Planning and Human Diversity:
Lessons from History and the World We Know Today

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What's the issue?

Diversity **accommodation** encounter

Resistance Competition conflict

Cooperation co-existence?

Melting pots, salad bowls, gumbo?

Cultural fusion >< enclaves **Preservation**

ANXIETY *change* … border-crossings

The human journey: 60,000 years and counting

The National Geographic Genographic Project

Dominant African mitochondrial lineage (*L2*) appeared 58,000 – 78,000 years ago in East Africa, but migrated across the continent, predominantly to West Africa.

- Present at around 20% in the Americas.

Migrations

The National Geographic Genographic Project

The genetic marker present in all human populations outside of Africa appeard between 31,000 and 79,000 years ago.

Descendants of this lineage migrated across Europe and Asia, and through Asia, the Americas.

About 10,000 years ago, a close ancestor lineage migrated to Australia, Asia, and North America.

Collisions, communities, and escapes

Three factors in "managing" diversity

1. **Boundary shift.** The definitions and salience of difference categories themselves: e.g., expansion of high-status "white" group in U.S.

2. **Tolerance** ("living with," accommodation in attitude and behavior): not necessarily active curiosity and respect.

3. **Cross-cutting loyalties** (one identity cuts across another, holds in check): e.g., race vs. class or religion. Networks track identities, may bridge.

Possible lessons of history

- Contemporary hopes about making diversity work hinge far too much on gains in *tolerance*.

- Lessons of history point to the roles of ***integrative projects*** (absorption and recognition), ***cross-cutting loyalties***, and ***strong public order*** to buttress tolerance.

The Diversity Challenge and Opportunity: Three "Norths"

Three (3) types of affluent nations:

- ◆ **Traditional "settler states"** (U.S., Canada, Australia): long experience with immigration but now non-European for first time

- ◆ **First-wave states** (Western Europe): first major experience underway, non-Euro groups

- ◆ **Non-immigrant states** (e.g., Japan): little/no immigration despite significant demographic need

Multiple "Souths"

- **Multi-ethnic democratic states** (e.g., India, Brazil, South Africa): diverse religious and linguistic and/or racial traditions, legacy of colonialism, partisan manipulation.
- **Transition states** (Eastern Europe, Central Asia): ethnic identity linked to political autonomy, long repressed.
- **Post-conflict states** (e.g. Rwanda, Afghanistan): development success as cause and effect of inter-ethnic problem-solving.
- Other states: tribes, regions.

Brazil: "The myth of racial democracy"

University of São Paulo study

- 98% of Brazilians report that they are <u>not</u> racially prejudiced.

- 100% of Brazilians report that they <u>know</u> someone who *is*.

- Conclusion: "Every Brazilian is an island of tolerance in a sea of bigots."
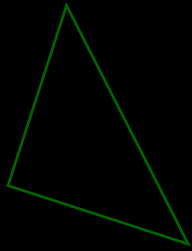
Identity and nationhood
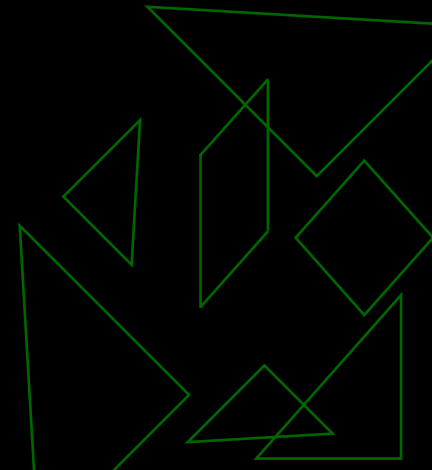
What makes someone French?

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* 11-11-05)
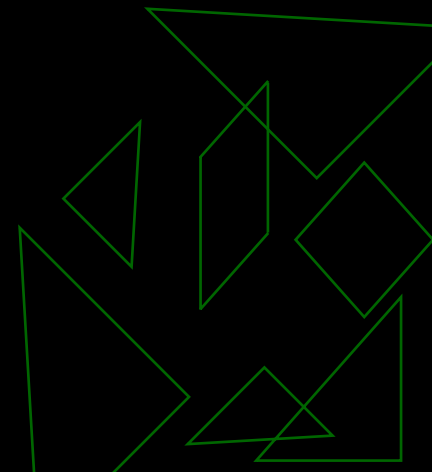
Welcome to the new New Jersey

The Estates at Princeton Junction

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."

With place names the British gentry would love:
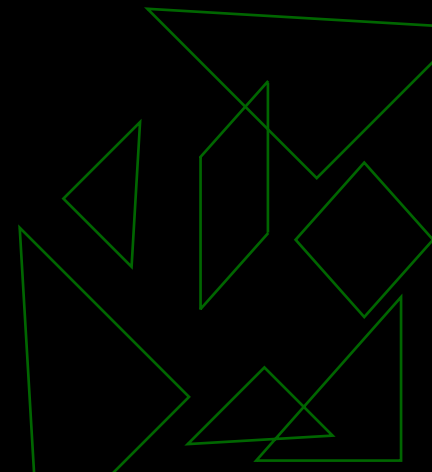
Lockwood Drive

Devonshire Drive

Esterbrook Drive

Griffen Way

Names, ethnicity and status

Miami Herald humorist Dave Barry:

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

Planning theory

- How diversity shapes planning processes (including "micro-politics" of interaction)

- How planning systems <u>reflect</u> bias and dominant norms and also <u>channel</u> them.

- How "diversity" objectives compete with one another (Fainstein 2005): Arguments for the "just city."

Your learning agenda?

◆ Develop a critical understanding of how culture and power have shaped planning systems in the places you want to work.

◆ Enhance own cultural competence—for multiple *tasks*.

◆ Develop more *emotional intelligence*: "reading" self and others.

◆ Practice "active respect."
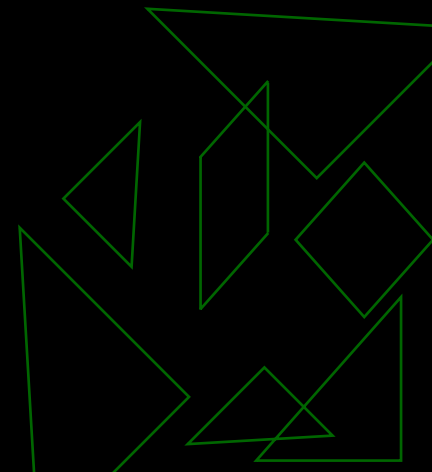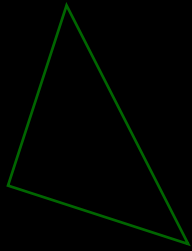
Come, come whoever you are.

Ours is not a caravan of despair.

- *Rumi, Persia, 13th century*