Lwasa, S.,M., McEvoy, D., Sattherthwaite, D. "Climate Change, Equity and Sustainable Development Goals: An Urban Perspective", Forthcoming in Environment and Urbanization.

Satterwhite, David. 2016. A new urban agenda? Environment and Urbanization April 2016 28: 3-12, first published on March 15, 2016 doi:10.1177/0956247816637501

What are the SDGs? SDG – 11: Sustainable Cities and Communities http://www.undp.org/content/undp/en/home/sdgoverview/post-2015-development-agenda.html (Links to an external site.)Links to an external site.

Further R.

Sustainable Development Solutions Network - SDGs – Guide: http://unsdsn.org

4 Measuring and Evaluating Development (9/26) (A)

At this class we will discuss the complexity in defining metrics to evaluate holistic definitions of development. Also, we will analyze the ethical, the technical and the political dimensions of these metrics, as well as the partial correlation between economic, social and environmental magnitudes shaping urban space.

Meeting   UNDP (TBC)

Readings

Cohen, Michael (2016) Evaluating Impact without Evidence. In Abendroth, Lisa M. and Bell, Bryan: Public Interest Design Practice Guidebook – SEED Methodology, Case Studies, and Critical Issues. New York, NY: Routledge.

Lieto, Laura (2015) Cross-border mythologies: The problem with traveling planning ideas. Planning Theory, 14(2), pp.115-129.

TBC

5 Planners and stakeholders (10/3) (A)

This session will delve on the conflictual and cooperational relationships between legitimate stakeholders that work in development related projects: from State and National Development Agencies to International Financial Institutions, United Nations, Multinational Corporations, and Civil Society Groups. Particularly, we will problematize "actually existing" organizations, and corruption as a meta-problem of international development. Among these organizations, we will look into third sector organizations created after the UN, and the controversies around the fact that part of their agency to public and/or private funding mechanisms often compromise their very goals.

Guest   The New York City Environmental City Alliance (TBC)

Readings

Ball, A. M.; Ball, J. S.; Caldwell, W. J.; Parkinson, S. (2008) Questions and Reflections for the Practice of International Planning and Development. Planning Practice and Research, 23(4), pp.559-567

Hardin, Garrett (1968) The Tragedy of the Commons. Science, New Series, 162(3859), pp.1243-1248

TBC

6 Gender and Intersectionality Planning (10/10) (M)

This class will explore anthropological contributions to gender and intersectionality planning, studying how planning needs to integrate identity markers into its daily practice. Gender, age, sexuality, ethnicity, location, race and religion, define to an important extent people's needs, capacities and interests. Today's planners shall be provided with both theoretical and methodological tools to identify/respond to them in a sound manner. Case-studies on public space, transportation and service provisions will be used to illustrate issues of intersectionality and city planning.

    Guest   Nieves Rico, CEPAL (TBC)

Readings

Bastia, T. (2014) 'Intersectionality, migration and development,' Progress in Development Studies 14(3): 237–248.

Tovar-Restrepo, Marcela; Moreno-Leguizamon, C.; Irazabal, Clara. The Learning Alliance Methodology: Contributions and Challenges for Multicultural Planning in Health Service Provision. A Case-Study in Kent, UK, Planning Theory and Practice, 16:1, 2015, 79-96.

Moser, Caroline. 1993. Gender Planning. London: Routledge (TBA). Access in Clio Catalog

Further R.

Frisch, Michael. 2015. Finding transformative planning practice in the spaces of intersectionality (Chapter 8) in Planning and LGBTQ Communities: The Need for Inclusive Queer Spaces Chapter 8 pg.129-146. Book in Clio Catalog (Access in campus)

Tovar-Restrepo, Marcela. 2014. Nations within Nations: Transnationalism and Indigenous Citizenship in Latin America in Memoirs Conference: Transnational Latin Americanisms: Liminal Places, Cultures, and Power (T)here, London: Routledge.

Tovar-Restrepo, Marcela et al. "The Perception of the Values of Urban Space by Senior Citizens of Valparaiso". Journal of Aging Studies, Volume 24/1, December 2010 pp.344-357

Levy, C. Travel choice reframed: "deep distribution" and gender in urban transport. Environment and Urbanization, 2013: 25-47.

II   Key Issues in Today's International Planning Agendas

7   Public and Private Spaces (10/17) (A)

This class will address the relationships existing between the private and public sector in the production of space in an international context. In particular, it will look at Public-Private Partnerships, and to Mass Housing as instances in which the dialectic

relationship between the "public" and the "private" blur. Also, we will discuss how the interests of public and private agencies impact space, and urban livelihoods.

Guest   Bloomberg consulting (TBC)

Readings

Miraftab, Faranak (2004) Public-Private Partnerships: The Trojan Horse of Neoliberal Development? Journal of Planning Education and Research, 24, pp.89-101

Fix, Mariana (2016) The Real Estate Circuit and (the Right to) the City: Notes on the Housing Question in Brazil. At HKW Wohnungsfrage. Housing After the Neoliberal Turn: International Case Studies. Berlin: Spector Books

Baptist, Carrie and Bolnick, Joel (2012) Participatory enumerations, in situ upgrading and mega events: the 2009 survey in Joe Slovo, Cape Town. Environment and Urbanization 24(59), pp.59-66.

Futher R.

Sassen, Saskia (2011) *Beyond Inequality: Expulsions* (Summary). Paper, Center on Capitalim and Society. Columbia University

8   City Branding (10/24) (M)

City branding has become a main strategy used by planners to engage their cities to international markets and economic niches such as tourism or transnational mega-events. Building on environmental, cultural or historical heritage, cities are "branded", advertised or promoted to attract international financial investment, industries or flows of people. This class will present different case-studies showing the different potentialities and risks that such strategy embodies in contemporary cities.

Guest   Inter-American Development Bank

Readings

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

Broudehoux, Anne-Marie. Spectacular Beijing: The Conspicuous Construction of an Olympic Metropolis, Journal of Urban Affairs 29(4), 2007: 383-399.

Aoyama, Y. 2017. "Tokyo" in Olympic Cities: City Agendas, Planning and World's Games. Routledge: London

Silvestre, G. 2017. "Rio de Janeiro" in Olympic Cities: City Agendas, Planning and World's Games. Routledge: London

Zoomers, Annelies. Global traveling along the Inca Route: Is international tourism beneficial for local development. European Planning Studies 16(7), 2008: 971-983.

Further R.

Bani Hashim, Alamira Reem, Irazábal, Clara and Byrum, Greta (2010) 'The Scheherazade Syndrome', Architectural Theory Review, 15: 2, 210-231.

David Mercer & Prashanti Mayfield (2015) City of the Spectacle: White Night Melbourne and the politics of public space, Australian Geographer, 46:4, 507-534.

   9   Midterm Exam (10/31)

   10   Resilience, Sustainability and Climate Change (11/14) (M)

Urban resilience, sustainability and climate change constitute the most urgent issues of our time. Climate change has worldwide implications -from the exacerbation of poverty, to the loss of environmental, political, economic and social security- that disproportionally impact vulnerable social groups. This class will discuss key concepts for national and city development plans such as: resilience, adaptation, mitigation and vulnerability. Using case studies we will analyze how climate change impacts different social groups, identifying successful climate change strategies being currently implemented.

Guest   ITDP (TBC)

   Readings

Pelling, Mark. Adaptation to Climate Change: From Resilience to Transformation. Part II: The resilience: transition transformation framework pg. 53-68. Routledge 2011 (e-book in CLIO Cat)

Aditya Bahadur and Thomas Tanner. Transformational resilience thinking: putting people, power and politics at the heart of urban climate resilience in Environment and Urbanization, April 2014, 26: 200-214, first published on March 3, 2014 (Case study: 2 cities in India)

Moser, C and A Stein (2011), "Implementing urban participatory climate change adaptation appraisals: a methodological guideline," Environment and Urbanization Vol 23, No 2, pages 463–485.

Moser, C. "A Conceptual and Operational Framework for Pro-poor Asset Adaptation to Urban Climate Change". In Cities and Climate Change. Ed. Daniel Hoornweg, Washington, D.C.: World Bank, 2011:225-255 (e-book in Clio Cat)

 Further R.

IUCN. 2015. Roots for the Future: Chapter 9: Into the Cities:
https://portals.iucn.org/library/sites/library/files/documents/2015-039.pdf

UNICEF. 2015. Unless we act now: The impact of climate change on children: Intro. (Presenter must select 2 Chp) (Access on-line):

http://www.unicef.org/lac/Unless_we_act_now_The_impact_of_climate_change_on_children(1).pdf

Tovar-Restrepo, M. "Planning for climate change: REDD+ SES as gender-responsive environmental action" in Routledge International Handbook on Gender and Environment. Sherilyn MacGregor (Ed.) 2017. London: Routledge. Posted on courseworks.

11   The Rebuilding by Design Experience: Is NYC a setting an international precedent? (11/21) (M)

In the fall of 2014, Rebuild by Design, an initiative of President Barack Obama's Hurricane Sandy Rebuilding Task Force, convened an international working group of experts to advance a global conversation on resiliency, design, and politics. Our guest speaker will present their work and achievements during the last years.

Guest   Rebuilding by Design (TBC)

Readings   TBC

12   Trip to Washington DC (11/28 there is no class, trip is 11/30) (A)

Trip to Washington DC to attend the Inter-American Development Bank competition final for their "Urban Lab Initiative" urban upgrading program. The date of the trip is 11/30.

13   Final student presentations (12/5) (A&M)

Examples of International Development Institutions

Type	Organization	Type	Organization
Consulting Organizations	Bloomberg	Foundations	100 Resilient Cities
	Abt Associates		World Resources Institute
	Keios		Global Green Growth Institute
	Buro Happold		Aga Khan Development Network
	AECOM		Global Footprint Network
	Atkins International LTD		Ford
	CDP Europe		
	IMC Worldwide		
Academic Institutions	IIED	Funding Agencies	World Bank
	UCL-DPU		Asian Development Bank
	The Earth Institute		Inter-American Development Bank
United Nations	UNDP	NGOs	Slum Dwellers International
	UN HABITAT		OXFAM
	UNCHR		CARE
	UNESCO		Housing International Coalition
			CUDRR
Government Agencies	GIZ (Germany)		Mercy Corps
	USAID		The Prakarsa
	NORAD (Norway)		Institute for Sustainable Communities