PLANNING

IN A

MULTICULTURAL SOCIETY

FALL 1995
PLANNING WORKSHOP
PORTLAND STATE UNIVERSITY
DEPARTMENT OF URBAN STUDIES AND PLANNING
Building Bridges And Beyond

PLANNING

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MULTICULTURAL SOCIETY

By Nazmul Alam & Theodis Perry, Jr.

FALL 1995
PLANNING WORKSHOP
MASTER OF URBAN AND REGIONAL PLANNING
CONTENTS

1. Introduction ........................................... 1
2. Planning Issue ..................................... 2
3. Purpose .................................................. 2
4. Product .................................................... 3
5. Client ..................................................... 4
6. Time Schedule ....................................... 4

Appendix

7. Values, Ethics, & Vision ......................... 6
8. Author's Qualifications ......................... 8
INTRODUCTION

The state of Oregon is experiencing population growth. This growth will bring, as well as add, racial and cultural diversity to the state. We, the Multicultural Group—Nazmul Alam and Theodis Perry, Jr. came together out of concern that racial and cultural diversification will present a number of obstacles and opportunities for planners in the Pacific Northwest. Moreover, many planning students have expressed concerns about how do we explicitly address race issues, local news reports have discussed the topic of making English the official language; and we have heard anecdotal information of developing social problems in Washington County between White and Latino citizens. Therefore, this document proposal, Planning In A Multicultural Society, is an exploration on ways in which we can teach planners, professional and academic, and planning students how to be more culturally receptive.

Definition

Multiculturalism is a system of thought that does the following:

- Recognizes and values the existence of different and similar cultures;
- Refuses to use any culture as a standard for evaluating another;
- Gives importance to assessing the needs and strengths of each culture in a particular environment; and
- Embraces democratic efforts to be responsive to the assessed needs and to celebrate the strengths.¹

PLANNING ISSUE

Over the past 20 years, the state of Oregon has more than doubled its population. Most of this population growth has been a result of in-migration from places like California (43.3%), states east of the Mississippi River (12.9%), and Washington State (11.6%). Moreover, racial and cultural diversification will continue to enhance Oregon's population by the contribution of immigrants into the United States. The implications of population growth will challenge planning practitioners to consider their work and the issue of diversity from both education and community development perspectives.

PURPOSE

Goal 1:
To explore ways in which we can educate and train students and professional planners to be culturally receptive. Types of examples include, but are not limited to the following:

- Awareness Training.
- Presentations from practitioners who are not only experientially diverse, but racially and culturally diverse.
- Require students to take a course that will enhance their awareness of other races and cultures.

Goal 2:
To provide a written description of items in Goal 1, and to examine the strengths and weaknesses of those items.

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3 Ibid. Building Bridges: Creating And Sustaining Viable Multicultural Communities.
PRODUCT

The product will be an analysis on ways in which we can educate and train students and professional planners to be culturally receptive. Our investigation will reflect information gained through the following areas:

Task 1: Develop A List Of Cross Cultural Education & Training Techniques
In this task, we will conduct formal and informal interviews with students, faculty, and staff from PSU (i.e., MURP Department, Student Support Services). Also, we will conduct interviews with local agencies and institutions outside the Portland metropolitan area. This task will provide us with a broad range of ideas, opinions, and the important questions planners need to be able to ask.

Task 2: Research Historical & Current Demographic Information
In this task, we will conduct research through census data and library records. This task will provide us with qualitative and quantitative data to support topics discussed in the document.

Task 3: Review The 1995/96 MURP Self-Study Report For The Planning Accreditation Board
In this task, we will assess the MURP Self-Study Report. This task will allow us to see what topics are being discussed in each class and how those topics address racial and cultural issues. Also, we will extract various examples (i.e., reading assignments, research paper topics) from the MURP Self-Study Report and provide ways in which those items can be improved.

Task 4: Document Development
In this task, we will develop a document with the following three categories: Student Primer, Academic Planner Primer, Professional Planner Primer, and Collective Primer. Information compiled from the first three tasks will be separated into the respective categories. The information in each category will be our findings on ways in which we can train and educate planners and planning students.
CLIENT

No single person can facilitate us on a project of this magnitude because it must reflect a multiple number of ideas and contributions in order to meet Goal 1. Therefore, we thought it would be best, initially, to have a broad range of contacts. Types of examples include, but are not limited to the following:

- PSU Students (i.e., MURP, International, and Urban Studies)
- PSU Faculty/Staff from various departments (i.e., Student Support Services, Academic Affairs, and the Education Department)

However, we would like to recognize, Darrell Millner, Director for Center of Black Studies at PSU as an advisor for the initial phase of our research.

TIME SCHEDULE

November 13, 1995  Turn in draft proposal  [Wait for a response from Professors]

November 13-27, 1995  Task 1  Begin interviewing students on ideas

November 27-December 4, 1995  Task 2  Conduct historical research on Portland

November 28, 1995  Turn in draft proposal #2

December 4, 1995  Turn in final proposal

December 11, 1995  Task 1  Begin 1st set of field interviews  (i.e., planning agencies and community development corporations)

December 31, 1995  Task 2  Obtain additional demographics reports and other research material
January 2, 1996

Task 1
Begin 2nd set of field interviews

January 17-24, 1996

Compile field research information and continue interviewing students

January 29 - February 23, 1996
(Task 2 must be completed)

Task 1
Begin 3rd set of interviews with PSU Faculty and Staff

Task 3
Do analysis on the MURP program book

February 24 - March 3, 1996
(Task 1, 2, & 3 must be completed)

Task 4
Work on document

March 4, 1996

First document draft due

March 11, 1996

Final document due; have presentation organized
VALUES, ETHICS, & VISION

What constitutes this proposal as a planning project?
Inspired by Professor Paul Niebanck, the following alternative model describes our planning process toward developing a project.

Awareness. Population growth in the state of Oregon will bring a racially and culturally diverse group of people to the area.

Analysis. The impacts of growth not only affect land-use and transportation issues. Growth also affects people socially (i.e., language barriers). Therefore, we plan to explore ways in which our planning department and local planning agencies can educate and train planners to meet the challenges of a racially and culturally diverse society.

Action. A variety of steps can be taken by planners to implement multiculturalism. Here are a few examples: Institutions can develop a multicultural curriculum, individuals can do self studies, and planning agencies can provide diversity training programs for their staff. For the Multicultural Group; however, our action is to conduct this study on cross-cultural education and training techniques and present it to fellow students, faculty, and staff at Portland State University; and perhaps, local community development corporations and future employers.

How does this project reflect the regional context?
Our investigation will look at how various racial groups have affected the Portland metropolitan area. For example, Latinos and Asians are increasing their representation in areas such as Washington County and local police departments have experienced language barrier problems. As a result, police departments have created foreign language courses for their officers. For the Multicultural Group, local situations like the above will be used as a platform for discussion in the planning document.
How does this project reflect the AICP Code of Ethics?

*Planner's Responsibility To The Public.* We plan to make sure that the issues conveyed in this research project will respect and reflect those which are important to the public.

*Planner's Responsibility To The Client.* Since we will develop a broad range of contacts, we plan to make sure the research document will contain a broad range of ideas.

*Planner's Responsibility To The Profession.* We plan to make sure our work is relevant to solving community problems.

*Planner's Self Responsibility.* To learn from our investigation, and make multiculturalism part of our lives.
AUTHOR'S QUALIFICATIONS
NAZMUL ALAM

1208 SW Montgomery St., # 10, Portland, OR 97201, USA; (503) 725-7642; E-MAIL: psu01951@odin.cc.pdx.edu

OBJECTIVE
To work as an Urban and Regional Planner/GIS Analyst

EDUCATION
Master of Urban & Regional Planning, Portland State University, Portland, Oregon.
Master of Urban & Regional Planning (1992). Bangladesh University of Engineering and Technology, Dhaka, Bangladesh.
M.Sc in Geography (1989). Jahangirnagar University, Savar, Dhaka, Bangladesh.
B.Sc (Hons.) in Geography (1987). Jahangirnagar University, Savar, Dhaka, Bangladesh.

RESEARCH


PUBLICATION

TRAINING

EXPERIENCE
Researcher, Research and Evaluation Division (RED), Bangladesh Rural Advancement Committee (BRAC), Dhaka, Bangladesh (Dec 1990-Jan 1991)

MEMBERSHIP

OF
PROFESSIONAL
ASSOCIATIONS
0 Bangladesh Institute of Planners (BIP)
0 Bangladesh National Geographic Society (BNGA)
0 Bangladesh GIS User’s Group
0 American Planning Association (APA)
THEODIS L. PERRY, JR.
1912 SW 6th Avenue, Apt. 403
Portland, OR 97201
(503) 725-7700

OBJECTIVE: Seeking a position that will allow me to use my architectural design and urban planning skills.

EDUCATION: B.A. in Architecture. May 1994
Minor: Afro-American & African Studies
UNC-Charlotte, Charlotte, NC.

Master in Urban and Regional Planning.
Specialization in Community Development
Portland State University, Portland, OR.
Expected date of graduation: June 1996

EXPERIENCE:
9/94 - 6/95 INSTITUTE OF METROPOLITAN STUDIES at PSU
Graduate Research Assistant
Survey and research; co-author of a source manual titled, Accessory Rental Units In The Portland Area: A Guide For Design, Development, And Management.

4/95 - 5/95 NATIONAL ASSOCIATION OF MINORITY CONTRACTORS OF OREGON (NAMCO)
Research Assistant
Survey and research; collected data on minority community-based contractors operating in North and Northeast Portland and worked as an editor on a NAMCO interim report titled, Technical Assistance Contract.

6/95 - 9/95 PORTLAND BUREAU OF PLANNING
Current Planning Assistant (Work Study)
Assisted on Type II, Minor Design Review cases; prepared notices, conducted site analyses and rendered decisions design review proposals.

Graphics Tech (Work Study)
Updated maps and prepared zoning maps for land-use review applications.

PROJECTS: Conducted design studies on transit oriented developments for the city of Charlotte, NC., and
Conducted a land use survey in SE Portland

SKILLS: * Architectural and urban design
* Microsoft Word, Excel, MiniCAD, and ClarisWorks

REFERENCES: Available upon request.
# THEODIS PERRY, JR.
## Supplemental Qualifications

### List of Honors & Achievements During High School:
- National Honor Society Member
- Senior of The Month (Nov/88)
- Academic Team Member
- Achievement Award in Art
- Four Years of Perfect Attendance

### List of Organizations During High School:
- Spanish Club
- Afro-American Society
- Key Club
- VICA

### List of Other Activities:
- Track & Field
- Junior Deacon (Friendship Baptist Church)

### List of Honors & Achievements During College:
- Dean’s List
- Phi Eta Sigma Honor Society
- Dr. Gregory Davis Award
- US Achievement Academy Award
- Kate B. Reynolds Minority Grant
- R.J. Reynolds Vocational Scholarship
- National Dean’s List
- Janie O. Davis Award
- College Scholars of America
- Tate-Culbertson Scholarship
- Order of Omega Honor Society
- Kappa Alpha Psi Fraternity, Middle Eastern Province Undergraduate Brother of 1992
- Most Academic Brother—Zeta Delta Chapter of Kappa Alpha Psi Fraternity, 1992
- NAACP Youth Chapter—UNCC Most Outstanding Executive Member
- Black Student Union—Most Outstanding Sophomore

### List of Organizations During College:
- NAACP—Vice President
- Black Student Union
- AIA Students
- Order of Omega—Secretary
- S.A.F.E. Program—Counselor
- Phase V Complex Council
- Kappa Alpha Psi Fraternity, Inc.—Secretary & Treasurer

### List of Other Activities:
- Director, Miss UNCC 49er Pageant
- Good Will Clothing Drive
- Tutor at Devonshire Elementary
- Adopting A Needy Family