

Urban and planning governance

Overview

At the turn of the century, there were more people living in cities than on the countryside. This poses a whole range of city-specific political and policy issues. How does one accommodate so many people living together without deterioration of the quality of life? How does one cater for the needs of everybody within political, legal and budgetary restrictions? How does one create an attractive city and how can that quality be retained in the competition for resources?

Contemporary urban and infrastructure planning in this part of Europe has been based on modernist principles, such popularized by e.g. Le Corbusier. A general dislike for such approaches and a better understanding of the complex dynamics of urban change has brought about numerous alternative approaches. For example, Portugali has focused on the self-organizing principles within the urban, and De Roo has pointed out that the urban behaves like a complex system that defies traditional planning and governance.

This course focuses on the emergence of the city, the motives for urban governance and urban planning, the successes and failures of such approaches and the complexity-friendly alternatives. Along the way, we will discuss the historical development of planning approaches and the properties of contemporary approaches. We will focus on both the conceptual changes and the practical changes in terms of e.g. planning legislation and practices. The course draws from a wide range of literature, including planning theories, architecture, theories of governance, urban sociology, social geography and the complexity sciences.

Learning goals:

- To describe the historical changes of urban and infrastructure planning in Europe
- To analyze the fit (or lack thereof) between traditional planning approaches and urban dynamics
- To identify the dimensions of contemporary urban challenges
- To propose alternative approaches to traditional planning procedures if these traditional approaches fail to deliver the desired results.

Literature (mandatory):

E-reader, available online through Virtual Campus. See the reading guide below for a detailed table of contents. We will read both classics and contemporary texts.

Test and grading:

To successfully pass this course, students will be required to participate actively and to submit papers for each session. Each session features a central theme and central question. Students will be asked to write a short position paper (max. 1000 words) for each session, using the literature. The paper has to be submitted on the Wednesday prior to each session and serves as input for the sessions. The papers and participation will be graded.

Registration:

Registration will be done during the first session.

Speaking hours:

Thursday, 02:00-03:00 p.m.

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Note: The seminar will be taught in English.

DETAILED PROGRAM AND READING GUIDE

PART 1: THE CITY

April 16th: Introduction

This is the introductory session. We will talk about the goals of this seminar series and why the topics of this series matter in today's world. In addition, we will also discuss the administrative details of the program, including planning, assignment, and grading.

Learning goals:

- To get an overview of the this seminar series

Literature for this session:

- None.

April 23rd: What is the city?

Cities. We all have clear ideas about what constitutes a city, and conversely: what doesn't. What are the origins of the city? Why did people decide to live together in the first place? When did cities become political and administrative entities and why did that happen? When does a settlement turn into a city? Is every big settlement a city? We will use this session to explore the emergence and coming of age of the city, its boundaries and core functions.

Question: what defines a city?

Learning goals:

- To describe the emergence and development of cities.
- To describe the emergence of coordination in cities.
- To list the factors that shape the city, including those factors that set it apart from non-urban areas.

Literature for this session:

- Parker, S. (2011). The civic city. The emergence of urban societies. In: *Cities, Politics and Power*. New York etc.: Routledge
- Parker, S. (2011). Political organizations and the quest for power. In: *Cities, Politics and Power*. New York etc.: Routledge
- Harvey, D., (1997), Contested cities: social process and spatial form. Reprinted in: LeGates, R & Stout, eds. (2011). *The City Reader* (5th edition). London etc.: Routledge.

April 30th: Urban tissue

The most important feature of the city is the density of the population and (as a result of that density) a complex built environment. How do people manage to live together? How do they cope in terms of social ties? How do they deal with such densities in terms of construction? This session will focus on the social and physical elements that hold the city together, i.e. the urban tissue.

Question: what is urban tissue?

Literature for this session:

- Madanipour, A., Cars, G. & Allen, J. (1998). Social exclusion and space. *Social exclusion in European cities: processes, experiences and responses*. Reprinted in: LeGates, R & Stout, eds. (2011). *The City Reader* (5th edition). London etc.: Routledge.
- Marshall, S. (2009). Emergent urban order. In: *Cities, design and evolution*. London etc.: Routledge
- Wirth, L. (1938). Urbanism as a way of life. *American Journal of Sociology*. Reprinted in: LeGates, R & Stout, eds. (2011). *The City Reader* (5th edition). London etc.: Routledge.

May 7th: Cities in the 21st century

In this session, we will identify the characteristics of the city as it enters the 21st century. It is very significant that there are now more people living in cities than not. This seems to suggest that the city has turned out on top of all alternatives to spatial distribution. But a closer look reveals that there is much more going on than cities just being popular. We will focus on three key factors that influence the contemporary city: the emergence of the network society, the rise of the creative class as a distinct category of urban dwellers, and the importance of technology and technological change.

Question: what is the greatest challenge to the contemporary city?

Learning goals:

- To identify the key factors that influence urban development in the 21st century
- To assess how those key factors may influence urban governance

Literature for this session:

- Castells, M. (2001; 2002), *Space of flows, space of places: materials for a theory of urbanism in the information age*. Reprinted in: LeGates, R & Stout, eds. (2011). *The City Reader* (5th edition). London etc.: Routledge.
- Florida, R. (2002). The creative class. *The rise of the creative class: and how it's transforming work, leisure, community and every life*. Reprinted in: LeGates, R & Stout, eds. (2011). *The City Reader* (5th edition). London etc.: Routledge.
- Sassen, S. (2001). The impact of the new technologies and globalization on cities. *Cities in transition*. Reprinted in: LeGates, R & Stout, eds. (2011). *The City Reader* (5th edition). London etc.: Routledge.

May 16th: Cities worldwide

Please note: this session is on Saturday!

Naturally, urban development is not restricted to Europe and the United States. Urbanization is a global phenomenon, as witnessed by e.g. the megapolis of Asia or the endless slums of the Global South. Some of the markers of such cities look very familiar, think of the skyscraper or underground metro networks. In many ways, it can be argued that cities all over the world are becoming increasingly connected and convergent in their properties. However, such similarities also cover enormous differences between those cities and the ones we are more familiar with. The purpose of this session is to get a better understanding of the characteristics of cities worldwide, in particular those outside Europe and the United States.

Question: are European cities more or less similar to cities elsewhere in the world?

Learning goals:

- To describe the core characteristics urban development in Asia and the Global South.
- To compare those core characteristics against the characteristics of European cities.

Literature this session:

- Beaverstock, J.V., Smit, R. & Taylor, P. (2000) World-city network: a new metageography? *Annals of the Association of American Geographers*. Reprinted in: LeGates, R & Stout, eds. (2011). *The City Reader* (5th edition). London etc.: Routledge.
- Zhang, T. (2011). Chinese cities in a global society. In: LeGates, R & Stout, eds. (2011). *The City Reader* (5th edition). London etc.: Routledge.
- Pieterse, E. (2008). Urbanization trends and implications. In: *City Future: confronting the crisis of urban development*. London etc.: Zed Books.

May 21st: Going out of town

So far, we have focused on the process of urbanization. Equally important, however, is the process of suburbanization and the emergence of the polycentric city. In fact, one could argue that urbanization has largely been a process of sub-urbanization when people chose to live close enough to the city to benefit from its properties, yet far enough in order to avoid its drawbacks. Over time, the core of the city has expanded and decreased as if it were an urban tide. This session is dedicated to mapping the dynamics of sub-urbanization and the exchange between suburbs and the inner city core.

Question: is suburbanization a desirable process?

Learning goals:

- To describe the processes of post-war suburbanization
- To analyze the effects of suburbanization on the city in terms of changes in the social realm and the build environment.

Literature this session:

- Webber, M. (1968). The post-city age. *Daedalus*. Reprinted in: LeGates, R & Stout, eds. (2011). *The City Reader* (5th edition). London etc.: Routledge.
- Bruegmann, R. (2005). The causes of sprawl. *Sprawl: a compact history*. Reprinted in: LeGates, R & Stout, eds. (2011). *The City Reader* (5th edition). London etc.: Routledge.

PART 2: PLANNING THE CITY

May 28th: Motives for planning

As soon as cities started to emerge, the many problems associated with people living together at high densities did too. The cities of the 19th century may have had their grand moments, they were also cramped, dirty, and unhealthy. Sewage and fresh drinking water was often lacking, sanitation was a bare minimum and the lower classes, comprising most of the urban population, lived decidedly unhealthy lives. Yet, the city was booming and officials often struggled to stay on top of things. It is from such problems that the need for urban planning emerged. In this session, we will look at the motives for coordination, planning and governance in cities.

Question: to what extent is urban planning a discrete activity?

Learning goals

- To identify the motives for urban planning
- To relate specific issues to specific planning approaches

Literature this session:

- Engels, F. (1845). The great towns. *The condition of the working class in England in 1844*. Reprinted in: LeGates, R & Stout, eds. (2011). *The City Reader* (5th edition). London etc.: Routledge.
- Hall, P. (2001). The city of theory. *Cities of tomorrow: an intellectual history of urban planning and design in the twentieth century* (3rd edition). Reprinted in: LeGates, R & Stout, eds. (2011). *The City Reader* (5th edition). London etc.: Routledge.
- Jacobs, J. (1961). The uses of sidewalks: safety. *The death and life of great American cities*. Reprinted in: LeGates, R & Stout, eds. (2011). *The City Reader* (5th edition). London etc.: Routledge.

June 6th: Planning theory I: modernism

Please note that this session is on Saturday!

In a way, the contemporary city has no predecessor in human history. As such, it has inspired many people to think about its constitution, functions and shape in radical ways. Perhaps the most important impulse came from modernism. Rooted in e.g. the work and philosophy of Bauhaus and De Stijl, it aimed to provide a rationalist, clear and uniform counter-argument to the expressionist and seemingly old-fashioned approaches of the 19th century. Many of the famous architects and planners of the 20th century subscribed to the modernist principles of planning the city: Le Corbusier, Ludwig Mies van der Rohe, Frank Lloyd Wright, J.J.P. Oud, Walter Gropius and many others. This session will be dedicated to understanding the modernist principles of urban planning.

Question: what was the role of modernism in shaping contemporary urban planning?

Learning goals:

- To summarize the modernist principles of urban planning
- To make a reasoned assessment of the argument for modernist planning

Literature this session:

- LeCorbusier (1929). A contemporary city. *The city of tomorrow and its planning*. Reprinted in: LeGates, R & Stout, eds. (2011). *The City Reader* (5th edition). London etc.: Routledge.
- Hall, P. (1999). The apotheosis of the modern: New York 1880 - 1940. In: *Cities in Civilization: Culture, civilization and urban order*. Phoenix Giant.

June 11th: no session

June 18th: no session

June 25th: Planning theory II: putting the 'post' in planning

Despite its merits, modernism has also received considerable criticism for producing sterile, lifeless urban areas that lacked social cohesion and control, and that didn't contribute to quality of life. This session will focus on the arguments against modernism as they emerged from the 1970s onwards.

These counter-arguments gave rise to a whole range of 'posts' such as post-modernism. We will discuss the alternative ways in which the contemporary city can be managed and will assess the extent to which these alternatives are true alternatives or just addendums to the modernist paradigm.

Question: to what extent is 'post' a different paradigm from 'modern'?

Learning goals:

- To summarize the arguments against modernism planning principles
- To provide an overview of the alternative approaches to planning.
- To assess the relationship between modernism and its alternatives

Literature this session:

- Byrne, D. (2002). The city at the beginning of a new millennium. In: *Understanding the urban*. London etc.: Palgrave
- Marshall, S. (2009). Cities in evolution. In: *Cities, design and evolution*. London etc.: Routledge
- Marshall, S. (2009). Planning, design and evolution. In: *Cities, design and evolution*. London etc.: Routledge

July 2nd: Planning theory III: urban complexity

Recently, a surge of research has focused on the urban as a complex adaptive system, that is: a system that emerges through localized interactions without a clear end-state or final form, and that is able to adapt to changing circumstances. The complexity sciences challenges most of the basic assumptions of contemporary planning and may well offer alternative and more effective directions for urban planners. The purpose of this session is to learn what the complexity sciences have on offer for those agents operating in the urban and to assess its possible added values in the face of more traditional paradigms.

Question: how do the complexity sciences inform urban planning?

Learning goals:

- To outline the properties of the complexity sciences in relationship to urban planning
- To assess the (possible) added values of the complexity sciences to urban planning

Literature this session:

- Hillier, J. (2007). Transdisciplinary shadows. In: *Stretching beyond the horizon: a multiplanar theory of spatial planning and governance*. Hampshire: Ashgate
- Portugali, J. Self-organizing cities, *Futures*, 29, 4/5, 1997, 353-380

July 9th: Building with communities

It was mid 1990s when the planning community understood that civil awareness had reached a new level. Post-materialism signaled the importance of non-tangible values among citizens: environmentalism, localism and an appreciation for quality of life beyond the basic needs. Major projects that were superimposed were met with considerable criticism and resistance, think of the port extensions in Hamburg or the protests against Stuttgart 21. Such movements have lead some authors to argue for planning approaches that do not just take stakes into account but that rely on stakeholder involvement as a major source of planning activities. This session will take a closer look at those stakeholder approaches to planning.

Question: is stakeholder genuinely useful or just a way of dealing with NIMBY's?

Learning goals:

- To argue why stakeholder involvement is inevitable in urban planning
- To assess the merits and disadvantages of stakeholder involvement

Literature for this session

- Forester, J. (1997). Planning in the face of conflict. *Journal of the American Planning Association*. Reprinted in: LeGates, R & Stout, eds. (2011). *The City Reader* (5th edition). London etc.: Routledge.
- Davidoff, P. (1965). Advocacy and pluralism in planning. *Journal of the American Institute of Planners*. Reprinted in: LeGates, R & Stout, eds. (2011). *The City Reader* (5th edition). London etc.: Routledge.

July 16th International comparison of planning traditions

Naturally, there are differences in planning between various national systems. Planning and governance are embedded in political and administrative systems, the social and geographical settings, cultures and normative ideas about what constitutes a good city. This has given rise to divergent planning systems all over the world. We will compare various such systems in this session, drawing from examples from e.g. Germany, the Netherlands, France and the United States. We will try to explain the origin of those differences and will attempt to evaluate the relationship between planning systems and the outcomes in terms of urban development.

Question: what explains the international differences in planning traditions?

Learning goals:

- To compare different planning systems in Europe and the United States
- To evaluate the effects of planning systems on urban development

Literature this session:

- Hall, P & Tewdwr-Jones, M. (2011). Planning in Western Europe since 1945. In: *Urban and Regional Planning* (5th edition). London etc.: Routledge.
- Hall, P & Tewdwr-Jones, M. (2011). Planning in the United States since 1945. In: *Urban and Regional Planning* (5th edition). London etc.: Routledge.

July 23rd: Concluding session

This session is meant to deal with the remaining issues that still need to be addressed.