SYLLABUS

SUMA K4490 Women in Cities: Integrating Needs, Rights, Access and Opportunity into Sustainable Urban Design, Planning and Management

Date/Time: Wednesdays, 6:10-8:00 PM
Location: TBA

Instructor Information
Instructor: Dr. Susan M. Blaustein
E-mail: sblaustein@ei.columbia.edu
Phone: +646 243 4678
Office Hours: Wednesdays, 4:10-6:00 PM. 2929 Broadway, 5th Floor; the instructor will be available at all times via email, responding in any case within 24 hours.
The Earth Institute, Columbia University

No prerequisites.

Course Description
Although women and children constitute an increasing majority of urban populations worldwide, 20th- and 21st-century cities do not appear to have been designed with their needs or interests in mind. A lack of public and green spaces and of safe public toilets, anonymous, colorless high-rise structures, dark underpasses and, ubiquitously, paltry accommodations for women with young children and the elderly are but a few examples of planning and design seemingly oblivious to the rights of women of all ages to have adequate access to critical goods and services. Even as more aspects of city life and governance become “smart” and more efficient, the un- and underpaid work carried out largely by women that actually makes most cities “tick” and enables city-based businesses to be profitable still goes unacknowledged as an essential investment in 21st-century urban life. Yet without addressing the social aspects of sustainability by considering the contributions, needs and aspirations of women and families, even the most innovative technical solutions to urban infrastructure challenges -- whether in energy, mass transit, resilience-building, sensitive law enforcement or Geographic Information System (GIS)-based monitoring of any of the above -- cannot be assured of success or durability. The opportunity is there, for corporations, local governments, community organizations and individuals to take the lead in humanizing the city, in sustainable, cost-effective and time- and life-saving ways.

The course will examine both acknowledged indicators of women’s and girls’ inclusion in the conceptualization and life of a city (e.g., access to shelter, clean water, sanitation, safe transport, healthcare, education, jobs and leadership positions), and those not sufficiently acknowledged (stability and tenure in housing, labor force inclusion and wage parity, physical, mental and environmental health, sexual and reproductive rights, freedom from violence, assured levels of participation in policy- and decision-making, etc.). Migrating between multiple cultural and sociopolitical contexts, and between the individual and metropolitan, national and indigenous levels of policymaking, the course will look at how today’s cities have evolved; the consequential disconnect between enshrined legal frameworks, regulatory and administrative structures, and concrete urban realities; and at how, through a sustainable process of inclusive community and private sector engagement, responsive design, and strategic budgeting to realize select well-defined priorities, tomorrow’s cities can be better attuned to the human scale of their primary constituents by becoming more aware, inclusive, accommodating and enabling of women and families.

Each week, one or more leading and cutting-edge thinkers and practitioners in the areas of urban and environmental design and management, corporate social responsibility, landscape architecture and planning, sustainable engineering, and urban health, wellbeing and women’s rights will share their experience, current thinking and ideas in featured guest lectures; these will be followed by wide-ranging conversations among the instructor, lecturers and students, enabling students to hear firsthand how
private, public and non-profit sector managers, policymakers and designers approach and deal with such issues as (for instance) making transport hubs equally navigable for women with strollers, walkers or young children, or implementing green or family-friendly CSR policies.

Students will also engage in weekly discussions of questions accompanying the assigned readings and will have the chance to join three Field Trips (walking tours) of specific New York City neighborhoods, led by course instructors. For their Final Projects, students will have the opportunity to examine a company’s or city’s sustainability and gender policies and practices, or to study and compare the daily paths through the city of low-, middle- and upper-income women in New York by tracking their time-use and distances traveled.

Reading assignments and discussion questions will be closely aligned with those topics covered in class lectures. The course is open to both graduate and undergraduate students across the University.

The course satisfies either of the first two areas of study within the Sustainability Management program: “Integrative Courses in Sustainability Management,” or “Public Policy Environment of Sustainability Management.”

Learning Objectives
“Women in Cities” is an exploration of the wide array of issues pertaining to the ability of women and families to lead safe, healthful and fulfilling lives in 21st-century urban centers and how such freedom and viability can be planned, designed, financed, managed and sustained. By the end of this course, students will be able to:

- Identify, characterize and analyze many of the challenges facing women and families of all income brackets living, studying and working in today’s cities, and of the challenges facing those planners, architects, engineers, managers and public, private and nonprofit sector leaders striving to improve the infrastructure, access, safety and sustainability in ways that will make a tangible difference;
- Approach those urban problems disproportionately affecting women and families from a broader perspective, with the ability to: analyze the factors at play; help design a better system or facility, knowing which specializations will need to be brought into the process; and anticipate some of the potential obstacles to the successful implementation of her/his proposed solution;
- Synthesize, apply and communicate sustainability knowledge effectively to address and solve environmental problems and those involving environmental justice.
- Analyze and evaluate the work processes, operations, efficiency and stakeholder satisfaction of sustainability initiatives containing one or more gender component.
- Enumerate, evaluate and integrate effective approaches taken and solutions devised/promoted by designers, planners, architects and engineers; public officials, corporate executives, non-profit agencies, financiers; and urban women and families in disparate income brackets living in highly differentiated conditions, and to ensure that all these interests to be represented at every stage of discussion and planning, budgeting, implementation and review of a given project.
- Work with these diverse stakeholders (end-users, top management, financial backers) on the viability and manageability of their solutions and on agreed evaluation instruments to measure the effectiveness of a facility or system in meeting its objectives of sustainability and equal access.
Course Topics

The course opens with an introduction to the particular challenges faced by women living, working and raising families in cities and to how urban development, urban design and public sector budget processes have evolved without substantively addressing women’s needs. In the weeks to follow, a series of guest lecturers will share their various professional approaches to this nexus of issues, giving students a full appreciation of the holistic and human essence of urban life and the importance of considering, designing and managing cities to accommodate and ensure safe, convenient and sustainable homes, neighborhoods, schools, shopping and service areas and workplaces where women and families can thrive.

I. Defining the Problem (Weeks 1 – 5)
- Week 1: Women and the City: Rethinking Our Urban Ground (An Introduction)
- Week 2: Women in the City: Navigating structures not designed for ease or comfort
- Week 3: Leading Women in the City: How to make a difference and manage change
- Week 4: Urban Women’s Rights: What are they, and how are these enforced or denied, in allocating, inhabiting and designing public and residential spaces?
- Week 5: Starting from Ground Zero: The human body, and fulfilling essential human and social needs as the fundamental building blocks of sustainable urban living

II. Looking Backward: How We Got Here (Weeks 6-8)
- Week 6: Women Drove Urban Policy and Design
- Week 7: Modernism and Women’s Metropolitan Vision
- Week 8: Patterns of Exclusion: Post-war urban growth and development, good intentions, obliviousness and impact

III. At Home in the City: How to Conceptualize and Design Cities for ALL of us? (Weeks 9-11)
- Week 9: How do we think about “Safety” and “Protection,” and how might we redefine and enforce these concepts in Urban Planning, Growth and Sustainability Management?
- Week 10: How can women take the lead in designing and building to feel “at home”? in the City?
- Week 11: How do we address these issues, as leaders in business and government?

IV. At Home in the City: Project Presentations aimed at Improving Women’s Safety, Access and the Livability and Sustainability of Urban Areas Worldwide (Weeks 12-14)
- Week 12: Green Space, Common Space, Accessible and Sustainable Space (Guest lecture, followed by first Final Project Presentations to class and expert panel)
- Week 13: Final Project Presentations to class and expert panel, followed by group discussion;
- Week 14: Final Project Presentations to class and expert panel; final group discussion.

Required Reading

Most readings are available online or as through the Columbia Libraries. Please find all citations of (and/or hyperlinks) to these readings in the “Course Schedule” section below. Those readings not available online or as e-books will be made readily available.

Recommended Reading


Other useful readings, included in the “Women in Cities” Bibliography, will be specifically noted and recommended depending on each student’s Final Project choice.

**Useful resources**, to keep up on the intersections among women and issues relating to climate change, sustainability and sustainable urban development:

- [http://www.theguardian.com/cities](http://www.theguardian.com/cities)
- [http://www.nrdc.org/policy/](http://www.nrdc.org/policy/)

**Resources**

Courseworks will be used to distribute reading materials, lecture slides (when available) and to submit assignments.

**Course Requirements - Assignments**

*Graduates students must take the course for 3 credits. Undergraduate Sustainable Development majors and concentrators have the option of registering for the 1-credit course or the 3-credit course.*

A. The requirements for students who take the course for 3 credits are as follows.

**Attendance and Participation (10%)**

Class attendance is mandatory, with one point from the student’s participation grade deducted for each unexcused absence. Each class session will include 20-30 minutes of discussion, both to query the lecturer and to respond to the week’s reading assignments; engaged, readings-informed participation is expected.

Three Field Trips will be organized and taken outside of class time. Field Trip dates will be announced at the first class session. Attendance on one or more Outside Field Trip, worth between 25% (for attendance at one) to 33% (for attendance at two or more) of each student’s participation grade, is at each student’s discretion; please note, though, that these additional sessions, which have been custom designed to concretize and reinforce the content of both the readings and the lectures. For those students unable to attend a given Field Trip, Field Trip Readings should nevertheless be completed before the end of the semester, as they will be useful both in helping to frame the course as a whole and in preparing the Final Exam.

If a student must miss class for any reason, he/she must notify the instructor by email or phone before the start of the class session; students should also inform the instructor as to whether or not she/he plans to join each Field Trip, and should notify the instructor, even at the last minute, if her/his plan changes.

**Courseworks Discussion Assignments (25%)**
Assignments will be posted on the Courseworks webpage, in the Discussion section. At the end of class, a question related to the readings for that week will be posed in class and posted in the Discussion section. All students must then offer a response either (1) to the question itself, or (2) to a response (or more than one response) already offered in the Courseworks Discussion section by another student (or other students). The entry should be no longer than 400 words and should reflect knowledge of the readings for that week, as well as any related readings from previous weeks. As possible, entries should include proposed management strategies for addressing (at least one of) the issues at hand and for securing company or government department buy-in to these strategies and ensuring their sustainability. All entries for each week are due by Sunday at midnight (12am Monday) before the following class. Ten entries are required, with all postings required to receive full points. Each student should maintain a document file that includes all of his/her discussion entries, dated as entered, that must be submitted via Courseworks at the end of the course. The entire document file (including all entries) will be reviewed and evaluated as a single assignment and given a letter grade on a scale from A+ to F.

**Final Project (40%)**
Starting in the third week of the term, students will work together in groups or alone on one of the three project topics described below, each of which will culminate in a Final Project paper that will also be shared during the last three weeks of the term as a formal, 10-12 minute presentation, followed by questions from the class and a panel of experts. Papers should follow standard formatting according to University style guidelines; presentations can take the form of PPT slides, graphics, video, testimonies, summary charts and/or some combination of these. Both presentations and written papers should include a summary of key points, a brief discussion of methodology, a list of cases examined, descriptions of conditions pertaining to each case, findings of fact and analysis, conclusions and (as appropriate) recommendations.

**Final Project Topics (students will choose one):**

1. **Mapping aspects of the daily lives of New York City women** in upper-income, middle-income and lower-income economic brackets, to better understand their time use, distances traveled and their specific transport, access and security needs in the course of an ordinary weekday. Papers and presentations will report on findings drawn from subject interviews and analyses of pre-set indicators that identify areas where the differences are starkest, quantify those differences, and propose affordable, sustainable solutions or improvements that can reduce those gaps and significantly ease and improve these women’s lives.

2. **Studying the accommodation of women and families in another world city (or neighborhood therein)**, evaluating public policies and legal protections, local government’s responsiveness and the actual lived experience of women there, including firsthand knowledge of what has brought them to the city, what they have found there and what their lives are like. Papers and Presentations will report on these findings, a) observing legal/policy gaps, where these exist, in gender equality and protection; b) highlighting successes and/or key gaps between policy and implementation; c) considering possible reasons behind these successes and gaps; and d) offering recommendations as to how to improve implementation, so that women are able to experience the full benefits of appropriate legal frameworks and public policies. (**In taking on this project, students will be better able to succeed if one member of the group [or he/she, if working alone] comes from [or from near to] the city to be examined and/or has access to women residents there who can inform them about the opportunities, challenges and the relationship between stated government policies and their daily lives in the city.)**

3. **Studying and Evaluating the Corporate Social Responsibility policies of specific firms, utilities and/or government departments, with regard to their design, implementation, costs and benefits:** Several firms/utilities/departments will meet and share documents with students, affording them the opportunity to have some insight into the thinking behind one or more given firm’s/agency’s CSR policies, the effectiveness of their application, and to consider ways to make them more productive and sustainable.

**Final Exam: A 1,500 Word Blog Post sharing your own observations about women’s lives in urban contexts, and your thoughts what might be done, if anything, from a design, engineering, public policy and/or management point of view, to enable them to be full participants in the life of the city. (25%)**
Students should feel free to think critically boldly in this essay, which can focus on one or more cities, firms or specific issues facing women and girls, bringing concrete examples to bear. Ideas and solutions from the readings and guest lectures should be incorporated and referenced, key challenges should be enumerated, and recommendations should be practical, affordable and far-sighted.

The best three blog posts will be published on the Earth Institute’s State of the Planet blog. The final exam due date is TBD.

B. The requirements for students who take the course for 1 credit are as follows.

Attendance and Participation (10%)
Attendance is mandatory for each class session. If a student must miss class for any reason, the student must notify the instructors by email before the start of the class session. One point from the student’s participation grade will be deducted for each unexcused absence. Each class will include 20-30 minutes of discussion, both to query the lecturer and to respond to the week’s reading assignments; engaged, readings-informed participation is expected.

Outside Field Trip attendance, worth between 25% (for attendance at one) to 33% (for attendance at two or more) of each student’s participation grade, is at each student’s discretion; please note, though, that these additional sessions, which have been custom designed to concretize and reinforce the content of both the readings and the lectures.

If a student must miss class for any reason, he/she must notify the instructor by email or phone before the start of the class session; students should also inform the instructor as to whether or not he/she plans to join each Field Trip, and should notify the instructor, even at the last minute, if her/his plan changes.

Courseworks Discussion Assignments (45%)
Assignments will be posted on the Courseworks webpage, in the Discussion section. At the end of class, a question related to the readings for that week will be posed in class and posted in the Discussion section. All students must then offer a response either (1) to the question itself, or (2) to a response (or more than one response) already offered in the Courseworks Discussion section by another student (or other students). The entry should be no longer than 400 words and should reflect knowledge of the readings for that week, as well as any related readings from previous weeks. As possible, entries should include proposed management strategies for addressing (at least one of) the issues at hand and for securing company or government department buy-in to these strategies and ensuring their sustainability. All entries must be posted by Sunday at midnight (12am Monday) before the following class. Ten entries are required, with all postings required to receive full points. Each student should maintain a document file that includes all of his/her discussion entries, dated as entered, that must be submitted via Courseworks at the end of the course. The entire document file (including all entries) will be reviewed and evaluated as a single assignment and given a letter grade on a scale from A+ to F.

Final Exam: A 1,500 Word Blog Post sharing your own observations about women’s lives in urban contexts, and your thoughts what might be done, if anything, from a design, engineering, public policy and/or management point of view, to enable them to be full participants in the life of the city. (45%)

Students should feel free to think critically boldly in this essay, which can focus on one or more cities, firms or specific issues facing women and girls, bringing concrete examples to bear. Ideas and solutions from the readings and guest lectures should be incorporated and referenced, key challenges should be enumerated, and recommendations should be practical, affordable and far-sighted.
The best three blog posts will be published on the Earth Institute’s State of the Planet blog. The final exam due date is TBD.

Pending consultation with the instructor and with permission, those taking the course for 1 credit may substitute the Final Project for the Final Exam. (See Course Requirements under “A.” above, for more information on the Final Project option.)

Evaluation & Grading

Grading Criteria for All Written Assignments:

Students who take the course for 3 credits will evaluated on all of the criteria below. Students who take the course for 1 credit will be evaluated based only the criteria related to their course requirements.

- **Critical thinking:** In preparing their Courseworks assignments, the student should demonstrate careful consideration of, analysis of and support for the facts and concepts employed in making his/her argument.

- **Content and sources:** In all written work students are expected to draw from insights in the weekly lectures, as well as from a variety of published sources, to inform their discussion of the issues at hand regarding gender and sustainable urban development. All sources shall be properly cited in the text and in a bibliography using MLA format. Please use only primary or secondary sources. For more information about primary and secondary resources, see http://www.lib.berkeley.edu/instruct/guides/primarysources.html.

- **Quality of written assignments:** Students are expected to produce consistently concise, well-organized, well-argued and correctly formatted work that displays their mastery of the concepts embedded in the weekly lectures and reading assignments.

- **Final project presentations:** Students can be creative in their presentations, making use of multiple media (graphics, maps, charts, photos, video) that help them make their points.

- **Final exam** should be 1,500 words in length and will be graded out of 100 points using the following rubric: Spelling and Grammar: 20 points, Adherence to Format Guidelines: 30 points, Answers to assigned questions: 50 points total (10 to 12.5 points per question)

**Grading Policies**

The following clarifies how points awarded to individual assignments translate into letter grades for the course:

- A+ is for extraordinary work, above & beyond; A = 93-100, A- = 90-92,
- B+=87-89, B= 84-86, B-=80-83, C+=77-79, C=74-76, C-=70-73, D=66-69, F= 65 or fewer.

**Policies and Expectations:** Attendance, Late Papers, Class Behaviors and Civility, Academic Integrity, Disability Access, Safety, Cancellation Policies
Attendance
Students are expected to arrive on time, attend all classes and to stay until the end of class, unless they have notified the instructor at the start of the session that they will need to leave early; unexcused absences will affect a student’s final grade.

Late Assignment Policy
Assignments are due on the dates/times identified, with a full letter grade deducted from any assignment submitted after the due date/time. No assignment will be accepted after the deadline for submitting final grades.

Incompletes
As outlined in the School’s grading and academic starts policy: “A grade of ‘I’ (incomplete) is a temporary grade indicating failure to complete assigned work. This mark is given only upon the request of the student and at the discretion of the instructor. The student and faculty member must sign a completed ‘Request for Grade of Incomplete Form’ before the final class session. The ‘I’ must be removed within one year after the end of the semester in which the student received the grade. Students seeking an extension of this time limit must have the approval of the instructor and successfully petition the director of their program. If no petition is made, or if the petition is unsuccessful, the grade is changed to an N (a Permanent Incomplete), which remains on the student’s permanent record.”

Academic Integrity
The School of Professional Studies does not tolerate cheating and/or plagiarism in any form. Students who violate the Code of Academic and Professional Conduct will be subject to the Dean’s Disciplinary Procedures. The Code of Academic and Professional Conduct can be viewed online:
http://ce.columbia.edu/node/217

Please familiarize yourself with the proper methods of citation and attribution. The School provides some useful resources online; we strongly encourage you to familiarize yourself with these various styles before conducting your research: http://library.columbia.edu/help/howto/endnote.html

Violations of the Code of Academic and Professional Conduct will be reported to the Associate Dean for Student Affairs.

Accessibility Statement
Columbia is committed to providing equal access to qualified students with documented disabilities. A student’s disability status and reasonable accommodations are individually determined based upon disability documentation and related information gathered through the intake process. For more information regarding this service, please visit the University’s Health Services website:
http://health.columbia.edu/services/ods/support

Course Schedule / Calendar
Please note that the schedule of planned speakers is subject to change in the course of the semester to accommodate speakers’ schedules. The following calendar represents a list of those who have committed, pending scheduling, and those invited to speak to the class.
I. Defining the Problem (Weeks 1 – 5)

Week #1 – 1/20/16: Women and the City: Rethinking Our Urban Ground (An Introduction)  
(Students should review syllabus prior to this first class.)

- **Introduction:** Although women, children and families are at the heart of city life, their needs and aspirations are not always considered in urban design – whether by ensuring transport and accessibility, safe and appropriate green and common space, or simple inclusion and feeling at home and able to thrive in the city. Yet without such consideration, cities cannot be sustainable. Through this course, students will have the opportunity look at cities, and at New York in particular, through multiple gendered lenses, and to devise strategies for incorporating social sustainability as an intrinsic component of sustainability management. This initial session will include an introductory lecture, course overview and discussion of the speakers schedule, weekly assignments and final projects.

- **Speaker:** Dr. Susan M. Blaustein, Director, Millennium Cities Initiative & Adjunct Research Associate at The Earth Institute, Columbia University; Founder/Executive Director, WomenStrong International.

- **Readings:**
  - Chant, Sylvia (2011a) “Gender and the City,” *LSE Research Magazine* (Spring), 26-27, available at [http://www2.lse.ac.uk/researchAndExpertise/LSEResearchMagazine/home.aspx](http://www2.lse.ac.uk/researchAndExpertise/LSEResearchMagazine/home.aspx)

- **Speaker Bio:**
  Dr. Susan M. Blaustein is the Co-Founder/Director of the Millennium Cities Initiative (MCI), a project of the Earth Institute at Columbia University committed to sustainable urban development, designed to assist selected sub-Saharan capitals in attaining the UN's Millennium Development Goals. Dr. Blaustein built the organization from scratch to cover 11 underserved sub-Saharan municipalities, each with distinct challenges documented in a series of publications she has edited and overseen. In 2014 Dr. Blaustein established the nonprofit organization WomenStrong International (WSI), to address the health, protection, education, housing and livelihood needs of women and girls in impoverished urban settings in Haiti, Ghana, Kenya, India and Washington, DC, thereby enabling
these women to connect with each other and to become leaders in eradicating extreme urban poverty, both within and beyond their respective communities.

Prior to her work over a decade at the Earth Institute, Dr. Blaustein was a senior consultant and analyst with the International Crisis Group, a Brussels-based think tank focused on conflict prevention, and with the Coalition for International Justice, a Washington-based NGO supporting the efforts of international criminal tribunals to prosecute gross human rights abusers in Rwanda, the former Yugoslavia, Cambodia, East Timor and Sierra Leone; she is completing a book about the Rwandan genocide. Dr. Blaustein also reported on conflict, politics and economics from the Balkans, Southeast Asia and Washington, DC, for such publications as The New Yorker, Harper’s, The Wall Street Journal, The Nation, The New Republic and the Los Angeles Times. She served previously as Assistant Professor at Columbia University, her doctorate is from Yale University, she was a Harvard Junior Fellow in the Society of Fellows at Harvard University, a Guggenheim Fellow, and the recipient of multiple awards.

- **Assignment**: Courseworks Discussion #1.

**Week #2 – 1/27/16: Women in the City: Navigating Structures Not Designed for Ease or Comfort**

- **Introduction**: This class session will zero in on the navigability of cities for women of all ages, focusing on access in and across New York City. Affordable/convenient transport, water use, storm- and wastewater disposal, heating/cooling systems, lighting and security in public spaces, and the speaker’s own experience working with the City and with other partners worldwide to achieve concrete sustainability objectives are among those issues to be discussed. Final Project scope and definition will also be discussed.

- **Speaker(s)**: Dr. Patricia Culligan, Prof. of Civil Engineering; Associate Director, Data Science Institute; SEAS; EI Faculty; & Co-Director, Urban Design Lab, GSAPP, (possibly) with Ms. Lori Arditto, First Deputy Commissioner, NYC Dept of Transportation.

- **Readings**:

**Field Trip 1 Reading**:


- **Speaker Bios**:
  A leader in the field of water resources and urban sustainability, Prof. Culligan has worked extensively with The Earth Institute’s Urban Design Lab at Columbia University to explore novel, interdisciplinary solutions to the modern day challenges of urbanization, with a particular emphasis
on the City of New York. Culligan is the director of a joint interdisciplinary Ph.D. program between Columbia Engineering and the Graduate School of Architecture Planning and Preservation that focuses on designs for future cities, including digital city scenarios. Her research group is active in investigating the opportunities for green infrastructure, social networks and advanced measurement and sensing technologies to improve urban water, energy, and environmental management.

Prof. Culligan received her M.Phil. and Ph.D. from the University of Cambridge and was on the faculty at M.I.T before joining Columbia in 2003. She has received numerous awards for her contributions in engineering research and education, including the National Science Foundation's CAREER Award, the Egerton Career Development Chair, M.I.T's Arthur C. Smith Award for contributions to undergraduate life, Columbia Engineering School Alumni Association's Distinguished Faculty Award and Columbia's Presidential Teaching Award. Prof. Culligan serves on the National Academies Nuclear and Radiation Studies Board, the Board of Earth Sciences and Resources Committee on Geological and Geotechnical Engineering and the Board of Governors of the American Society of Civil Engineer's Geo-Institute. She is the author or co-author of six books, two book chapters, and over 70 refereed scientific publications and 110 technical articles.

As Chief Operating Officer of the New York City Department of Transportation, Lori Adito oversees those divisions that ensure the safe, efficient, and environmentally responsible movement of people, goods, and vehicles throughout the City of New York, including the maintenance of more than 6,000 miles of streets and highways, the management and rehabilitation of more than 700 bridge structures, operation of the Staten Island Ferry, oversight of private ferry service, the management of municipal parking facilities, and maintenance of the City's street lights, traffic signals and traffic signs. Prior to becoming First Deputy Commissioner (FDC) at the DOT, Ms. Ardito served as Lower Manhattan Borough Commissioner, the agency's liaison among elected officials, community boards, business improvement districts, advocacy groups and individuals. There she assumed responsibility for coordinating reconstruction work near the World Trade Center, to minimize disruption. Previously Ms. Ardito served as the Borough Commissioner of Brooklyn, from August 2002 to March 2006, where she coordinated the delivery of essential traffic safety services to communities throughout New York's largest borough. A graduate of Kean College in New Jersey, FDC Ardito joined the Department of Transportation in 1987, held various positions over the following years in the Divisions of Bridges and Roadways and in 1997 became the Administrative Superintendent of Highways for Brooklyn and Arterial Highways.

- Assignment: Courseworks Discussion #2; students should be exploring possible Final Project topics and team members.

**FIELD TRIP 1: All in the ‘hood?** Our first walking tour will explore a neighborhood near to the Columbia University campus. After walking for a while and observing with care, we will ask ourselves a series of questions -- e.g., what neighborhood functions seem to work, what (if anything) seems to be missing, is it convenient to accomplish essential chores (food shopping, laundry, getting to school or childcare, buying basic amenities), are there recreational facilities within walking distance, does there seem to be a sense of community, do people who live and work here seem to feel secure, is this a place you would feel comfortable living with your family, etc. -- that will relate to the Reading and to what it means “to live well in the city.”

**Week #3 – 2/3/16: Leading Women in the City: How to Make a Difference and Manage Change**

- Introduction: This lecture and discussion will focus on the ability of corporate sector leaders to effect change, both within their companies, with peer firms and across a broader community. Specific case
studies will be discussed by prominent women pioneers in the field of corporate CSR, including setbacks and the challenges of changing corporate and civic culture.

• **Speakers:** Alice Tepper Marlin, President & Founder, Social Accountability International; Amy Hall, Director of Social Consciousness, Eileen Fisher; & Eileen Fisher, Founder, President & CEO of Eileen Fisher.

• **Readings** *(Additional or substitute readings to be suggested by the speakers):*

• **Assignments:** Courseworks Discussion #3; students should continue exploring Final Project topic and team member options; consultations with instructor, as needed.

• **Speaker Bios:**
  - **Alice Tepper Marlin** is the President & Founder of Social Accountability International, a non-governmental, multi-stakeholder organization dedicated to improving workplaces and communities by developing and implementing socially responsible standards. Ms. Tepper Marlin designed and managed the first social investment portfolio management service and in 1969 founded the Council on Economic Priorities (CEP), which pioneered the social investment field and published the best-selling consumer guide, “Shopping for a Better World,” and where she served as President and CEO for 33 years. She began her career as a Securities Analyst and Labor Economist at Burnham & Co., and as the editor of an international tax journal. Ms. Tepper Marlin is on the faculty at Wellesley College’s Madeleine Albright Institute for Global Affairs and is an Adjunct Professor in the Markets, Ethics & Law program at NYU’s Stern School of Business. She has received numerous awards (e.g., the 2010 Top 100 Thought Leaders in Trustworthy Business Behavior by Trust Across America; Adweek and Mademoiselle Woman of the Year; Japan Society Fellow; Ashoka, Right Livelihood Ward, Wellesley College Alumna of the Year), has been profiled in such newspapers and magazines as the *New York Times, People, Time, Le Monde*, and has been interviewed on numerous television and radio programs (e.g., the Today Show, Good Morning America, CNN).

  - **Amy Hall** is Director of Social Consciousness and a member of the Leadership Forum at Eileen Fisher, the successful women’s clothing designer headquartered in NYC. A pioneer in and champion of the practice of “Business as a Movement,” Ms. Hall has been extremely proactive in guiding her company toward increasing human, environmental, economic and social sustainability. By attempting to see through the eyes of farmers and factory workers, NGOs and also the bottom line, Ms. Hall’s Social Consciousness Department is advising Eileen Fisher in its efforts to offset domestic energy usage, explore the potential of chlorine-free wool and is seeking out new ways, as a firm and via multi-stakeholder partnerships, to fight human trafficking and slavery. Ms. Hall earned her M.A. from Columbia University Teachers College, a sustainable M.B.A. from Green Mountain College and her B.A. from Georgetown University.

  - **Eileen Fisher** is Founder/President/CEO of the sustainable women’s clothing company of the same name. Since 1984, she has led the charge for simple design and a humanistic approach to business. Inspired by the Gross National Happiness (GNH) Lab of Dr. C. Otto Scharmer's Presencing Institute, Ms. Fisher has always thought about framing prosperity in terms of the health, education, ecological resilience and psychological wellbeing of workers, suppliers and consumers. “This kind of holistic
vision is a huge and vital shift,” she has stated; “It is about rethinking what it means to live in a world with finite resources, as individuals and as businesses.” With her commitment to organic and sustainable fibers, manufacturing her clothing in the US and recycling her clothing, in her life and across her firm, she has been a leader in embracing “Business as a Movement.”

**Week #4 – 2/10/16: What are the Urban Women’s Rights, and How are They Enforced or Denied, in Allocating, Inhabiting and Designing Public and Residential Spaces?**

- **Introduction:** When considering how challenging it can be to live in a city where one can earn a living wage, raise one’s children, get around town and accomplish one’s objectives safely, in a reasonable amount of time and at reasonable cost, the simple prospect of enjoying a “right to the city” is not so simply accomplished. In this session Prof. Yasmine Ergas, Director of SIPA’s Specialization in Gender and Public Policy and an international human rights scholar with a special focus on the rights of women and girls, examines the assumptions, preoccupations and priorities informing 21st-century urban living, and the attendant privations experienced by women of all ages. NYPS Middle School Science Teacher Shakira Lleras will join Prof. Ergas, in considering the ways in which the lives of adolescent girls are both enabled and constrained by city living. The class with conclude with discussion (including in small groups) of the Final Project options and team formations.

- **Speakers:** Prof. Yasmine Ergas, Lecturer and Director, Gender and Public Policy Specialization, SIPA, with Shakira Lleras, NYPS Science Teacher, Hamilton-Grange Middle School.

- **Readings:**

- **Assignment:** Courseworks discussion #4; students finalizing Final Project and team choices and doing preparatory reading and thinking.

- **Speaker Bio:**
  Prof. Yasmine Ergas is Director of the Specialization on Gender and Public Policy and Lecturer in the Discipline of International and Public Affairs at the School of International and Public Affairs at Columbia University, and Senior Advisor to Columbia's Institute for the Study of Human Rights. A lawyer and sociologist, she focuses on issues regarding gender and women’s rights. Her current research addresses the ways in which the analysis of gender relations has been integrated into international affairs, the emergence of a global market in reproductive services and the impact of human rights programs and policies.

  Prof. Ergas has served as a consultant to international and domestic policy organizations, including the OECD, UNESCO, the Millennium Villages Project, the New York City Commission on Human Rights, CENSIS, a major applied social research institute in Italy, and on the staff of the Social Science Research Council. Among other engagements, she serves on the editorial board of the Journal of Human Rights Practice, the editorial board of Ingenere.it, the Faculty Advisory Committee of the Human Rights Institute at Columbia Law School and the Executive Committee of Columbia’s
Week #5 – 2/17/16: Starting from Ground Zero: The Human Body, and Fulfiling Essential Human and Social Needs as the Fundamental Building Blocks of Sustainable Urban Living

- **Introduction:** In considering what it takes for women of all ages to feel at home in the city, it helps to start with very close to home, i.e., with the human body and one’s most fundamental needs. This discussion will consider how notions of nesting, shelter and community have led us, circuitously, to the cities we live in today, suggesting how we, as planners, architects, managers, corporate leaders and activists, might go about rediscovering, reclaiming and realizing our right to the city. Discussion will continue, to finalize Final Project and team choices.

- **Speakers:** Prof. David Chapin, Architect, Department of Environmental Psychology, CUNY Graduate School and University Center, with Dr. Susan Blaustein

- **Readings:**

- **Speaker Bio:**
  Professor David Chapin, architect, psychologist and professor in the Department of Environmental Psychology at the Graduate School and University Center of the City University of New York, has worked for decades on housing needs, environments and re-uses, on the humane design of psychiatric, seniors’ and prison facilities, and on the ethics of socially responsible environmental design. He has authored or co-authored countless presentations and more than 28 articles, as well as all publications by Architecture-Research-Construction, Inc. (ARC), an interdisciplinary research and design firm. A practicing architect now at ARC and formerly at other top firms, Prof. Chapin has taught university since 1967 at some of the nation’s finest institutions, including University of California at Berkeley, University of Oregon, Case Western Reserve and, since 1986, the City University of New York.

- **Assignment:** Courseworks discussion #5; preparation of draft Final Project outline.

II. Looking Backward: How We Got Here (Weeks 6-8)
\textbf{Week #6 – 2/24/16: Back When Women Drove Urban Policy and Design}

- \textbf{Introduction:} This lecture will focus on the little-known history of women in sustainability: across the fields of architecture, urban planning and design and public health, beginning in the late 19th-century women have led the way in helping raise awareness of the intimate relationship between space, health, family life, community and success. Examples of visionary women in these fields are discussed in the readings listed below.

- \textbf{Speakers:} Prof. David Chapin

- \textbf{Readings:}

\textit{Field Trip 2 Readings:}

- \textbf{Speaker Bio:} see above for bio of Prof. Chapin.

- \textbf{Assignment:} Courseworks discussion #6; Draft Final Project outlines due.

\textit{FIELD TRIP 2: Sunnyside Up! A Walking Tour of Sunnyside Gardens, the Queens community designed with human needs and rights in mind, by Clarence Stein, Henry Wright and (landscape) Margaret Sewell Cautley; built by the City Housing Corporation between 1924-8. Date to be arranged.}

\textbf{Week #7 – 3/2/16: Modernism and Women’s Metropolitan Vision}

- \textbf{Introduction:} Although it is not well known, women have been visionaries in designing public and private spaces tuned to the human scale for well over a century. This lecture will examine the work of a few such trailblazers, including the first female Austrian architect, Margarete Schuette-Lihotsky, designer in 1926 of the highly practical, ergonomically correct ‘Frankfurt Kitchen,’ who, unusually for the time, designed affordable housing units, schools and community centers with simplicity and functionality in mind, and the less conformist, more sensually attuned work in 1920s Berlin, of Rietveld-Schroeder or Eileen Grey. Final Project groups will have the opportunity to meet together toward the end of the class.

- \textbf{Speaker:} Prof. Lynnette Widder, architect & faculty, Master of Science in Sustainability Management.

- \textbf{Readings:}

**Speaker Bio:**
Master of Science in Sustainability Management (MSSM) Professor Lynnette Widder has over 15 years of experience teaching design, conducting seminars, and organizing architectural excursions for architecture students at the undergraduate and graduate levels. She is Principal and Co-Founder of aardvarchitecture, a small architectural practice specializing in residential work with an emphasis on high-quality innovative construction. The practice’s designs have been featured in various publications, including *The New York Times*, *Time Out New York*, and the HGTV series “Small Space Big Style.” Prior to joining the MSSM faculty, Lynnette was the head of the architecture department at the Rhode Island School of Design.

**Assignments:** Courseworks discussion #7; Final Project outlines due; consultations with instructor as needed.

**Week #8 – 3/9/16: Patterns of Exclusion: Post-War Urban Growth and Development, Good Intentions, Obliviousness and Impact**

- **Introduction:** This class session will center around the nexus of issues afflicting poor communities in urban America and how these impact community members’ physical and mental health, sense of hope and their economic opportunity. Through case studies selected from the speaker’s extensive research, students will learn and have the opportunity to discuss how patterns of exclusion from mainstream American life have affected impoverished parts of our greatest cities, and what strategies might be undertaken to change the status quo.

- **Speaker:** Prof. Mindy Thompson Fullilove, MD; Prof. of Clinical Psychiatry and Public Health, Columbia University; New York State Psychiatric Institute.

- **Readings:** *(to be selected from among the following)*

**Speaker Bio:**
Dr. Mindy Thompson Fullilove, Professor of Clinical and Sociomedical Sciences at Columbia University, is a board-certified psychiatrist interested in the links between the environment and mental health. She started her research career in 1986 with a focus on the AIDS epidemic and became aware of the close link between AIDS and place of residence. Under the rubric of the psychology of
place, Dr. Fullilove began to examine the mental health effects of such environmental processes as violence, rebuilding, segregation, urban renewal, and mismanaged toxins and is now recognized as a leading expert in the impact of these catastrophic intersections on our nation’s urban life.

Dr. Fullilove has published numerous articles and six books, including: *Urban Alchemy: Restoring Joy in America’s Sorted-Out Cities; Root Shock: How Tearing Up City Neighborhoods Hurts American and What We Can Do About It;* and *House of Joshua: Meditations on Family and Place.* She is a Public Member of the Board of the American Institute of Architects, holds honorary doctorates from Bank Street and Cheshire Colleges, and her MSc and MD are from Columbia University.

- **Assignment:** Courseworks discussion #8; work on final projects should be ongoing, with instructor consultations as needed.

### III. At Home in the City: How to Conceptualize and Design Cities for ALL of us? (Weeks 9-11)

- **Week #9 – 3/23/16:** How do we think about “Safety” and “Protection,” and how might we redefine and enforce these concepts in Urban Planning, Growth and Sustainability Management?

  - **Introduction:** Feeling “safe” in one’s surroundings is the first key to being able to succeed. Yet “safety” and “protection” mean different things to different people, depending on their cultural context, race, ethnicity, gender, age and physical competencies. Looking at and designing urban space through the lens of what makes women and girls feel secure compels one to view and re-view one’s city in a different light. This discussion will consider our assumptions about safety and protection, reckoning those with both the indicators commonly used to measure relative safety and the realities on the ground.

  - **Speakers:** Prof. David Chapin, Architect, Dep’t of Environmental Psychology, CUNY Graduate School and University Center, with Dr. Susan Blaustein

  - **Readings:**

**Field Trip 3 Readings:**

- **Speaker Bio:** See above for bios of Drs. Blaustein & Chapin.
• **Assignment:** Courseworks discussion #9; work on final projects, consultations, as needed.

**Field Trip 3: An Urban Safari to Midtown:** What do these monumental structures tell us about the life and pulse of the city? What do they tell us about whose lives are enabled? What can we learn about these things, at street level? Date to be arranged.

**Week #10 – 3/30/16: How Can Women Take the Lead in Designing and Building to Feel “At Home” in the City?**

- **Introduction:** With this lecture by a recognized thought leader and practitioner of community-generated urban upgrading, students will observe poor communities from around the world taking the lead, using their social capital to build more sustainable, viable and aesthetically pleasing dwellings, public facilities, green space and common spaces that have substantially improved their own lives and the life and viability of their neighborhoods and communities.

- **Speaker:** Prof. Geeta Mehta, Graduate School of Architecture, Preservation and Planning; Founder of Asia Initiatives and URBZ, two nonprofits dedicated to helping those in impoverished communities to live healthy, dignified lives.

- **Readings:** *(to be selected from these by the speaker)*
  - “World Charter for the Right to the City” (2005) International Alliance of Inhabitants, available at [http://creativecommons.org/licenses/by-nd/2.0/fr/deed.fr](http://creativecommons.org/licenses/by-nd/2.0/fr/deed.fr) (tr. J. Grahl, May 2005).

**Recommended background or additional reading:**


- **Speaker Bio:**

  Dr. Geeta Mehta is Adjunct Professor of Architecture and Urban Design at Columbia University in New York, where she teaches seminars and design studios that have worked in India, China, Austria, France, Ukraine, Colombia, Brazil, Jamaica, Ghana and Kenya. Prof. Mehta is the founder and president of the non-profit Asia Initiatives, where she has developed the concept of Social Capital Credits (SoCCs). This breakthrough virtual currency for social good is currently in operation in five sites in India, Ghana and Costa Rica, incentivizing projects in healthcare, education, waste management, tree planting, neighborhood improvements and river restoration. Geeta is also the co-founder of “URBZ: User Generated Cities,” a Mumbai-based organization that highlights the potential of underserved communities to transform themselves into vibrant neighborhoods by improving public spaces and through art, cultural activism, and home improvements.
Co-author of several books as well as publications with Columbia University’s Urban Design Studio, Prof. Mehta received her education from the School of Planning and Architecture in New Delhi and then at Columbia University and earned her Ph.D. in Urban Engineering from the University of Tokyo. She is also the past president of the American Institute of Architects’ Japan Chapter.

- **Assignment:** Courseworks discussion #9; ongoing work on Final Projects, with instructor consultations as needed.

**Week #11 – 4/6/16: How Do We Address these Issues, as Leaders in Business and Government?**

- **Introduction:** In this class session students will hear from a panel of farsighted corporate and municipal leaders about some of their challenges in designing, adopting and implementing sustainability plans that integrate gender as a core component, and in collaborating with their public or private sector counterparts. Speaker presentations will be followed by a lively exchange with students. Details & arrangements regarding Final Project Presentations will also be discussed.

- **Speakers:** (panel of public officials/business leaders; have approached Catherine Gajewski (Philadelphia Department of Sustainability) & Leah Cohen (Deputy Director for Federal Policy, Resiliency Team, Mayor’s Office of Long-Term Planning and Sustainability), Maria Eitel (CSR head for Nike), Eileen Fisher and Howard Schulz (Founder/CEO Starbucks))

- **Readings** (Additional or substitute readings to be suggested by the speakers):

- **Speaker Bios:** (pending.)

- **Assignment:** Courseworks discussion #11; work on final projects, meeting with instructor as needed.
IV. At Home in the City: Green Space, Common Space, Access & Sustainability; Final Project Presentations, Aimed at Improving Women’s Safety, Access and the Livability and Sustainability of Urban Areas Worldwide.

Week #12 – 4/13/16: Green Space, Common Space, Accessible and Sustainable Space

- **Introduction:** This class session will consider the importance of ensuring access to green space and the public commons in the life and sustainability of the city, and of evaluating the uptake by women and families of these public spaces. Referencing specific case studies and her own experience, the speaker will illustrate how these spaces can be imagined, designed, built and managed with sustainability in mind. (As needed, Final Project Presentations, before the class, the speaker and other experts, will begin during the last segment of the class.)

- **Speakers:** Prof. Kate Orff, Associate Professor of Architecture and Urban Design at Columbia’s Graduate School of Architecture, Preservation and Planning, Founder of SCAPE; to be followed, as needed, by Final Project teams or individuals.

- **Readings:**

- **Speaker Bio:**
  Kate Orff is Associate Professor of Architecture and Urban Design at Columbia’s Graduate School of Architecture, Preservation and Planning and the Director of GSAPP’s Urban Design Program. She teaches studios and seminars focused on sustainable development, resiliency, and community-based change.

  As a registered landscape architect and the founder of SCAPE, a 20-person design firm based in lower Manhattan, Ms. Orff’s work on urban design for climate dynamics has been shared and developed in collaboration with a wide sector of arts institutions, governmental agencies, scientists and scholars. SCAPE’s work has won numerous National and American Society of Landscape Architecture Awards for built projects, planning and communications work; the office’s “Living Breakwaters” project was awarded a $60m implementation grant by the U.S. Department of Housing and Urban Development, as part of HUD’s “Rebuild by Design” Initiative, and won the 2014 Buckminster Fuller Challenge, “socially responsible design’s highest award.” This work projects a holistic view of human ecology as a path forward and represents a continuum of work that began in 2006, with a study of Jamaica Bay published in *Gateway: Visions for an Urban National Park*
(2011), was further developed as part of the Museum of Modern Art Rising Currents show in an installation titled ‘Oyster-tecture’ (2010) and has helped shape the debate about how to adapt and retool urban contexts relative to the “wicked problem” of climate change.

Ms. Orff’s recent book and traveling exhibit, PETROCHEMICAL AMERICA (Aperture Foundation, 2012), draws a cognitive map of the extraction economy of the lower Mississippi region and anticipates future planning challenges for the American landscape more broadly. Featuring photographs by Richard Misrach, the book links the lived experience of local communities, degraded landscapes and public health issues to national patterns of resource consumption and global waste. Prof. Orff received a Bachelor’s degree in from the University of Virginia with Distinction, a Master’s in Landscape Architecture from the Graduate School of Design at Harvard, was named a 2012 United States Artist Fellow and was inducted into the National Academy in 2013.

- **Assignment:** Courseworks discussion #12; first Final Project presentations, ongoing preparations for subsequent presentations, meeting with instructor as needed.

### Week #13 – 4/20/16: At Home in the City: Final Project Presentations, Aimed at Improving Women’s Safety, Access and the Livability and Sustainability of Urban Areas Worldwide.

- **Introduction:** Project teams or individuals will present their final projects to the class and a panel of experts. Projects should last no longer than 10-12 minutes, to allow time for questions and feedback. Toward the end of the session, the class will consider and discuss the projects, reflecting (as appropriate) on the challenges of designing, building and managing truly inclusive, sustainable cities.

- **Assignment:** Those who have not yet presented will continue to prepare their Final Project Presentations; those who have can continue with their readings and begin thinking about their Final Exam blog post.

### Week #14 – 4/27/16: At Home in the City: Final Project Presentations, Aimed at Improving Women’s Safety, Access and the Livability and Sustainability of Urban Areas Worldwide.

- **Introduction:** Project teams or individuals will present their final projects to the class and a panel of experts. Projects should last no longer than 10-12 minutes, to allow time for questions and feedback. After the Final Project Presentations have concluded, this last class session will consider the major themes that have emerged throughout the semester, as well as how best to further the integration of both gender and sustainability issues into Corporate Social Responsibility policies and programs and into public sector sustainability management practice. We will focus in particular on the importance of leadership in integrating sustainability and gender concerns into the agenda, planning and budget processes of both public and private sector organizations.

- **Assignment:** Final Exam due date to be announced.