



## Plan 890. World Cities: Challenges and Innovations

Maymester 2023

### Overview

This **2-credit** course examines the landscape of contemporary planning in cities outside of the United States through an immersive two-week experience abroad. Globally, cities are enormously diverse. But all deal with issues of unequal access to resources including housing and open space, vulnerability to hazards and climate change, questions related to the conservation of the built and natural environment, and daunting mobility challenges. In Maymester 2023 this course will focus on the cities of Lima and Cusco, Peru, with days dedicated to understanding contemporary transportation innovations, heritage site conservation, park planning, earthquake preparedness, informal housing and neighborhood service provision, and indigenous urban history.

### Learning Objectives

Students completing this course will have an introductory understanding of planning challenges and practices in a major city in the Global South and how it compares with similar challenges in the US context. The particular issues dealt with in “World Cities” this semester are bus rapid transit, informal housing and neighborhood service provision, disaster preparedness, historic preservation and its relation to tourism development, public open space provision, and the history of Peru’s indigenous urbanism.

This course will highlight similarities and contrasts to the experience of city planning in the Southeastern US. Students in this course will:

1. Learn historical and contemporary roles of political institutions and their values in city building, in indigenous, colonial, and post-colonial contexts
2. Identify benefits and challenges associated with informality in housing, transportation, and other aspects of city building
3. Learn about planning interventions in an urban context where informality is more prevalent than in the US
4. Identify benefits and challenges associated with different aspects of economic development planning including heritage conservation and port planning
5. Learn about environmental hazards and responses to them in an arid and seismically active region
6. Learn about the social life of urban open spaces in a different cultural context
7. Understand similarities and differences between the US and Peruvian contexts, and identifying lessons for US planners

## Logistics

This is a 2-credit Maymester class that will meet for seven four-hour sessions, with one orientation session in Chapel Hill, and six in Peru. The class will also include one all-day excursion to Machu Picchu. Class sessions in Peru will consist of meetings with planners embedded in different areas of planning practice in Peru, followed by an activity, and finally reflection and discussion.

## Health and Safety

*COVID-19.* The Government of Peru requires anyone 12 years of age or older seeking entry to Peru to be fully vaccinated against COVID-19 (14 days following their final dose) prior to boarding at their point of origin. Anyone 12 years of age or older who is not fully vaccinated must present a PCR test with a negative result (within 72 hours) prior to boarding an incoming flight to Peru, in accordance with current health regulations. Students in the program will be responsible for adhering to these regulations. **Failure to comply with these regulations will result in students being unable to travel and will result in withdrawal from the course.** Students will also be expected to comply with any, and all health and safety measures in place at the time of our stay in the country. As of May 2022, the Peruvian Health Ministry requires everyone to wear N95-or-equivalent masks in all indoor settings. Masks are also required in the Metropolitan Bus Rapid Transit system and all the museums we'll be visiting. Many museums will also require students to present proof of vaccination.

*Crime.* The US Department of State has rated Peru at critically high-risk level for crime. As students in this course living in Lima, you will be most vulnerable to petty theft (of cell phones in particular) and pickpocketing. To mitigate those risks, students in this course will be required to:

- Never travel alone
- Keep passports, cash, and other valuables in hotel room safe
- Only carry easily replaceable valuables (e.g. credit card) on your person
- Avoid using cell phones in the street
- In Lima, keep to the areas of the city that are part of the [Tourist Corridor](#)
- Register in the [Smart Traveler Enrollment Program](#) (STEP) with the US Department of State

Additionally, each student in the program will also be supplied with a simple, local cell phone which you will be able to use to communicate with the other students in the course, the course instructors and contact emergency services. Save the following numbers in your local cell phones:

- Tourist Police Number 0800-22221
- US Embassy in Peru 618-2000

## Readings and Texts

Readings are available on the Plan 890 website at:  
<https://sakai.unc.edu/portal/site/plan890may23>

## Assignments and Grading

All students are required to compose a reflection on each of the six sessions in Peru, each incorporating readings assigned for that meeting. We will look for you to explain a challenge faced by the planners you encounter (e.g. lack of funding, a shifting set of problems, problems of engagement or representation, conflicting agendas, etc.), and the efficacy of an innovation (or a long-existing strategy) in meeting this challenge. Also include a comparison to a similar challenge in the US context. These must be 600-800 words, and due Friday, June 2.

In addition, for each of our six sessions in Peru, two students will be assigned to come up with three questions for the planner we're meeting with. We will base your class participation grade on this assignment.

Your reflections will count for 80% of your grade, with 20% being based on your participation in our sessions.

## Contact Information

Andrew can be reached at [awhittem@email.unc.edu](mailto:awhittem@email.unc.edu) or on his Peru cell phone at ###. Sandra can be reached at [sandral@email.unc](mailto:sandral@email.unc) or on her Peru cell phone at ###.

## Schedule and Readings

17 MAY	<b>Orientation</b> Readings: <ol style="list-style-type: none"><li>1. Ana-Maria Fernandez-Maldonado. 2019. <a href="#">Unboxing the Black Box of Peruvian Planning</a>. <i>Planning Practice &amp; Research</i> Vol. 34(4), 368-386.</li><li>2. Geiner Alvarado Lopez et al. 2021. <a href="#">Report on the Implementation of the New Urban Agenda in Peru</a>.</li><li>3. Oscar Malaspina. 2014. <a href="#">Reverse Urbanism: Lima, A Topsy Turvy City</a>. <a href="https://revista.drclas.harvard.edu/reverse-urbanism-revista/">https://revista.drclas.harvard.edu/reverse-urbanism-revista/</a></li></ol> In class: introduction to Lima and review of schedule, assignments, communication, transportation, food, etiquette, and safety.
18 MAY	<b>Fly to Lima</b>
19 MAY	<b>Miraflores Neighborhood Tour</b>
22 MAY	<b>Transportation</b> Readings:

1. Global Infrastructure Hub. [El Metropolitano Bus Rapid Transit.](#)
2. Daniel Oviedo et al. 2019. [Do Bus Rapid Transit Systems Improve Accessibility to Job Opportunities for the Poor? Sustainability](#) 11(10): 2795

Meeting with Planner: Ing. Luisa Burga Cervera, Movilidad Urbana  
Activity: Ride the Lima BRT!

23 MAY

### Historic Preservation & Tourism

Readings:

1. World Monuments Fund. 2012. [Lima: The Historic Center, Analysis and Restoration.](#) (Read English language content only)
2. Ladkin, Adele, and Andrea M. Bertramini. 2002. ["Collaborative Tourism Planning: A Case Study of Cusco, Peru."](#) *Current Issues in Tourism* 5(2): 71-93.

Meeting with Planner: Elías Mujica, World Monuments Fund Peru  
Activity: Tour of Central Lima monuments including the Basilica and Convent of San Francisco.

24 MAY

### Fly to Cusco

25 MAY

### All-Day Machu Picchu Excursion

26 MAY

### Indigenous Urbanism (CUSCO)

Readings:

1. Alan L. Kolata. 1996. [Mimesis and Monumentalism in Native Andean Cities.](#) *Res: Anthropology and Aesthetics* 29/30: 223-236.
2. Burger, Richard L., and Lucy Salazar-Burger. ["Machu Picchu rediscovered: the royal estate in the cloud forest."](#) *Discovery* 24.2 (1993): 20-25.

Activities: Tours of Indigenous Monuments of Cusco, Sacsayhuaman

28 MAY

### Return to Lima

29 MAY

### Housing & Neighborhoods

Readings:

1. Kathrin Golda-Pongratz. [From Self-built Periphery to Metropolitan Business District: Spatial Transformations, Emerging Urban Identities and the Concept of Citizenship in the Cono Norte, Lima, Peru.](#) ACSA-ARCH.ORG 417-423

2. UN Habitat 2015. [Planned City Extensions: Analysis of Historical Examples](#), Villa El Salvador: pp. 38-54
3. Thomas Abbot and Robin King. 2016. [Lima's Villa El Salvador: A Story of Structured Informal Development](#), *TheCityFix*

Meeting with Planner: Villa El Salvador Staff

Activity: Tour of Municipalidad offices and Un Parque Zonal

30 MAY

### Hazards

Readings:

1. Allen, Adriana et al. "[From State Agencies to Ordinary Citizens: Reframing Risk-Mitigation Investments and Their Impact to Disrupt Urban Risk Traps in Lima, Peru.](#)" *Environment and Urbanization* 29(2): 477-502.
2. Pacific Disaster Center. [Peru: National Disaster Preparedness Baseline Assessment](#). pp. 9-11, 17-32, 143-147, 160-183.

Meeting with Planner: Victoria Isabel Villarubia La Plata,

Municipalidad de Lima Activity: Visit an emergency supplies storage shelter in Miraflores and a neighborhood brigade's organization in Chaclacayo

31 MAY

### Parks and Recreation

Readings:

1. Gehl Institute. [Using Public Life Tools: The Complete Guide](#)
2. Sofia Garcia Nunez. 2020. "[Lima, Peru: Transforming Fragmented Areas into Inclusive Public Spaces Through Local Governance.](#)" In *The Life Cycle of Public Spaces: Strategies for Planning, Financing, and Managing Urban Spaces* (JK Kaw et al, Eds.). World Bank Publications.

Meeting with Planner: Someone either from Universidad de Lima or Lima Metropolitan Government

Activity: Public Life Study, Parque Kennedy

2 JUNE

### Reflections Due

### Other Academic Business

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University is transformed into a powerful community of inquiry and learning. The Honor Code embodies the ideals of academic honesty, integrity, and responsible citizenship, and governs the performance of all academic work a student conducts at the University. Acceptance of an offer of admission to Carolina presupposes a commitment to the principles embodied in our century-old tradition of honor and integrity.”

[catalog.unc.edu/policies-procedures/honor-code/](http://catalog.unc.edu/policies-procedures/honor-code/)

I am committed to treating Honor Code violations seriously and urge all students to become familiar with its terms set out at <https://studentconduct.unc.edu/>. If you have questions it is your responsibility to ask the professor about the Code’s application.

Late Assignments: Late assignments drop four points per day. For example, if a ‘95’ paper is late one day it will receive a ‘91’, two days late and it will receive a ‘87’ ... *a late paper is better than a 0.*

Disability: The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office. In the first instance please visit their website <http://accessibility.unc.edu>, call 919-962-8300 or email [accessibility@unc.edu](mailto:accessibility@unc.edu). Please contact ARS as early in the semester as possible.

Resources: Our purpose as professors is to help you to excel in this learning environment. Should you need further assistance beyond the help of the professor, please consult the following on-campus resources:

- The Writing Center: <http://writingcenter.unc.edu/>
- Learning Center: <http://learningcenter.unc.edu/>
- Counseling and Wellness Services: <http://campushealth.unc.edu>