



# INTERNATIONAL HONORS PROGRAM

comparative study around the world

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## **International Honors Program (IHP) Cities in the 21st Century**

### **Urban Planning and Sustainable Environments URST – 3000 (4 credits) Fall Semester 2008**

#### **Course Overview**

Cities are complex organisms that are highly representative of physical and societal conditions. Urban planning is the intentional process of directing the structures of cities toward particular goals. The environmental behavior of a city (a combination of human activity and natural processes) flows from those conditions, and is influenced by individual and collective human intervention.

The course aims to promote knowledge, understanding and critical reflection on the nature of sustainability and sustainable development, and on how they have emerged as key agendas in relation to many aspects of human activity in the context of an uncertain and critical future locally, nationally and globally.

#### **Course Objectives**

- 1) To provide an understanding of the interrelationships between various elements or functions of the city, and between cities and the natural environment.
- 2) To instill appreciation for the role that planning can play in promoting socially, economically and environmentally sustainable development.
- 3) To enhance listening, observation, critical thinking, communication, collaboration and facilitation skills.

#### **Course Methodology**

Over the semester, this course will study four cities--New York, Bangalore, Cape Town and Buenos Aires. By studying the underlying geographical foundations and the history of human activity that has established the present urban condition of each city, we will develop an understanding of whether and how these cities are being shaped toward a more environmentally sustainable future.

*Students are asked to consider:*

- 1) Planning: Is there any planning going on here? Is it from the top-down? Is it from the bottom-up? Is it making any difference? Who is benefiting and who is not?
- 2) Environments: What is the city's role on the world stage? What are the visible signs of the city's footprint? What are the external and internal forces that influence the city's environmental footprint? How are they changing? Are there signs of a positive environmental future?

In each city, the local faculty member leads the work of the course, supplemented by guest speakers and field trips. Readings, lectures, field visits and exercises will be supported by everyday experience to develop the student's understanding of urban planning and sustainable environments. In fact, every moment spent living in each city should be used to develop a more complete understanding of the natural and human forces that have combined to create the city that you observe today. This understanding then forms a basis upon which alternative futures can be imagined and turned into reality.

Studying the planning and environment of a city is undertaken concurrently with the study of “Culture and Society”, and “Politics and Development.” The interaction of these realities within a city combine with external national and international forces to establish the “Contemporary Urban Issues” of each city, and, in turn, the conditions for future prosperity or decline—individually and collectively.

### **Faculty, Schedule and Assignments**

The progression of this course: The lead faculty will provide overall direction of the course and will lead an introductory class in New York and a concluding class in Buenos Aires. He will review and grade the final Comparative Exercise; and, in collaboration with the local faculty, is responsible for final grades for the course. Local faculty is responsible for the course in each country; and will organize the course, give lectures, coordinate guest lectures and field trips, and assign and grade one or more Exercise(s) in that country. Each faculty member will assign related readings.

### **Required Reading**

Required reading is contained in the course pack to be distributed by local faculty in each country. Other articles and books of interest may also be available in each country’s IHP library. Each student is encouraged to use his/her own initiative to find additional resources by careful observation and interaction with the city itself, local residents and professionals. It is expected that the readings assigned for a particular week will be completed before the first meeting of the course on that week (whether faculty class, guest lecture or site visit), so that you are fully prepared for the work of the course.

### **Grading System**

Faculty will give grades in the form of points for individual exercises; and, when returning graded exercises, will describe the range of points received for the exercise so that a student will know how his/her work compares with the rest of the class. Local faculty will also give points for student participation in his/her country. At the end of the semester, points will be combined in order to determine the final letter grade for the course.

New York City - Mapping Exercise 5 points  
Bangalore - exercise(s) 20 points (total) + participation 5 points  
Cape Town - exercise(s) 20 points (total) + participation 5 points  
Buenos Aires - exercise(s) 20 points (total) + participation 5 points  
Comparative Analysis Exercise-submitted in Buenos Aires 20 points  
Total maximum points for the course for the semester = 100

Students are expected to attend all classes, guest lectures and field trips unless they have a medical excuse. Exercises are due at the beginning of class on dates as assigned. Unexcused absences and late work will result in a lowering of the student’s grade one point per day. Faculty may give unannounced “pop” quizzes in each country. Participation includes completing all assigned readings, writing regular entries in notebooks, and engaging guests, faculty, and fellow students during all facets of the academic program. *Participation is more than just showing up or speaking out; it means that you actively contribute to the intellectual growth of the class.*

For final grades in IHP Cities courses it is useful for both faculty and students to think of letter grades in the following way. An "A" represents truly outstanding work that exemplifies thorough analysis, superior insight, and crystal clear presentation. A "B" signifies highly competent work that accomplishes the task at hand very well, through considerable thought, reasonable analysis, and an organized presentation. A "C" represents adequate work that meets basic requirements but demonstrates no distinction in terms of analytical insight or organization. A "D" is characterized by poorly or partially completed work that reflects a lack of initiative, inconsistent analysis, and/or erratic presentation. Plus and minus indicates relatively better or less-good work within each category. There is no A+.

**Course Policies**

Students are expected to attend all classes, guest lectures and field trips unless they have a medical excuse. Course assignments are due on the assigned deadlines. Unexcused absences and late work will result in a lowering of the student's grade.

**Plagiarism**

All students are responsible for having read the IHP statement on plagiarism, which is available in the IHP Student Handbook. Students are advised that the penalty against students on a IHP program for cheating on examinations or for plagiarism may be "...expulsion from the program or such other penalty as may be recommended by the Program Director, subject to approval by the Executive Director."

Refer to the Student Handbook for IHP policies regarding academic integrity, academic warning and probation, diversity and disability, harassment protocols, and the academic appeals process.

The International Honors Program is offered in affiliation with the School for International Training, the accredited higher education institution of World Learning.

## Course Chronology: Readings and Assignments

### NEW YORK CITY, U.S.A.

19 – 29 August 2008

**Course Introduction.** Course outline and requirements. Urban planning and sustainable environments framework and topics. Global Footprints. Basic planning skills. Introduction to assignments.

### Week 1 – READING A CITY: Planning and the Environment

#### Readings

- Calthorpe, Peter, and William Fulton, “Designing the Region” and “Designing the Region Is Designing the Neighborhood” from *The Regional City: Planning for the End of Sprawl* (2001), pp. 331-6 in LeGates, Richard T. and Frederic Stout, eds., *The City Reader*, London: Routledge 2003.
- Caroline Kihato, “African Urbanism” pp. 214-7 in Burdett, Ricky and Deyan Sudjic, eds., *The Endless City*, London: Phaidon Press Ltd., 2007.
- Lynch, Kevin, Ch. 4, “Three Normative Theories,” pp. 73-98 in *A Theory of Good City Form*, Cambridge: The MIT Press, 1981.

#### Activities

- Mapping Exercise will be issued.
- Comparative Assignment due in Buenos Aires will be issued.

### Week 2 – Planning and Environmentalism at Work: Transportation as an example.

#### Readings

- Vasconcellos, Eduardo A., pp. 75-83, 145-155, 239-50 in *Urban Transport, Environment and Equity, The Case for Developing Countries*, London: Earthscan, 2001

#### Activities

- Mapping Exercise due Tuesday, 26 August at 8am. (Graded and returned before departure.)
- Comparative Assignment topic due Tuesday, 26 August at 8am.
- Guest Lecture: Eric “T” Fleisher: *Ecosystems put to work-Battery Park City*.

### BANGALORE, INDIA

31 August – 3 October 2008

**Week 3 – Governance, Policy & Planning in Bangalore, India.** Organization of Governmental structure in India. Union, State & Local Governments. Pre-Independence & Post Independence efforts. Mayo, Ripon, Doctrines, Home Rule, Diarchy, etc. Post Independence, 73rd & 74th Amendments. Parallel notes in comparison with the US.

#### Readings

- Prasanna, Subbarayan “Decision making structures in local government” in ESG Readings list.
- Prasanna, S & Irina Mladenova (to be distributed in class)

#### Assignments

- Visit to different parts of the city that developed and formed at different phases of history of governance and policy in Bangalore. The phases will cover (a) Post Plague suburbs, (b) Post WWII suburbs and Public Sector Industry New towns (c) Comprehensive Planning era developments, and (d) new IT/BT industry impacted developments.
- Study, make notes and report to class on the forms, foot-prints of each phase in the spatial formation and ambience of the present. ESG staff will arrange visits.

**Week 4 – Urban Planning Law, process & participation.** The Idiom of sustainable environments and carrying capacity.

*Topics*

- Town & Country Planning Act, Karnataka. Comprehensive Development Plan & Planning Schemes/Projects.
- Loss of local Ecology Law of TN.
- Trees Act in Karnataka.

*Activities*

- Visit with Avenue Road merchants Association. Observe their interests, ends and means sought as well as the spin-offs they would like from the public projects and investment, etc. Elicit their own alternate plan and design proposals and make notes on the same. Report to class in the next session and during counseling meetings with faculty.
- Each student will choose one or two variable factors in the dimensions of Governance, Planning/policies and Citizen Response [to suit her/his interest]. Each will evaluate its strength on a qualitative scale, strong to weak or high to low with possible numerical points 1 to 9 or so with due diligence and analysis with measurable criteria. These will help develop a Nomographic model of comparative assessment of urbanism in different environments. Students will receive individual guidance from the faculty in developing this.

**Week 5 – Spatial Organization & Transformation In Bangalore.**

*Readings*

- Chanchani, Radha Evolution of Bangalore's Urban Landscape: A Morphological Study , Volumes 1 & 2, Thesis for B.Arch., degree, DC Patel School of Architecture, Vallabh Vidya Nagar, Gujarat, 2006.
- Mladenaova, Irina The IT Industry, Spatial Transformation and Planning in Bangalore, Senior Honors Thesis, Harvard College, Cambridge, MA, 2008.

*Activities*

- Visit Avenue Road shops and experience the ambience. Interview traders, record the cognitive observations and trader modes. Will provide examples from last year. Correlate field visit with Merchants Association Meeting observations. Write a 3 page or less paper on Land uses, trade/service modes & ends-means interests on Avenue Road.
- Field visit on Metropolitan Scale to IT Corridor sweep from Bannerghatta Road to Whitefield. Check out the water resources and/or the lack of it. Why did they locate the corridor in these dry lands? Is there a locator rationale?

**Week 6 – Comparative evaluation, methodology and a world perspective.** Aundhe's Dissertation. GAM & PBS.

*Activities*

- Develop a Nomographic Model of comparative dimensions in Administration [Governance], Public design [Policy & Planning] and Citizen response. This will be based on the field visit observations made through the weeks and the one or too variable developed by each student. All the variables and assessments will be assembled into a Nomographic model in a workshop at the retreat. It will provide a methodology and a comparative perspective that participants can use in regard to other countries.

**Week 7 – Retreat and Conclusion of India Program.**

In Cape Town, the broad approach we will take is on exploring connections between people and nature, and relationships between nature, settlement and planning. A systems understanding is fundamental to this course.

The Cape Town Module has the following objectives:

- to introduce a conceptual framework for integrating knowledge from the earth, physical and life sciences and the planning and design disciplines, and thereby understanding settlement – nature relationships
- to develop relational thinking and an integrative consciousness which is both critical and deeply connective
- to inculcate an ecological value system as part of a professional planning and design ethic
- to develop an awareness or an understanding of the environment, and, on the other, develop a willingness to act towards it in a positive manner

Cape Town Outcomes

- understand human dependence on and interdependence with nature's life-support systems
- be familiar with the major environmental issues of our time and the responsibilities they impose upon settlement planning and design
- experienced and see some of these issues and challenges in the City of Cape Town and approaches to managing them
- understand and demonstrate how many sustainability issues in Cape Town are characterised by close interrelationship between ecological, economic, and social dimensions.

**Week 8 – Ecological Planning - Planning and Environmental Management:** Introduction of a conceptual framework for human needs and nature / deepening understanding of sustainable development and sustainability

*Required Readings:*

- Gasson, B (2007) 'Nature, Cities and Impact Assessment: A Conceptual Framework', paper presented to the first regional Southern African *IAIAsa Conference, 2007 Managing Resources for Sustainable Development through Impact Assessment* Lord Charles Hotel, Somerset West, 5-7 November 2007.
- Mebratu, D (1998) Sustainability and Sustainable Development: Historical and Conceptual Review, *Env. Impact Assess. Rev.*, 18, 493 - 520.
- Orr, D. (2007) 'The Designers Challenge' this talk was delivered as the commencement address to the School of Design, University of Pennsylvania, on May 14, 2007, center for Ecoliteracy essays paper online [www.ecoliteracy.org](http://www.ecoliteracy.org)

*Recommended Readings:*

- Capra, F. (2004) 'Development and Sustainability', essay of centre for ecoliteracy adapted from 2004 presentation at the University of California, Berkeley paper online [www.ecoliteracy.org](http://www.ecoliteracy.org)
- Katzschner, T. (2008) 'Homesickness – in search of a home' – draft for publication in special edition of *Architecture SA* forthcoming December 2008
- Selby, D. (2008) 'The Firm and Shaky Ground of Education for Sustainable Development', in *Green Frontiers Environmental Educators Dancing away from Mechanism* in Gray-Donald, J. and D. Selby (eds) (Rotterdam/ Taipei: Sense Publishers) pp 59-75.

## **Week 9 – Urban Nature – Mainstreaming Biodiversity Conservation in the face of development pressure and rapid urbanisation**

### *Required Readings:*

- Katzschner, T. , Oelofse G., Wiseman, K., Jackson, J., and D. Ferreira, (2005) ‘The City of Cape Town’s Biodiversity Strategy’, in *The Urban Imperative: Urban outreach strategies for protected area agencies* Trzyna, T. (ed.) proceedings of a workshop at the Vth World Parks Congress, Durban, South Africa, 8-17 September 2003, IUCN World Parks Congress Series.
- Trzyna, T. (2007) *Global Urbanization and Protected Areas: Challenges and opportunities posed by a major factor of global change — and creative ways of responding*, by Ted Trzyna. Sacramento: California Institute of Public Affairs / InterEnvironment for IUCN (International Union for Conservation of Nature), 2007. Executive Summary

### *Recommended Readings:*

- Driver A, Cowling RM and Maze K (2003) ‘*Planning for Living Landscapes: Perspectives and lessons from South Africa*’ Centre for Applied Biodiversity Science, Washington DC, and Botanical Society of South Africa, Cape Town. Executive Summary
- Gottlieb, R. 2007 ‘Imagining an Urban Nature Agenda’ this essay is adapted from *Reinventing Los Angeles: Nature and Community in the Global City* (2007, The MIT Press). Centre for ecoliteracy online [www.ecoliteracy.org](http://www.ecoliteracy.org)

## **Week 10 – Sustainable Development – Commitment by Cape Town or business as usual?**

### *Required Readings:*

- City of Cape Town (2007) Five-year review of the City’s Integrated Metropolitan Environmental Policy (IMEP), August 2007, Draft for comment. Executive Summary pp. 3 – 6 and Chapter 1: The State of Sustainable Development pp. 12 – 23.
- Swilling, M. (2005) Rethinking the Sustainability of the South African City
- (Published [minus the CT case study] in popular development journal *Development Update*, 5, April 2005. To be republished on request by accredited academic journal *Development Southern Africa* in the next edition.)

### *Recommended Readings:*

- (1) Goodland, R & H E Daly (1996) Environmental Sustainability: Universal and Non-negotiable, *Ecol. Applic.*, 6 (40), 1002 - 1017.

## **Weeks 8 through 11 – Guest Lectures and Study Tours:**

- Traditional African Approaches to Human Resilience – Sustainability 101 – Nicola Robins – Partner Incite Sustainability – Sustainability Coach and Facilitator.
- On-site study tour to the Edith Stephens Wetlands Park – Cape Flats Nature Project. This partnership builds good practice in sustainable management of nature sites in the City of Cape Town’s Biodiversity network in a people-centred way that develops local leadership for conservation action and benefits surrounding communities, particularly townships where incomes are low and living condition are poor - (example of networking people and nature in the city – combining conservation, education, recreation and job creation).
- Tanya Goldman, Project Co-ordinator and Mzwandile "Zwai" Leon Peter, Communication Manager, Cape Flats Nature. SANBI: Urban Conservation Programme.
- Study tour to the False Bay Ecology Park – The park covers 1200ha and includes Rondevlei and Zeekovlei Nature Reserves, a coastal strip as well as the Cape Flats Waste Water Treatment Works and the Coastal Park Landfill site. The FBEP is an area with a unique and varied biodiversity and is particularly rich in birdlife. Surrounded by dense urban development, the park faces special challenges such as security, illegal dumping, littering and water pollution. Also nice example of changing paradigms and perceptions around infrastructure and traditional monofunctional use of land (e.g. combining infrastructure use, recreation and education).

- Joanne Jackson, Head: Project Development and Partnerships, Environmental Resource Management Department, City of Cape Town.
- Sonja Pithey, Independent – Environmental Consultant – Integrated Urban Water Management (IUWM).
- Movie on Ecological Footprint followed by input and guest lecture by Barrie Gasson – estimating the ecological footprint of Cape Town
- Barrie Gasson, Senior Lecturer, School of Architecture, Planning and , University of Cape Town Geomatics

## **BUENOS AIRES, ARGENTINA**

**8 November – 12 December 2008**

### **Week 12 - Overview on cities and evolution of urban planning in Argentina.**

#### *Topics/Activities*

- History and evolution of Argentinean cities. From colonial times to our days.
- The evolution of the urban form in Argentina: the urban net; the Engineering Department of Buenos Aires State; Mendoza's project; La Plata
- The modern movement
- Nowadays: the phenomenon of the suburbs; Nordelta; Puerto Madero; Comodoro Rivadavia

Site visits: neighborhoods explored during Neighborhood Day.

San Telmo, Caballito, La Boca, San Isidro

#### *Required Readings*

- *Urban Design Compendium I*. Chapter 2: Appreciating the context, pp. 30-31. English Partnership, Bailey et al.
- *Creating and Sustaining Mixed Income Communities*. Chapter 1 “Why do we need mixed income communities?” pp. 16-27. Chartered Institute of Housing in association with JRF.

### **Week 13 - How to make a sustainable city. La Plata case study.**

#### *Topics/Activities*

- La Plata, history, evolution and actual situation.
- Environmental values included in the city plan.
- Environmental urban evaluation of central area of La Plata city. La Plata as a sustainable urban paradigm.
- CEPA Centro de Estudios y Proyectos del Ambiente (Center for Projects and Environmental Studies). Works and projects. How to make sustainable urbanism and architecture.
- La Plata lessons: Clarendon New Town International Competition
- La Plata City: main axis; central area; Curutchet house (the only one Le Corbusier house in America)
- Camino del Gaucho (The Gaucho's path). Small county towns and cities in the Argentinean Pampa.

#### *Required Readings*

- *Biodiversity by Design*. A guide for sustainable communities. Chapter 1: Design Principles, pp. 6-9. TCPA.
- *Housing for a Compact City*. Chapter: Housing Density, pp. 10-27. Greater London Authority.

#### *Recommended readings:*

- *Urban Design Compendium II*. Chapter 2: Integrated Design, pp. 59-99. English Partnership.
- *Green Spaces, Better Places*. Final report of The Urban Green Spaces Taskforce. Part One: Introduction.

#### **Week 14 - How to make sustainable urbanism and architecture.**

The Eco-Shape, the Socio-Shape, the Time-Shape and the Management-Shape of a city or territory.

- Urban sustainable technologies: transportation, water, urban waste, energy, climate
- Sustainable architecture.
- Field visit: “Los Andes” neighborhood.

#### *Readings*

- *M.I.E.S Report* (presented in class)

#### **Argentina Assessment -- Comparative Urban Analysis**

- After the second class, students will have to hand in a written assignment (minimum 3 pages, maximum 5), analyzing the similarities and differences between the city of Buenos Aires or La Plata and their own city/town in their countries of origin in regards of urban quality of life.
- The exercise should take into account the following items:
- Origin or birth of both cities.
- Current size, population density.
- Origin and constitution of the population (historic and current). Resulting population identity. Consider these factors in the resulting identity of each one of the cities depicted.

**Comparative Assignment** – Due middle of week 14, graded and returned before departure.

**Week 15 – Conclusion of UP&SE Course** – Putting the theories and realities of Urban Planning and Sustainable Environments to practice.

- Models from the developing world
- Applicability to life “back home.”

#### **Week 16 – Summary and Closure – Final Student Presentations**

Integration and Summary of the Semester