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

(From a business card, former staff member of the UK Commission on Racial Equality)
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

In-Migration (+)  (Births minus deaths)  Natural increase (+ or -)  Out-Migration (-)
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

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.

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**Immigration by Decade, 1901-98**

- **Immigration Act of 1924**
- **Immigration and Nationality Act of 1965**

Source: Bureau of Census
But other OECD nations have much higher foreign-born *shares*

% of total population, selected countries, 2003

Australia (22.8) 25%
New Zealand (18.7)
Canada (17.9)
Germany (12.9)
U.S. (12.6)
Sweden (12.0)
Japan (1.5%) 0%
## Contrast: Three Cases

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<thead>
<tr>
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<th>Birth rate</th>
<th>In-Migration</th>
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<tr>
<td><strong>Unites States</strong></td>
<td>Relatively high, near replacement</td>
<td>High, regulated with uneven enforcement</td>
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<tr>
<td><strong>Japan</strong></td>
<td>Very low &lt; replacement</td>
<td>Very low, exclusionary</td>
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<tr>
<td><strong>Cuba</strong></td>
<td>Relatively low &lt; replacement</td>
<td>Very low, regulated</td>
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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.

Source: The Genographic Project, National Geographic Society
Migrations

Map showing migrations to Asia, Australia, and North America removed due to copyright restrictions.
Collisions, Communities, and Histories (Narratives)

Machu Picchu, Peru

Photograph and map removed due to copyright restrictions.
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.
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).

What makes someone “French”? 

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?
“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

“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

Rancho → Mariposa
Hacienda → Andalusia
Villa → Marbella
→ Santa [whatever]

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