This graduate seminar will focus on theories and issues of planning and policymaking in diverse multicultural societies. Increasing economic globalization and international migration have led to increased cultural diversity in cities around the world. Planners and policy makers are faced with new challenges related to governance among diverse and changing populations. Changes include an increasing gap between rich and poor, related power disparities, as well as differences in lifestyles, worldviews, values, norms and preferences. These dimensions of difference are often expressed in policy controversies in areas such as land use planning, electoral politics, social policy and in the rise of social movements. The course will examine theories and case studies related to social justice and deliberative governance in a multicultural setting.

**Goals of the course:**

The objectives of the course are:

- To understand the processes of identity formation, social differentiation, hybridization, and group mobilization along multiple dimensions of difference, focusing on ethnicity, race, and culture.

- To explore the nexus between global and local changes and movements as well as the nexus between social, spatial, material and discursive processes that shape community affiliations and intergroup relations.

- To develop an ability to critically analyze social controversies from multiple vantage points towards the goal of facilitating constructive public deliberation.

- To explore theories of governance and major theoretical debates concerning planning and governance in multicultural societies.

- To improve reading comprehension, analytical skills, and one’s ability to apply theoretical concepts to contemporary social problems.
Course requirements:

- Class facilitation: 10%
- Thesis Summaries: 30%
- Final Paper or Project: 50%
- Paper Oral Presentation: 10%

Class facilitation

Each student will select one class session to lead the discussion. You may choose any creative way to facilitate discussion to integrate the ideas from the readings and other sources for participatory engagement. Feel free to be creative and integrate exercises, videos, songs, literary works, art or other multimedia or pedagogical approaches as you like.

Thesis Summaries:

You will be required to submit thesis summaries for 10 sessions of your choosing out of the 15 sessions of class. This 1-page single-spaced paper should include a short one-paragraph summary of the main argument for each reading. This should include the main thesis and line of argument. The summary should reflect an understanding of the logic or assumptions of the argument and the significance of the argument in the context of the phenomena or surrounding debate. This assignment is designed to help improve reading comprehension and analytical abilities. Papers will serve as the basis for collective critique and discussion of the readings that will take place during each class session.

Final Paper or Project:

You will be required to submit a 20-page research paper examining a planning or policy controversy of your choice. You may also select a theme such as race-based policy, interracial justice, epistemic roots of policy conflict, politics of policy, etc. For a policy or planning controversy, you can consider but are not constrained to the following questions: What is the controversy according to contending parties? Who are the stakeholders? What are the values, assumptions and visions of the various stakeholders? What are the various sources of difference? What steps can be taken to find a satisfactory resolution to the controversy? What are the major obstacles to resolving the controversy? What are possible roles that planners can play? Research papers can draw on primary research, secondary sources or a combination of the two.

By week 5, you are required to submit a written description of the research paper, including the purpose and scope of the paper, methodology and research design, bibliography and a preliminary outline of the paper.

Service Learning Option - All students have the option of conducting a service learning project. A service learning project is a research or action project conducted for a community organization or agency as a “service” to them as well as a learning activity
for you. A service learning project must address an issue(s) pertinent to the subject of the class with a written component. Projects must be agreed upon between the student, instructor and community organization or agency.

All papers and projects will be due on the last day of class at which time you will also make your oral presentation. No exceptions will be made unless in case of emergency.

TOPICS AND READINGS

August 28
TOPIC 1: Introduction

PART I: HISTORICAL AND THEORETICAL BACKGROUND

September 4
TOPIC 2: Overview to Cultural Diversity and Planning


September 11
TOPIC 3: Globalization, Identity Formation, and Citizenship


September 18  
TOPIC 4: Multicultural Planning History


September 25  
TOPIC 5: Colonialism and the Culture of Planning


PART 2: NORMATIVE AND APPLIED THEORIES

October 2  
TOPIC 6: Multiculturalism


October 9  
TOPIC 7: Cosmopolitanism


Young, I.M. 2006. Living with Difference? The ‘Cosmopolitan City’ & urban reimaging in Manchester, UK.

Cosmopolitics. Thinking and Feeling Beyond the Nation, Minneapolis, London: University of Minnesota Press.


**October 16**

**TOPIC 8: Interculturalism**


Zambonelli, Vera (excerpt from dissertation draft to be presented)

**October 23**

**TOPIC 9: Indigenous Planning and Self-Determination**


Optional:


[NOTE: NO CLASS ON OCTOBER 30 due to ACSP Conference]
PART 3: ISSUES OF EQUALITY & SOCIAL JUSTICE

November 6
TOPIC 10: Difference, Inequality, and the Right to the City


November 13
TOPIC 11: Epistemology, Conflict and Conciliation


November 20
TOPIC 12: Public Engagement And Deliberative Practice


[NOTE: NO CLASS ON NOVEMBER 27 DUE TO THANKSGIVING HOLIDAY]

December 4
TOPIC 13: (TBA)

December 11
Student Presentations and papers due