

## SYLLABUS

### **SUMA PS4490: 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 (Morningside campus)**

#### **Instructor Information**

Instructor: Dr. Susan M. Blaustein

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Phone: +646 243 4678

Office Hours: Office Hours: Wednesdays, 2-4PM, @ 475 Riverside Drive (Interchurch), Rm. 401 (Earth Institute, 4<sup>th</sup> Floor); the instructor will be available on Thursdays mornings, by appointment, and 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 unrecognized as an essential investment in 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-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, time-saving, and lifesaving 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 insufficiently 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 how, through a sustainable process of inclusive community and private sector engagement, responsive design, and strategic budgeting, 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 corporate social responsibility 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 (for example) to examine a company's sustainability and gender policies and practices, a city's planning for, protection and engagement of women and girls, or 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 21<sup>st</sup>-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, Devising Solutions (Weeks 1 – 4)**

- Week 1: Women and the City: Rethinking Our Urban Ground (An Introduction)
- Week 2: Women in the City: Planning for Inclusive Sustainability in New York City
- Week 3: Women in the City: Exploring the “Gender-Urban-Slum Interface”
- Week 4: Women in the City: Navigating structures not designed for ease or comfort

## **II. Rights and Movement: Free, or Fettered? (Weeks 5-8)**

- Week 5: Women in the City: Starting from Ground Zero: The Human Body, and Fulfilling Essential Human and Social Needs as the Fundamental Building Blocks of Sustainable Urban Living
- Week 6: The Women's Burden In a Time of Climate-Forced Migration
- Week 7: Health in Cities, Health of Cities
- Week 8: What are Urban Women’s Rights, and how are they enforced or denied, in allocating, inhabiting, and designing public and residential spaces?

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

- Week 9: How can women take the lead in designing and building to feel “at home” in the City?
- Week 10: Modernism and Women’s Metropolitan Vision
- Week 11: Growing Up Female in the City

## **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: Youth Urbanism, Storytelling, and the Inclusive City (guest lecture, followed by first Final Project Presentations to class and expert panel)
- Week 13: Producers’ Rights, Justice and Urban Lives; Final Project Presentations, Aimed at Improving Women’s Safety, Access and the Livability and Sustainability of Urban Areas Worldwide (guest lecture, followed by second set of Final Project Presentations to class and expert panel)
- 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**

**UN-Habitat (2013) *State of Women in Cities 2012-2013: Gender and the Prosperity of Cities*.** Nairobi, Kenya: United Nations Human Settlements Programme, 2013 (pp. vii-xiv, 5 – 23) Available at <http://www.un-bd.org/pub/unpubs/2013/Gender%20and%20Prosperity%20of%20Cities.pdf> *A well-done and classic example of the economic benefit argument for addressing women’s needs and rights in the city, with case studies carried out in specific cities worldwide.*

**Chant, Sylvia (ed.) (2010) *The International Handbook of Gender and Poverty: Concepts, Research, Policy*** (Cheltenham: Edward Elgar). *Many of the assigned readings, and many more important readings not assigned, are published in this volume.*

**Jacobs, Jane (1961) *The Death and Life of Great American Cities*** (New York: Random House, first published 1961; 2002 edition) *(A classic, lyrical ode to city life and critique of modern trends in urbanization.)*

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 some of the intersections among women and issues relating to climate change, sustainability, equity, and sustainable urban development:

<http://www.bsr.org/en/our-insights/women-and-sustainability>  
<https://www.citylab.com/>  
<http://www.csrwire.com/>  
<http://www.environmentalleader.com/>  
<http://www.greenbiz.com/>  
<http://www.grist.org/>  
<http://www.theguardian.com/cities>  
<http://www.theguardian.com/us/environment>  
<https://nextcity.org>  
<http://www.nrdc.org/policy/>  
<http://ssir.org/>  
<http://www.sustainablebrands.com/>  
[http://www.un.org/womenwatch/feature/climate\\_change/factsheet.html](http://www.un.org/womenwatch/feature/climate_change/factsheet.html)

### **Resources**

Canvas (also known as CourseWorks2) 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.

#### Canvas Discussion Assignments (25%)

Assignments will be posted on the Canvas 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 Canvas 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 Canvas 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 begin to consider possible topics and teammates for their Final Projects. Students will select from one of the three project topics described below, each of which will culminate in a Final Project paper, produced alone or as part of a group. These will 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. (*Other cities may be substituted, if the student will be there over Spring Break and able to carry out the mapping at that time.*)

**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 herself, 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. Measuring the Gender Sensitivity of Urban Infrastructure**, whether by comparing similar facilities (e.g., subway stations, or public toilets) in different cities; examining dissimilar facilities within the same city (the different levels of responsiveness/obtuseness to women's needs in, e.g., subways and in public toilets), or chronicling differences over time in a given city's responsiveness to gender in its infrastructure planning. Papers and presentations will excavate the stories behind and the details of the carefully chosen facilities, interrogating the critical historical, sociocultural and economic contexts surrounding their design and impact, and making informed policy prescriptions to improve their gender sensitivity while remaining sensitive as well to those contexts.

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 she/he plans to join each Field Trip, and should notify the instructor, even at the last minute, if her/his plan changes.

Canvas Discussion Assignments (45%)

Assignments will be posted on the Canvas 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 Canvas 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, excepting the first Discussion Assignment, must be posted by Sunday at midnight (12am Monday) before the following class; the first entry must be posted by the following Sunday at midnight, together with the entry responding to the second Discussion Assignment. 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 Canvas 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 be 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 Canvas 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 resources. For more information about primary and secondary resources, see <http://guides.lib.berkeley.edu/subject-guide/163-Finding-Historical-Primary-Sources>.
- *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 Student Conduct Code: Academic Integrity and General Misconduct will be subject to the Dean's Disciplinary Procedures. The Student Conduct Code can be viewed online:

<http://www.tc.columbia.edu/policylibrary/student-conduct-code/>

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, Devising Solutions (Weeks 1 – 4)

**Week #1 – 1/17/18: 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>)



- Chant, Sylvia and Datu, Kerwin (2011a) “Urban prosperity doesn’t automatically mean gender equality,” *The Global Urbanist*, September, available at <http://globalurbanist.com/2011/09/27/urban-prosperity-doesnt-automatically-mean-gender-equality>
- Heyman, Stephen, “Trapped in Homs, Architect Imagines a New Future for Syrian Cities,” September 2, 2016, available at: [https://www.nytimes.com/2016/09/03/arts/design/trapped-in-homs-architect-imagines-a-new-future-for-syrian-cities.html?\\_r=0](https://www.nytimes.com/2016/09/03/arts/design/trapped-in-homs-architect-imagines-a-new-future-for-syrian-cities.html?_r=0)
- Jacobs, Jane (1961) *The Death and Life of Great American Cities* (New York: Random House, first published 1961; 2002 edition), 3-25.
- UN-Habitat (2013) *State of Women in Cities 2012-2013: Gender and the Prosperity of Cities*. Nairobi, Kenya: United Nations Human Settlements Programme, 2013. vii-xiv, 5 – 23; available at <http://www.unbd.org/pub/unpubs/2013/Gender%20and%20Prosperity%20of%20Cities.pdf>
- Manzo, L. C. and Wolfe (1990) “The Social Production of Built Forms, Environmental Settings and Person/Environment Relationships,” presented at the 11th Conference of the International Association for the Study of People and Their Surroundings, Ankara, Turkey, July 1990, & published in the proceedings.
- **Speaker Bios:**  
Dr. Susan M. Blaustein is the Founder/Director of WomenStrong International, a non-profit consortium dedicated to helping urban women and girls worldwide meet their *6 Essential Needs* ([www.womenstrong.org](http://www.womenstrong.org)). Before forming WomenStrong, Dr. Blaustein co-founded and directed 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 that 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 ([www.mci.ei.columbia.edu](http://www.mci.ei.columbia.edu)).

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:** Canvas Discussion #1 (*due before midnight, Sunday, January 21, together with the entry responding to Canvas Discussion #2*).

## **Week #2 – 1/24/18: Women in the City: Planning for Inclusive Sustainability in New York City**

- **Introduction:** In this class session, the former director of Mayor Bill de Blasio’s Office of Sustainability will give an overview of OneNYC, the Mayor’s sustainability plan for New York City, and will explain how her office put together a long-term, inclusive sustainability plan, sharing invaluable lessons in sustainability management along the way.
- **Speaker:** Prof. Nilda Mesa, Director of Urban Sustainability and Equity Planning at the Earth Institute’s Urban Design Lab, and former Director, Office of Sustainability for the City of New York Mayor’s Office of Long-Term Planning and Sustainability, New York City.

- Readings:
  - OneNYC-- pp. 1-21, 44-65, and 160-213 (*including the Overview, part of Vision 1 and Vision 3*), available at: <http://www.nyc.gov/html/onenyc/downloads/pdf/publications/OneNYC.pdf>
  - Katz, Jonathan, "Who suffers when disasters strike? The poorest and most vulnerable," September 1, 2017, available at: [https://www.washingtonpost.com/outlook/who-suffers-when-disasters-strike-the-poorest-and-most-vulnerable/2017/09/01/0efab8a2-8e65-11e7-84c0-02cc069f2c37\\_story.html?utm\\_term=.7fdc40ba5047](https://www.washingtonpost.com/outlook/who-suffers-when-disasters-strike-the-poorest-and-most-vulnerable/2017/09/01/0efab8a2-8e65-11e7-84c0-02cc069f2c37_story.html?utm_term=.7fdc40ba5047)

*Additional background reading, for those interested:*

- IPCC, 2013: Summary for Policymakers in Climate Change 2013: The Physical Science Basis. Contribution of Working Group I to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change. [http://www.ipcc.ch/pdf/assessment-report/ar5/wg1/WG1AR5\\_SPM\\_FINAL.pdf](http://www.ipcc.ch/pdf/assessment-report/ar5/wg1/WG1AR5_SPM_FINAL.pdf)
- Economics of Climate Adaptation Working Group, "Shaping Climate-Resilient Development: A Framework for Decision-making," 2009 (*skim Chapter 1 and 2*). [http://media.swissre.com/documents/rethinking\\_shaping\\_climate\\_resilient\\_development\\_en.pdf](http://media.swissre.com/documents/rethinking_shaping_climate_resilient_development_en.pdf)
- *A Stronger, More Resilient New York*, City of New York, 2013, pp. 1-36 (*basic background for a case study discussion of NYC prepared by those leading sustainability efforts under Mayor Michael Bloomberg*), available at <http://www.nyc.gov/html/sirr/html/report/report.shtml>.
- New York City Panel on Climate Change 2015 Report Executive Summary. *Ann. N.Y. Acad. Sci.*, 1336: 9–17, available at <http://onlinelibrary.wiley.com/enhanced/doi/10.1111/nyas.12591>

**>>>Field Trip 1 Reading (in time for Saturday, February 3):**

*Jacobs, Jane (1961) The Death and Life of Great American Cities* (New York: Random House, first published 1961; 2002 edition), 29-88, 112-40, 143-77.

- Speaker Bio:  
 Prof. Nilda Mesa, Director of Urban Sustainability and Equity Planning at the Earth Institute’s Urban Design Lab, has a long history of leadership and innovation on sustainability issues. Most recently as Director of the New York City Mayor’s Office of Sustainability, Mesa led OneNYC, the city’s path-breaking long-term sustainability plan, overseeing environmental reviews and citywide policy development and implementation on such areas as energy, climate change, green building standards, recycling and the circular economy, environmental justice, air quality, water, parks and natural resources, and sustainable transportation.

Prior to joining the de Blasio administration, Prof. Mesa worked at Columbia University in several roles, including as the founding Assistant Vice-President of Environmental Stewardship, Adjunct Professor at the School of International and Public Affairs (SIPA), and as the Associate Dean of Administrative Affairs at the Graduate School of Journalism. In addition to her new role, Prof. Mesa teaches courses at SIPA in sustainable development and urban sustainability and equity.

She previously served in the Clinton administration in key environmental policy roles, at the White House Council on Environmental Quality, the U.S. Air Force, and at the U.S. Environmental Protection Agency, as counsel to the NAFTA Taskforce, where she led U.S. legal negotiations with Canada and Mexico and implemented legislation related to trade and the environment. Prof. Mesa began her career at the California Attorney General’s Office, enforcing toxic waste and natural resources laws. Boards she has served on include the NYC Energy Efficiency Corporation, the Urban Green Council and Second Nature. A graduate of Harvard Law School and Northwestern University, Prof Mesa was born in Cuba and has lived in Harlem since 2001.

- Assignment: Canvas Discussion #2; students should begin to explore possible Final Project topics and team members.

### Week #3 – 1/31/18: Exploring “the Gender-Urban-Slum Interface” (*subject to change*)

- **Introduction:** In this class session, we will dig deeper into the essential multidimensionality of the world of poor women in the city by examining a recently proposed model for examining the full universe of components that factor into gender inequality in poor urban communities anywhere. Looking at the range of dimensions (e.g., demographics and sexual and reproductive rights; disparities in human capital; divisions of labor), corresponding criteria (e.g., mortality, fertility, aging, migration; education and vocational training; paid, unpaid, and underpaid work), and cross-cutting issues (e.g., time, income, health, violence, governance, and climate change) will illuminate the complexity and importance of the topic and the need for truly disaggregated, thoughtfully collected data, to fully understand what it means to be poor and female in urban contexts worldwide.
- **Speaker:** Prof. Blaustein
- **Readings:**
  - Chant, Sylvia, and Cathy McIlwaine (2016) *Cities, Slums and Gender in the Global South* (New York: Routledge), 1-70 (*subject to change*).
- **Assignment:** Canvas Discussion #3; students should be exploring possible Final Project topics and team members.

>>>**FIELD TRIP 1, Saturday, February 3: “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 #4 – 2/7/18: 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:** Dr. Patricia Culligan, Prof. of Civil Engineering; Associate Director, Data Science Institute, SEAS; EI Faculty; & Co-Director, Urban Design Lab, GSAPP).
- **Readings:**
  - Bapat, Meera and Agarwal, Indu (2003) ‘Our Needs, Our Priorities: Women and Men from the Slums in Mumbai and Pune Talk About their Needs for Water and Sanitation,’ *Environment and Urbanisation*, 15:2, 71-86.
  - Joshi, Deepa; Fawcett, Ben and Mannan, Fouzia (2011) "Health, Hygiene and Appropriate Sanitation: Experiences and Perceptions of the Urban Poor," *Environment and Urbanisation*, 23:1, 91-112.
  - Kunieda, Mika and Aimée Gauthier (2007) *Gender and Urban Transport: Smart and Affordable: Model 7a*, “Sustainable Transport: A Sourcebook for Policy-makers in Developing Cities,” GTZ, Eschborn, available at [http://irdp.org/documents/7aGenderUT\(Sept\).pdf](http://irdp.org/documents/7aGenderUT(Sept).pdf)

- **Speaker Bio:**

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. Prof. 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 referred scientific publications and 110 technical articles.

- **Assignment:** Canvas Discussion #4; students should be exploring possible Final Project topics and team members.

## **II. Rights and Movement: Free, or Fettered? (Weeks 5-8)**

### **Week #5 – 2/14/18: Starting from Ground Zero: The Human Body, and Fulfilling 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. The lecture will focus as well 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 19<sup>th</sup>-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 some of the readings listed below. Discussion will follow; continue zeroing in on Final Project and team choices.
- **Speaker:** Prof. David Chapin, Architect, Department of Environmental Psychology, CUNY Graduate School and University Center
- **Readings:**
  - Bauer, Catherine (1940) *A Citizen's Guide to Public Housing*, Poughkeepsie, NY: Vassar College) (1940) 1-34.
  - Chapin, David (1993) "Introduction: New Directions in Environmental Design Research," *Architecture and Behavior* (1993), 9:1, 5-12.
  - Hayden, Dolores (1979) "Charlotte Gilman Perkins and the Kitchenless House," in *Radical History Review*, Fall 1979, 225-47.
  - Maslow, A.H. (1943) "A theory of human motivation," *Psychological Review* 50 (4) 370-96. Retrieved from <http://psychclassics.yorku.ca/Maslow/motivation.htm>.

- Robinson, Sarah (2011) *Nesting: body, dwelling, mind* (William Stout), 1-21.
- Spivack, Mayer (1973) "Archetypal Place," *Forum*, October 1973, 44-9.
- Struening, Elmer L, Rodrick Wallace and Robert Moore (1990) "Housing Conditions and the Quality of Children at Birth," *Bulletin of the NY Academy of Medicine*, Sept.-Oct.1990, 66:5.
- 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: Canvas Discussion #5; students should continue exploring Final Project topic and team member options; consultations with instructor, as needed.

#### **Week #6 – 2/14/18: The Women's Burden In a Time of Climate-Forced Migration**

- Introduction: The speaker will look at the gendered conditions of climate refugees, with special consideration given to the shift between the woman's role in a rural/village environment and the necessities required for transitioning the household into an urban environment (where many ecological refugees end up settling). His focus will be primarily the change in women's status as the result of climate-forced migration, not only in terms of household maintenance, but increasingly in finding work outside the home to supplement the loss of agricultural income after a move to an urban context.
- Speaker: Prof. Noah Chasin
- Readings:
  - Hunter, Lori D., "Environmental Change, Migration and Gender," *Population Reference Bureau*, March 2012, available at <http://www.prb.org/Publications/Articles/2012/environment-gender.aspx>
  - Westra, Laura, *Environmental Justice, and The Rights of Ecological Refugees*, London, 2009; Chapter 1, pp. 3-22.

#### **>>>Field Trip 2 Readings (in time for Saturday, February 25):**

Jacobs, Jane (1961) *The Death and Life of Great American Cities* (New York: Random House, first published 1961; 2002 edition), 200-21.

- Speaker Bio:  
Noah Chasin is Adjunct Associate Professor of Architecture in the Urban Design program at Columbia Graduate School of Architecture, Preservation and Planning (GSAPP). He received his Ph.D. in Architectural and Urban History from the CUNY Graduate Center and is a historian/critic/theorist with a specific emphasis on the relationship between urban design/planning and human rights. His teaching, research, and writing center on issues of human rights in zones of urban conflict, questioning the ways in which citizenship and access are adjudicated in urban social networks.

Prof. Chasin has taught at Bard College, Cornell, Barnard, RISD, and the School of Constructed Environments at Parsons The New School. His critical writing has appeared in numerous journals, including *Journal of the Society of Architectural Historians*, *ArtForum*, and *Journal of Architectural Education*. Formerly the architecture critic for *Time Out New York*, Prof. Chasin was featured in the urban design documentary, "Urbanized," directed by Gary Hustwit.

In addition to his role in the M.S. AUD faculty, Prof. Chasin is affiliated faculty at Columbia's Institute for the Study of Human Rights and serves as Executive Editor for publications at The Drawing Center, NYC.

- Assignment: Canvas Discussion #6; students finalizing Final Project and team choices and doing preparatory reading and thinking.

>>>>***FIELD TRIP 2, Saturday, February 25: Urban Safari in 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?***

**Week #7 – 2/28/18: Health in Cities, Health of Cities; Final Project Presentations, Aimed at Improving Women's Safety, Access and the Livability and Sustainability of Urban Areas Worldwide.**

- Introduction: Our guest speaker will examine the intersection of the built environment (urban design, landscape architecture, public infrastructure) and women's health and will consider opportunities for integrating these once-discrete fields into design strategies capable of enabling and ensuring environmental and social sustainability. Final Project Presentations to the class, the guest speaker and other experts will begin during the last segment of the class.
- Speaker: Prof. Lee Altman, Adjunct Assistant Professor of Architecture and Urban Design at Columbia's Graduate School of Architecture, Preservation and Planning, Associate of SCAPE; to be followed, as needed, by Final Project teams or individuals.
- Readings (subject to change):
  - Sadik-Khan, Janette, and Seth Solomonow, *Street Fight: Handbook for an Urban Revolution*, Viking, Preface (pp. xi-xvi), & Chapter 14
  - Sangjvi, Rupal (2013) "How Can Redesigning Supermarkets Lead to Better Health?" *GOOD*, March 28, 2013, available at: <https://www.good.is/articles/how-can-redesigning-supermarkets-lead-to-better-health>
  - Center for Active Design Research Review of: Garland Elizabeth, Baban Kaylan A., Garland Victoria, Bey Ganga, and Sanchez Sadie H., "One Step at a Time Towards a Better Health: Active Design in Affordable Housing," in *Environmental Justice*. December 2014, 7(6): 166-171. doi:10.1089/env.2014.0031, available at: <https://centerforactivedesign.org/researchreview-affordablehousing> (Original article available at: <http://online.liebertpub.com/doi/abs/10.1089/env.2014.0031>)
  - Fullilove, Mindy (2015), "An Antidote for the Unjust City: Planning to Stay" *The Nature of Cities* Oct. 23, 2015, available at: <https://www.thenatureofcities.com/2015/10/23/an-antidote-for-the-unjust-city-planning-to-stay/>
- Speaker Bio:  
Lee Altman is an Adjunct Associate Professor of Architecture in the Urban Design Program (UDP) at Columbia University's Graduate School of Architecture, Preservation and Planning (GSAPP), where she coordinates the UDP's regional design studio in the Hudson Valley. As an urban

designer and associate at SCAPE Landscape Architecture, she manages projects that integrate urban design and landscape strategies with sustainable and resilient public infrastructure.

Altman has previously worked for New York City's Department of Design and Construction, where she led the agency's efforts on projects and initiatives to improve public health through the design of the built environment and collaborated on interagency efforts that employ design, policy, and evidence-based practices to improve public health outcomes. In addition, she promoted high-quality public design through the Design and Construction Excellence program. Prior to joining DDC, Altman worked with artists, scientists and media professionals to form a multifaceted perspective and to allow different voices and interests to participate and impact the design process of complex urban projects.

Altman serves as the co-chair of the Design Trust for Public Space Former Fellows Forum. She holds a Bachelor of Architecture degree from the Israel Institute of Technology and a Master of Science degree in Architecture and Urban Design from Columbia GSAPP.

### **Week #8 – 3/7/18: 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 21-century urban living, and the attendant privations experienced by women of all ages.
- **Speaker:** Prof. Yasmine Ergas, Lecturer and Director, Gender and Public Policy Specialization, SIPA.
- **Readings:**
  - Beall, Jo (2010) "Decentralisation, Women's Rights and Poverty: Learning From India and South Africa," in Sylvia Chant (ed.) (2010) *The International Handbook of Gender and Poverty: Concepts, Research, Policy* (Cheltenham: Edward Elgar), 633-7.
  - Spain, Daphne (2014) "Gender and Urban Space," *Annual Review of Sociology*, Vol. 40: 581-598 (Volume publication date July 2014); published online as a "Review in Advance" on May 5, 2014 (DOI: 10.1146/annurev-soc-071913-043446).
  - United Nations Human Rights Council (UNHRC) (2009) *Report of the Special Rapporteur on Adequate Housing as a Component of the Right to an Adequate Standard of Living, and on the Right to Non-Discrimination in this Context*, Raquel Rolnik, 4 February 2009, A/HRC/10/7 (New York: UNHRC) (<http://www.unhcr.org/refworld/docid/49a54f4a2.html>).

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 Institute for Research on Women, Gender and Sexuality Studies and is the Co-convenor of the Women, Gender and Sexuality Studies Council at Columbia University. She was a Guest Professor both on Women and International Human Rights in the Faculty of Law at the University of Palermo and on Gender and International Human Rights at the University of Milan, in 2013 and 2014, respectively. A graduate of the University of Sussex, University of Rome and Columbia Law School, Ergas has received numerous honors, fellowships and grants, including from the Institute for Advanced Study at Princeton, Brown University, American Council of Learned Societies, Ford Foundation, the Italian *Consiglio Nazionale della Ricerca* and the Institute for Social Economic and Policy Research at Columbia University.

Assignment: Canvas Discussion #8; Final Project outlines due; consultations with instructor as needed.

< **SPRING BREAK** >

### **III. At Home in the City: How to Conceptualize and Design Cities for ALL of us?**

(Weeks 9-11)

#### **Week #9 – 3/21/2018: 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)
  - Poulsen, Lone (2010) “A Room in the City: Strategies for Accessing Affordable Accommodation,” *Urban Forum*, 21:1, 21-36.
  - Patel, Sheela and Diana Mitlin (2010) “Gender issues and shack/slum dweller federations,” in Sylvia Chant (ed.) (2010) *The International Handbook of Gender and Poverty: Concepts, Research, Policy*, (Cheltenham: Edward Elgar), 379–84.
  - Mehta, Geeta (2014) “The Smartness of User Generated Cities” *Japan Architecture+ Urbanism*, October 2014, 118~25.
  - Miraftab, Faranak (2001) “Risks and opportunities in gender gaps to access shelter: a platform for intervention,” *International Journal of Politics, Culture and Society* 15:1, 143–60.
  - Reeves, Dory, Parfitt, Bonnie and Archer, Carol (2012) *Gender and Urban Planning: Issues and Trends* (Nairobi: UN-Habitat).
  - “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> (tr. J. Grahl, May 2005).

*Recommended background or additional reading:*

- Amnesty International (2010) *Insecurity and Indignity: Women's Experiences in the Slums of Nairobi, Kenya* (London: Amnesty International).



<http://www.amnesty.org/en/library/asset/AFR32/002/2010/en/12a9d334-0b62-40e1-ae4a-e5333752d68c/af320022010en.pdf>, pp. 30-1, 37-9, 42-3).

▪ **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:** Canvas Discussion #9; work on final projects, consultations, as needed.

**Week #10 – 3/28/18: Modernism and Women’s Metropolitan Vision**

- **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.
- **Speaker:** Prof. Lynnette Widder, Architect & Faculty, Master of Science in Sustainability Management.
- **Readings:**
  - Susan Henderson (1997) “A Revolution in the Woman's Sphere: Grete Lehotzky and the Frankfurt Kitchen,” in Coleman, D., *Architecture and Feminism* (New Haven: Yale University Press, 1997), 143-63.
  - Despina Stratigakos (2008) *A Women's Berlin: Building the Modern City* (Minneapolis: University of Minnesota Press, 2008) {excerpts TBD by speaker, total pp. 25-30.}
- **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.

- Assignment: Canvas Discussion #10; ongoing work on Final Projects, with instructor consultations as needed.

### **Week #11 – 4/5/18: Growing Up Female in the City**

- Introduction: NYPS Middle School Science Teacher Shakira Lleras will consider the ways in which the development of adolescent girls is both enabled and constrained by New York City living.
- Readings:
  - Chant, Sylvia (2016) “Galvanizing girls for development? Critiquing the shift from ‘smart’ to ‘smarter economics,’” *Progress in Development Studies*, 16, 4 (2016), pp. 314-28.
  - Lessard, Suzannah (1996) *The Architect of Desire* (Dial Press) 1-17, 66-72, 111-27, 305-28.
- Speaker Bio: Ms. Shakira Lleras teaches Science at Hamilton-Grange Middle School in West Harlem, where she has organized and led a program for at-risk girls and boys. Shakira entered teaching through Teach for America and has taught middle school science in District 6 (northern Manhattan) for 15 years. She is also the mother of two adolescent girls who are learning to find their way in the city.
- Assignment: Canvas 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. (Weeks 12-13)**

#### **Week #12 – 4/11/18: Youth Urbanism, Storytelling and the Inclusive City**

- Introduction: How have patterns of segregation and disinvestment shaped our cities by fracturing communities and the built environment? What are people doing to reweave the social fabric and reconnect physical spaces? Through case studies selected from the speaker’s experience, students will learn and have the opportunity to discuss how patterns of exclusion from mainstream American life have affected our cities, and what strategies are being undertaken to change the status quo.
- Speakers: Mss. Molly Rose Kaufman and Aubrey Murdock
- Readings subject to change):
  - Fullilove, Mindy Thompson (2001) "Root Shock: The Consequences of African American Dispossession," *Journal of Urban Health: Bulletin of the New York Academy of Medicine*, Vol. 78, No. 1, March 2001, 72-80.
  - Fullilove, Mindy Thompson and Rodrick Wallace (2011) "Serial Forced Displacement in American Cities, 1916-2010," *Journal of Urban Health: Bulletin of the New York Academy of Medicine*, Vol. 88, No. 3, 2011, 381-9.
  - Fried, Marc and Gleicher, Peggy (1961) "Some Sources of Residential Satisfaction in an Urban Slum," *Journal of the American Institute of Planners*, Vol. 27, Issue 4, 305-15.
  - Eva-Maria Simms (2008) "Children’s Lived Spaces in the Inner City: Historical and Political Aspects of the Psychology of Place," *The Humanistic Psychologist*, 36:72-89.
  - Solnit, Rebecca, “Diary,” *London Review of Books*, Vol. 35, No. 3-7, February 2013, pp. 34-5, available at <http://www.lrb.co.uk/v35/n03/rebecca-solnit/diary>

#### **>>>Field Trip 3 Readings (in time for Saturday, April 21):**

- Degen, Monica Montserrat, and Gillian Rose (2012) “The Sensory Experiencing of Urban Design: The Role of Walking and Perceptual Memory,” in *Urban Studies* 2012 49: 3271 originally published online 2 April 2012, available at <http://usj.sagepub.com/content/49/15/3271>.

- *Rappaport, Nina (1986) "Sunnyside Gardens: A Walking Tour," published by The Sunnyside Foundation, reprinted by SITES 16/17, produced by Lumen, Inc.*

- Speaker Bios:

**Molly Rose Kaufman** is a community planner, journalist and youth worker. Her writing has appeared in *YES! Magazine*, *Kinfolk Magazine* and *The New York Times*. As a community organizer in Orange, NJ, she cofounded the University of Orange, a free people's university, worked with residents and planners to write the Heart of Orange plan and developed ORNG Ink, a youth-led, user driven arts collective. She has a BA from Hampshire College, an MS in journalism from Columbia University and was a 2016 Civic Liberal Arts Fellow at The New School.

**Aubrey Murdock** is Head of School & Lead Designer for the University of Orange. Murdock is a graduate of the Design & Urban Ecologies program at Parsons The New School (M.S.) and Columbia College (B.A., Film Production). She focuses on the role of media and design within civic education and involvement. Her most recent work includes a short film outlining a history of discriminatory planning policies in the United States (*The Domino Effect*), University of Orange's long term, site-based storytelling project: Hidden Treasure of Our Orange, and researching collaborative remediation and collective natural resource management practices in her hometown of Casper, Wyoming.

- Assignment: Canvas Discussion #12; first Final Project presentations, ongoing preparations for subsequent presentations, meeting with instructor as needed; Final Exam due-date to be announced.

**Week #13 – 4/18/18: At Home in the City: Producers' Rights, Justice and Urban Lives; Final Project Presentations, Aimed at Improving Women's Safety, Access and the Livability and Sustainability of Urban Areas Worldwide** (*subject to change, given speakers' availability*)

- Introduction: This expert on labor rights, advocacy and corporate accountability will share some of her extensive experience working together with workers and companies worldwide; 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.

- Speakers: Judy Gearhart, Executive Director, International Labor Rights Forum.

- Speaker Bio:

**Judy Gearhart**, Executive Director of International Labor Rights Forum since March 2011, is also an adjunct professor at Columbia University's School for International and Public Affairs, where she teaches Human Rights and Development Policy. Ms. Gearhart previously coordinated legal research and training programs for workers and trade unions at Social Accountability International, led field research and evaluations for UNICEF and the ILO's International Program on the Elimination of Child Labor in Honduras, and worked for women's rights and democratization with NGOs in Mexico. She has published on women's rights, children's rights and labor relations and holds a Master of International Affairs from Columbia University.

- 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.

**>>>FIELD TRIP 3, Saturday, April 21: 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.*

**Week #14 – 4/25/18: 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.