

Planning and Human Diversity: Issues and Stakes

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Gateway: Planning Action

Today's agenda

- ◆ Lecture-discussion
 - What are the issues and stakes?
 - What drives population change?
 - Where does—or might—planning fit in?
- ◆ Case discussion (a): Sydney case in Sandercock, “When strangers become neighbors”
- ◆ Case discussion (b): Planning education

What's the issue?

Diversity

accommodation

encounter *Resistance*

Competition **Conflict**

Cooperation **Tolerance?**

Melting pots, salad
bowls, gumbo?

Cultural fusion >< enclaves

Preservation

ANXIETY *change ...*

border-crossings

Specialist Areas

Integration

Cohesion

Equality

Public Services

Citizenship

Identity

Britishness

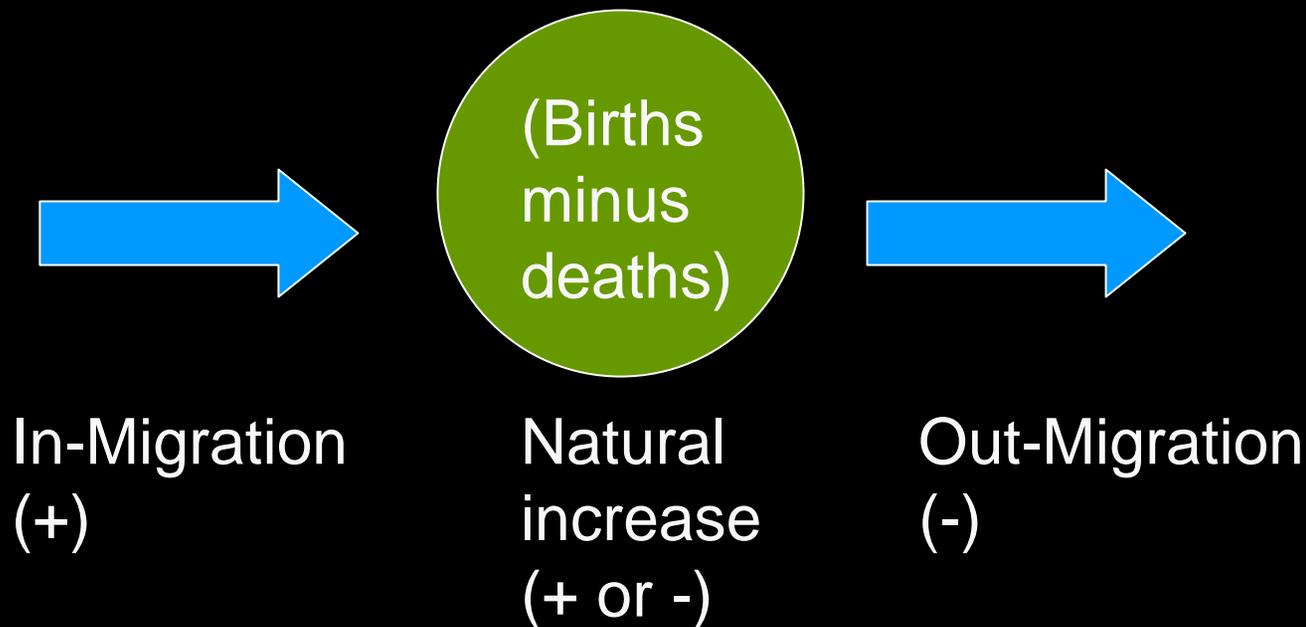
Let's distinguish

1. Diversity as a matter of population make-up (the composition of a project team, organization, neighborhood, region, nation); from
2. Expectations about how that diversity will be handled.

The past 40-50 years have brought a revolution, still underway, in both ...

How make-up shifts

Basic demography: *components* of population change in society



So what's up with natural increase?

In OECD nations, birth rate is way down:

Image removed due to copyright restrictions: "Trends in total fertility rates in OECD countries."

But life expectancy is way up, so ...

Population
pyramids for
rapid, slow and
zero-growth
nations: Kenya,
U.S., and Italy.

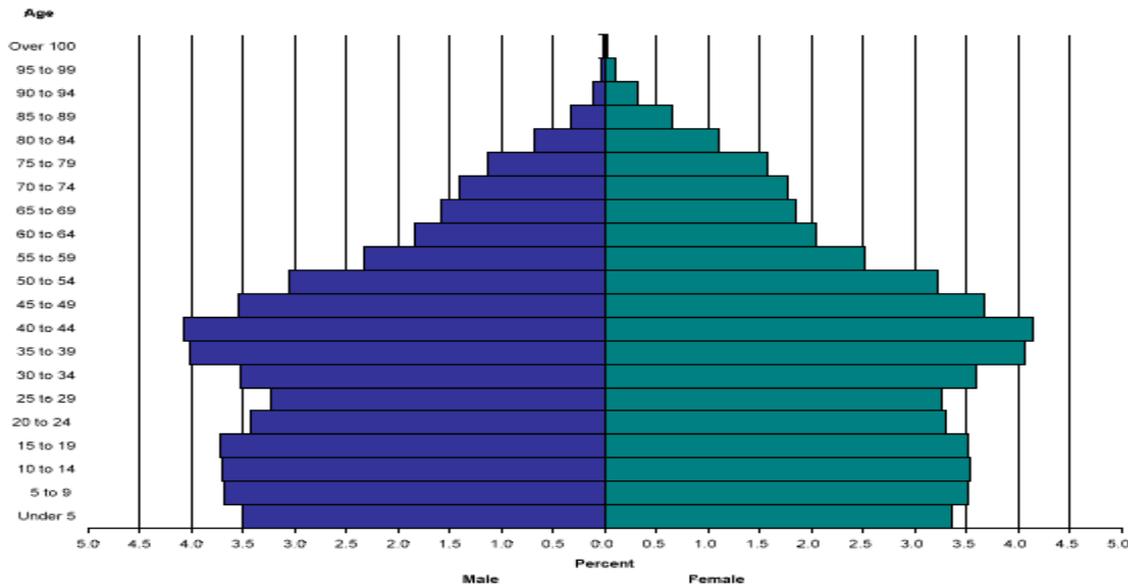
Age structures
shape economy,
politics, crime,
popular culture—
everything.

Image removed due to copyright restrictions: “Population
Pyramids: Kenya, United States, and Italy, 1995.”

The Pyramid is "Color Coded"

U.S. Age Pyramid, Census 2000

(NP-P2) Projected Resident Population of the United States as of July 1, 2000, Middle Series.



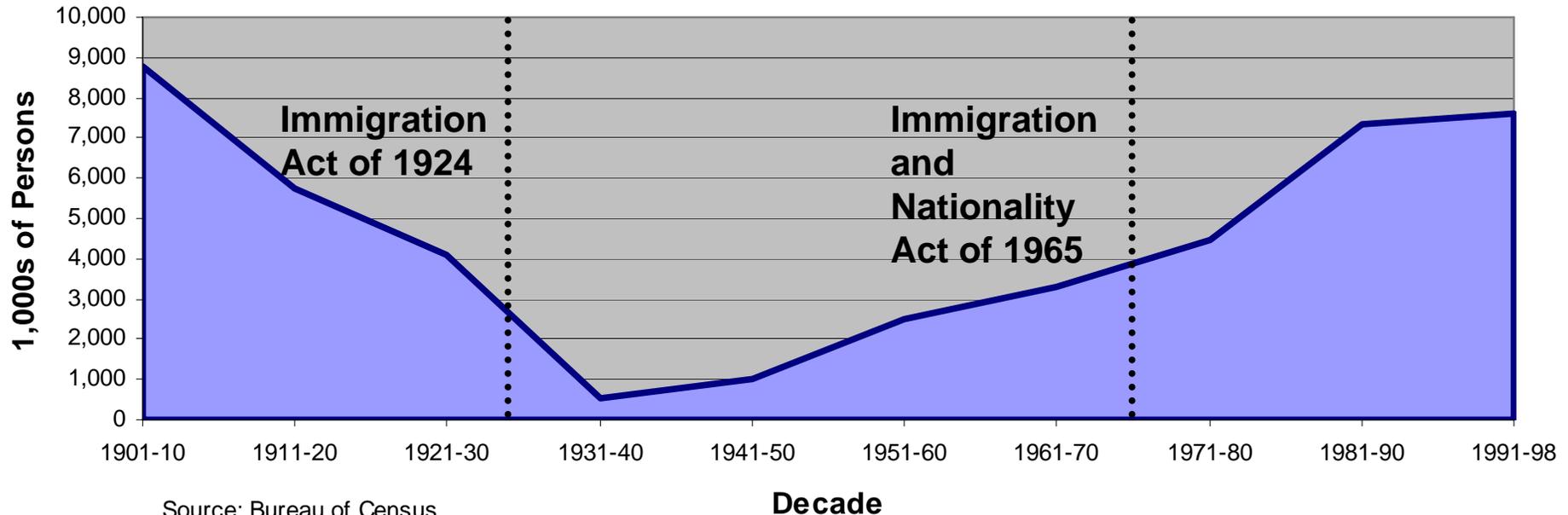
Source: National Projections Program, Population Division, U.S. Census Bureau, Washington, D.C. 20233

The top is mostly white, the middle and bottom increasingly nonwhite.

Migration is the second major driver of shifting make-up

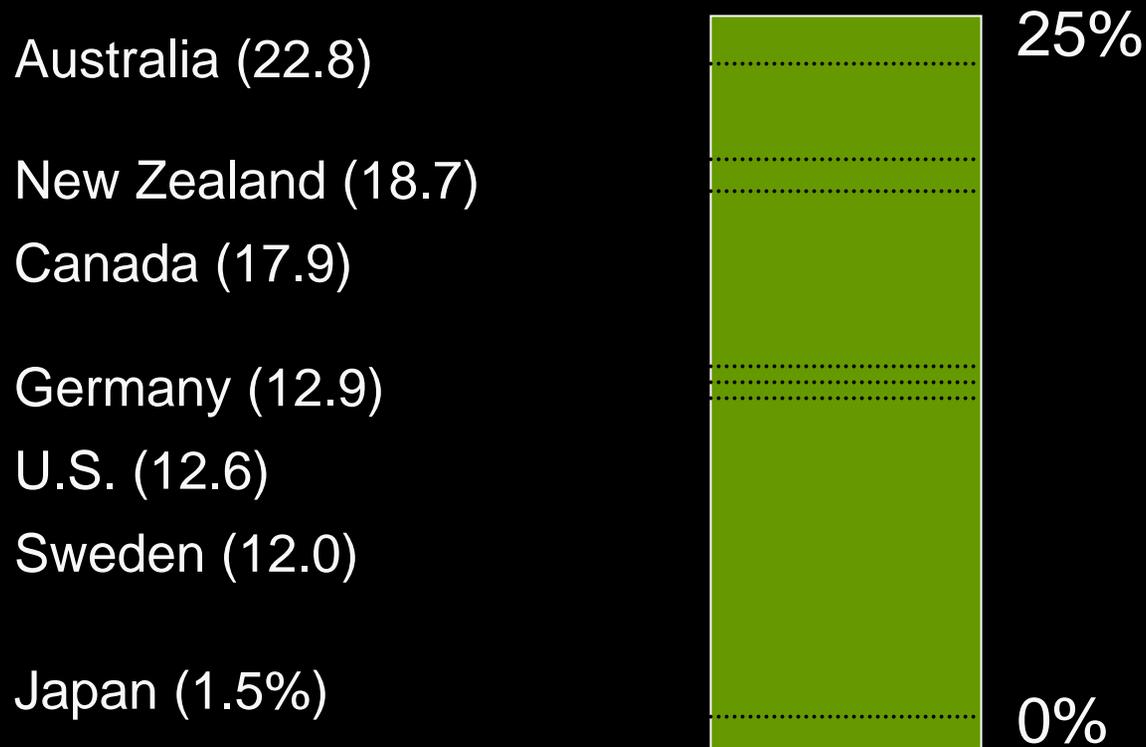
U.S. example: The second major wave of immigration is primarily non-European, unlike the first, permitted by (a) policy and driven by (b) economic push/pull factors and (c) political instability outside the recipient country.

Immigration by Decade, 1901-98



But other OECD nations have much higher foreign-born *shares*

% of total population, selected countries, 2003



Contrast: Three Cases

	Birth rate	In-Migration
Unites States	Relatively high, near replacement	High, regulated with uneven enforcement
Japan	Very low < replacement	Very low, exclusionary
Cuba	Relatively low < replacement	Very low, regulated

Basic Economic Implications

- ◆ **Workforce:** Who will work to ensure economic prosperity? (workforce make-up and skill building needs)
- ◆ **Consumer Demand:** Who will the consumers be? (from “niche” to mainstream markets)
- ◆ **Social Security:** Who will be paying in to the system 30 years from now so that today’s workers can withdraw funds then (as retirees)?

Expectations: what
about identity?
There's a much
longer-run way to look
at migration and what
it means to be
"native" (or not) to
a place ...

The Human Journey: 60,000 Years and Counting

Map of Africa showing “Mitochondrial Eve” removed due to copyright restrictions.

Migrations

Map showing migrations to Asia, Australia, and North America removed due to copyright restrictions.

Collisions, Communities, and Histories (Narratives)

Photograph and map removed due to
copyright restrictions.

Machu Picchu,
Peru

Four “kinds” of Americans

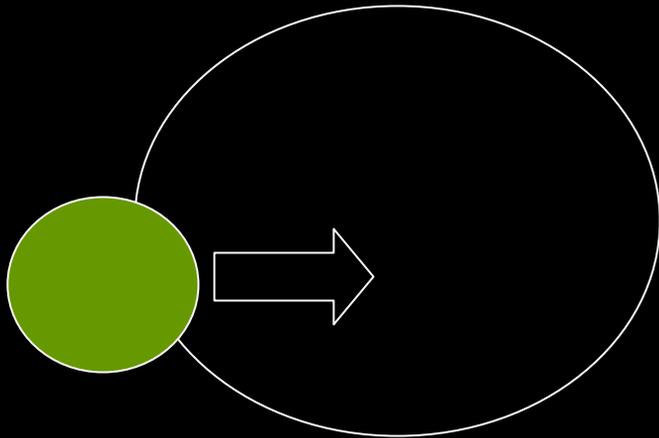
1. Indigenous
 (“American Indian”)
2. Settlers
3. Slaves
4. Immigrants

With battles over who is “native” or “mainstream,” how to handle history in the present day.

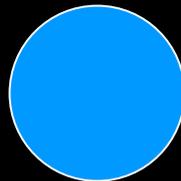
Photograph of indigenous Americans removed due to copyright restrictions.

Assimilation or Convergence?

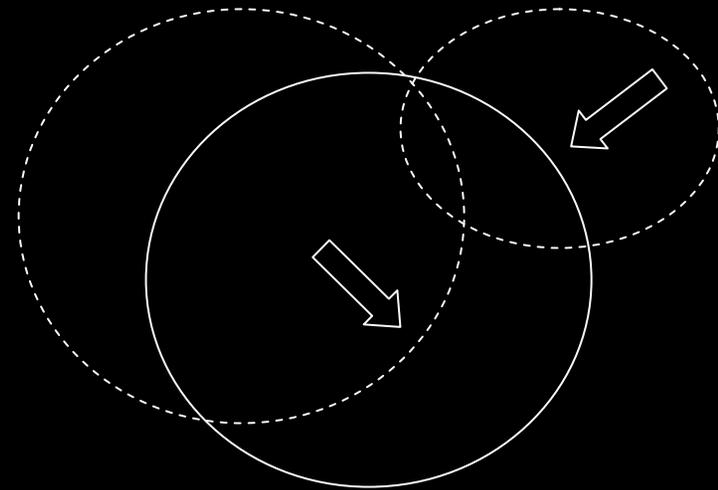
Model 1: Assimilation



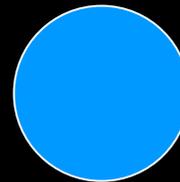
Fixed boundary,
newcomers and
natives move in (or
not).



Model 2: Convergence



Fluid boundary
(what's
mainstream shifts),
groups cross that
boundary (or not).



See Alba and Nee, *Remaking the American Mainstream* (2003)

Identity and Nationhood

What makes someone “French”?

Photograph removed due to
copyright restrictions.

Born in Senegal, Semou Diouf, 50, has spoken French all his life and was educated in France but says he still feels like an outsider, despite living under a Constitution that is officially color blind. (*NYT* 11-Nov-05)

Where does—or
might— planning
fit in?

Sandercock's 1st Four: Challenges

- ◆ “The values and norms of the dominant culture are usually embedded in legislative frameworks of planning.” (government)
- ◆ ... and also in the attitudes and practices of “flesh-and-blood planners.”
- ◆ Planning as a weapon: Xenophobia or racism in “communities” (civil society) is expressed through planning system.
- ◆ Planners “come up against cultural practices that are incommensurable with their own values” (Israeli planning example).

The built environment is suffused with deeply rooted beliefs and cultural history, mostly taken for granted ...

Welcome to the new New Jersey

The Estates at
Princeton
Junction:
Home to many
high-skill
immigrant
families.

Photograph of house removed due
to copyright restrictions.

OK, so it's a subdivision

Aerial photograph removed due to copyright restrictions.

“Set among beautiful woodlands and meadows, The Estates at Princeton Junction provides a serene environment in a prime location. Just a quick 2-minute drive or a short walk from the Princeton Junction train station and minutes from historic Princeton, your family will enjoy all the culture and convenience this exclusive location has to offer.

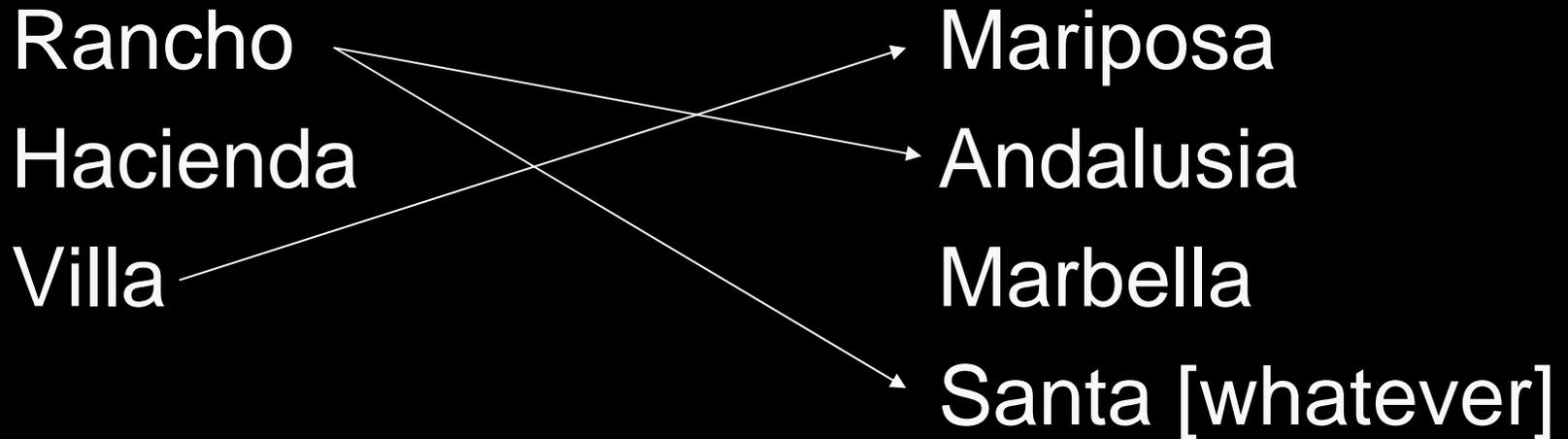
A luxurious Princeton, NJ Carriage Luxury Home community.”

Place Names Reflect Cultural Origins, Signal Status

Miami Herald humorist Dave Barry
names a new subdivision:

“The Estates at the Junction at
the Woodland near the River
of the Place at Runyon Falls
by the Sea”

Or try Latinizing



Or blend and stir: “Andalusia at Coral Mountain” (luxury retirement community)

Sandercock's 2nd Four: Remedies

- ◆ “Overhaul” the planning system (root-and-branch reform).
- ◆ Rely on market mechanisms.
- ◆ Promote dialogue, including “therapeutic” process.
- ◆ Educate planners “to work in cross-cultural contexts.”

Fainstein's counter

- ◆ Recognize trade-offs: Diversity may come at a price in terms of other things we value.
- ◆ Diversity should not be “privileged” over other goods.
- ◆ Promote the “just city” (democracy, diversity, equity, growth, sustainability).

Globalization: Homogeneity, Manufactured Authenticity?

Photographs of waterfront skylines in
each city removed due to copyright
restrictions.

Pudong (Shanghai)

Docklands (London)

Parts of a learning agenda?

- ◆ **Knowledge:** Develop a critical understanding of how culture and power have shaped planning systems in the places you want to work.
- ◆ **Skill:** Enhance your own cultural competence—for specific *tasks* (mobilizing, facilitation, consultation).
- ◆ **Personal Resources:** Develop more emotional intelligence (e.g., “reading” cues). Interaction as jazz.
- ◆ **Disposition:** Practice active curiosity and respect, beyond tolerance.

Come, come whoever you are.
Ours is not a caravan of despair.

- *Rumi, Iranian poet, 13th century*