

6.046, Introduction to Algorithms
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Lecture 1: Course Introduction

I. Overview

Today is a discussion about what planning means for planners and for you. We'll begin covering some tools. However, everyone in class has different starting points from their experiences with planning. That is why we will start by talking in broad terms.

II. Slide Presentation

Why is the makeup of communities changing so fast today? We'll discuss what is driving demographic change. Slide 1 sets the agenda for today's discussion about population change and the Sydney case described by Sandercock.

Boston is historically interested with the history of racial conflict because the city experienced an Irish and Italian migration. Recent racial conflicts in Boston include the required desegregation of public schools using busing.

What does diversity have to do with planning? There is different emphasis in different places you work. Tolerance is a "minimal aspiration" but isn't necessarily an interest in another person's history. Tolerance is not active and it is not robust. Fusion is a mix of new groups within a city; it is not talked about in today's readings.

The UK Commission on Racial Quality has several specialist areas including *Britishness*. The commission asks 'what does it mean to be a modern Brit?' Additional specialist areas include integration, cohesion, equality, public services, citizenship, and identity. The motto of the organization includes, 'we work for just and integrated society.'

Slide 3 distinguished between diversity as a matter of population make up (meaning the composition of project team, organization, neighborhood, etc) and expectations about how diversity will be handled. The past 40-50 years we have brought a revolution that is still underway. The 1960's were changing era that criticized modern-rationalist thought and brought about different ways of telling stories.

Population shifts with migration in to a place (+), the birth and death rate (+,-), and the migration rate out. Basic US demography is different than Japan, where there is no in migration and few out migration. Birth rates are down in OECD nations – in the last generation, the birth rates are falling in countries that used to have high birth rates. Japan is one of the smallest. This has implications for politics, economics, and pension reform. The trend of nations falling below replacement is tied to an increase in education.

Three population pyramids: fast growing country with short life expectancy, the US, and no growth (looks like a rectangle). Age structure shapes have economic, crime, and political implications. The US age pyramid has a bulge – that's the baby boomers. What does that mean for social security? What is the racial make up of the pyramid? The oldest has more whites, the middle and bottom of the pyramid is increasingly non-white (immigration). Migration is the second major driver of shifting make up. Second major wave of immigration is non-European unlike the first wave.

Other OECD nations have much higher foreign born percentages: Australia: 25%, US: 12.6%, and Japan 1.5%. The US has a birth rate that is high and near replacement and high in migration. Japan has a low birth rate below replacement and a low in migration. Cuba has a low birth rate below replacement, and a very low, regulated in migration.

Economic implications include who makes up the workforce and who will be consumers. Also who will pay in to the social security system thirty years from now so that today's workers can withdraw? Social security is the most impactful American policy because it affected poverty, etc.

Identity – what does it mean to be native? There is a genealogy project that uses DNA to learn about a person's deep roots. It traces mitochondria in DNA since migrations out of Africa. People do not think of identities this way – which we all came out of African migrations.

There are four kinds of American identity: indigenous, settlers, slaves, and immigrants. For the first time in 2000, the census allowed you to pick more than 1 ethnic box.

Two models of assimilation or convergence are included in the slides. The assimilation model includes fixed boundaries, where newcomers and natives move in. An example is the 17th century British view that Germans look different than them. The convergence model has more fluid boundaries where mainstream shifts as groups cross boundaries or not.

III. Australian Case

Sandercock's first four challenges included "planning as a weapon." That is when planning in some places is negative, such as the clean up before the Olympics.

How does the built environment demonstrate planning ideals? The slides presented images from the Estates of Princeton housing development. The slogan for the development is, "the new New Jersey." The street names and marketing language are from the British class system. Similar developments are being created in China and India. Here, affluence is tied with the allusion to British wealth, for example the homes were called carriage houses.

Place names reflect cultural attitudes. The US uses pastoral and woodland names often. Cambridge squares (not streets) are named after immigrants, for example O'Donnell Square.

Sandercock promotes dialogue, including "therapeutic" process. We are paying more attention to people's stories. Most people learn through stories. Also, stories can easily manipulate. An example of stories is Harry Spence inviting stakeholder input for a charter in Chelsea. The charter included people's stories about living in Chelsea for over 100 years. Including stories helped build trust in the public institution and create a just charter.

In the Sydney case, it is the story of a disposition of a factory site in a city that has been rezoned for community use. This creates the potential for planning. There was one party who wanted a park. There was one party who opposed and instead supported an aboriginal reconciliation site. And the last party was made up of aboriginal groups who also opposed the park. The mediator approached the conflict by holding separate meetings with the three groups. Then, the mediator brought them all together for a speak out session. The identity of the groups was very different.

The mediator's process design included the planner gathering information and listening to all groups. However, the mediator does not explain how she prepared the different groups for participating in the speak out session.

During the speak out session, the groups came together in an agreement in principle and an agreement in terms. The agreement in principle was followed by community planning on constraints, budgets, analyses, etc. You do not want to start with an agreement in terms because terms can be very divisive. Principles unite, terms divide. For example, international agreements begin with principles.

How was the mediator's work done?

- Strategy and tactical tool kit
- Skills
- Roles (planner as process designer)
- Legitimate communication

The communication refers to the emphasis the mediator placed on therapy. Here, therapy was an emotion and there is validity in planning for emotions. They can be crucial and vital in transforming changes.

Was the project successful? The one sided perspective of the mediator helps us ask this question. However, answers can depend on when the question is asked (5 months versus 5 years).

The point of this case is for us to become a better strategist to decide with process or toolkit is best to use when planning. You could use this exact approach in every situation.