

## SYLLABUS 2024

### SUMA PS4490: Women in Cities: Integrating Needs, Rights, Access and Opportunity into Sustainable Urban Design, Planning and Management

**Date/Time: TBD**

**Location: TBD**

#### **Instructor Information**

Instructor: Dr. Susan M. Blaustein

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Office Hours: TBA.

#### **No prerequisites.**

The course is open to both graduate and undergraduate students across the University.

#### **Course Description**

Although women and children constitute an increasing majority of urban populations worldwide, 20th<sup>h</sup>- 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, timesaving, 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 consider and submit brief written responses to discussion questions accompanying the assigned readings, which will be closely aligned with those topics covered in class lectures. 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 accessibility of public goods and services for low-, middle-, and upper-income women in New York or another city with which they are familiar.

**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(s);
- 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 the representation of all these interests 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.

- Week 1: Women and the City: Rethinking Our Urban Ground (An Introduction)
- Week 2: From the Ground Up: Transforming NYC Transportation One Step at a Time
- Week 3: Women and Disasters: Assessing Vulnerability and Equitable Recovery
- Week 4: The Right to the City as a Transformative Paradigm for a World in Crisis
- Week 5: Exploring ‘the Gender-Urban-Slum Interface’
- Week 6: The Forgotten Face of Homelessness
- Week 7: Women Leading the Way for Environmental Action
- Week 8: Understanding Detroit’s Care Community - The Power of Women

~ ~ ~ *Spring Break* ~ ~ ~

- Week 9: How Can Women Take the Lead in Designing and Building to Feel “At Home” in the City? -- guest lecture, followed by Final Project Presentations to class and expert panel; final group discussion.
- Week 10: The Ground Truth and Design That Matters
- Week 11: Planning and Designing for Women in Urban Areas: Case Study Central Harlem
- Week 12: Improving the Lives of Women in the Workplace Worldwide
- Week 13: “The Kitchen Debate:” Energy, Gender Equity, and Domestic Labor; + 1<sup>st</sup> Research Group Presentations
- Week 14: 2<sup>nd</sup> Research Group Presentations

## 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 <https://unhabitat.org/gender-and-prosperity-of-cities-state-of-women-in-cities-20122013> *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.). *The International Handbook of Gender and Poverty: Concepts, Research, Policy*.** Edward Elgar, 2010. *Many of the assigned readings, and many more important readings not assigned, are published in this volume.*

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

Other useful readings will be specifically noted and recommended depending on students’ Final Project choices.

**Useful resources** to keep up on some of the intersections among women and issues relating to climate change, sustainability, health, access, 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/>  
<https://www.right2city.org/publications/> (see the “thematic papers” linked to, under this tab)  
<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)

*Assigned readings without links or not posted to Canvas are available at the Columbia University Libraries.*

## Resources

Canvas (also known as CourseWorks2) will be used to distribute reading materials and lecture slides (when available) and to submit assignments.

## Course Requirements - Assignments

*Graduate 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 (15%)

Class attendance is mandatory, with one point from the student’s participation grade deducted for each unexcused absence. 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.

Each class session will include a substantial discussion period, including querying the lecturer and/or responding to the week’s reading assignments; engaged, readings-informed participation is expected.

At least twice in the course of the semester, students are expected to “walk the city” – any neighborhood, wherever and whenever you feel safe – with your eyes wide open, using a gendered lens. Students are encouraged to consider scale, accessibility and affordability, how welcoming the place or infrastructure, how accommodating to children, to families, to those differently abled, how much green space is part of the area, or how near it is to green space, etc.

Students should post their reflections on at least two personal “field trips,” brief essays of no more than 400 words, in the Discussions section on Canvas; these two brief essays will count for 25% of each student’s *participation* grade. These essays should be completed before the end of the semester, as they will be useful both in helping students frame the course as a whole and prepare their Final Exams.

In addition, if possible, the instructor will schedule a separate class Field Trip, enabling everyone to be together and to share our experiences, walking the city.

### Canvas Discussion Assignments (25%)

Reading assignments are given in the Syllabus and will be posted on the Canvas webpage, in the Discussion section. Discussion questions related to the following week’s readings will be posed in the Discussion section shortly after each class, to be answered in writing. All students must then offer a response of no more than 400 words that reflects their understanding of the readings for that week, incorporating related readings from previous weeks.

All entries for each week are due by Sunday at midnight (12am Monday) before the following class. A minimum of 10 entries is required, with *all* postings required in order 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.

**Sample Final Project Topics** (*Students are encouraged to work in small groups on projects relating to one of the following suggested topics, or on something of their own selection, in consultation with the instructor*):

**1. 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.

**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. Reporting on a specific urban community harmed by environmental injustice:** examining its history, including the roots of the injustice, the health, economic, and other community impacts, women-led efforts to correct the injustice and minimize the harm, and strategies and prospects for full redress, going forward.

### **A Two-Step Process for Final Projects:**

- 1. In class:** Research groups will present during the second hour every week, during the last few weeks of the term (depending on the number of projects). After presenting in class, research groups will have time to incorporate feedback from their oral presentations into their Final Project deliverables (e.g., a research paper, documentary video, podcast, etc);
- 2. To be submitted on Canvas, under “Assignments” □ “Final Projects”:**

**All Final Project submissions are due by midnight on Monday, April 29.**

**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. (20%)**

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 must be incorporated and referenced, key challenges should be enumerated, and recommendations should be practical, affordable, and farsighted. The strongest three blog posts may be published on The Earth Institute’s State of the Planet blog.

**Final Exams must be submitted (posted) before midnight on Friday, May 3.**

*\*\*\*PLEASE NOTE: Given the advance notice, this is a firm deadline, with no extensions.*

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

#### Attendance and Participation (15%)

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 session will include a substantial discussion period, including querying the lecturer and/or responding to the week’s reading assignments; engaged, readings-informed participation is expected.

At least once in the course of the semester, students are expected to “walk the city” – any neighborhood, wherever and whenever you feel safe – with your eyes wide open, using a gendered lens. Students are encouraged to consider scale, accessibility and affordability, how welcoming the place or infrastructure, how accommodating to children, to families, to those differently abled, how much green space is part of the area, or how near it is to green space, etc.

Students should post their reflections on their personal “field trip(s),” brief essays of no more than 400 words, in the Discussions section on Canvas; these brief essays, which will count for 25% of each student’s *participation* grade, should be completed before the end of the semester, as they will be useful both in helping students frame the course as a whole and prepare for the Final Exam.

In addition, if possible, the instructor will schedule a separate class Field Trip, enabling everyone to be together and to share our experiences, walking the city.

#### Canvas Discussion Assignments (55%)

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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. (30%)

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**Final Exams must be submitted (posted) before midnight on Friday, May 3.**

*\*\*\*PLEASE NOTE: Given the advance notice, this is a firm deadline, with no extensions.*

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, students 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) to help 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.

## **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.

### Attendance

Students are expected to be on time, to 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."

## **School and University Policies and Resources**

### Copyright Policy

Please note—Due to copyright restrictions, online access to this material is limited to instructors and students currently registered for this course. Please be advised that by clicking the link to the electronic materials in this course, you have read and accept the following:

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specified conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement.

### Academic Integrity

Columbia University expects its students to act with honesty and propriety at all times and to respect the rights of others. It is fundamental University policy that academic dishonesty in any guise or personal conduct of any sort that disrupts the life of the University or denigrates or endangers members of the University community is unacceptable and will be dealt with severely. It is essential to the academic integrity and vitality of this community that individuals do their own work and properly acknowledge the circumstances, ideas, sources, and assistance upon which that work is based. Academic honesty in class assignments and exams is expected of all students at all times.

SPS holds each member of its community responsible for understanding and abiding by the SPS Academic Integrity and Community Standards posted at <https://sps.columbia.edu/students/student-support/academic-integrity-community-standards>. You are required to read these standards within the first few days of class. Ignorance of the School's policy concerning academic dishonesty shall not be a defense in any disciplinary proceedings.

### Diversity Statement

It is our intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is our intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture.

### Inclusion

In the M.S. in Sustainability Management program, faculty and staff are committed to the creation and maintenance of "inclusive learning" spaces – classrooms and other places of learning where you will be treated with respect and dignity, and where all individuals are provided equitable opportunity to participate, contribute, and succeed.

All students are welcome regardless of race/ethnicity, gender identities, gender expressions, sexual orientation, socio-economic status, age, disabilities, religion, regional background, Veteran status, citizenship status, nationality and other diverse identities that we each bring to class.

### Names/Pronouns

You deserve to be addressed in a manner that reflects your identity. The instructor welcomes and invites all students to inform her of their pronoun(s) and/or name (if different from University records) at any time, either in person or via email.

### Accessibility Statement

We want you to succeed in this course. Please contact [disability@columbia.edu](mailto:disability@columbia.edu), for learning accommodations.

### Discrimination

We embrace the diversity of gender, gender identity and expression, sex, sexual orientation, race, ethnicity, national origin, age, religion, disability status, family status, socioeconomic background, and other visible and non-visible identities. Columbia University does not tolerate unlawful discrimination, discriminatory harassment, sexual assault, domestic violence, dating violence, stalking, or sexual exploitation and all such conduct is forbidden by Columbia University Policy.

### Duty to Report

You deserve a university community free from discrimination, harassment, and gender-based misconduct including sexual harassment, sexual assault, domestic and dating violence, stalking, and sexual exploitation. It is therefore University policy to require Columbia faculty and staff to report to EOAA any instance or allegation of prohibited conduct involving any undergraduate or any graduate student that is disclosed to, observed by, or otherwise known to that employee. This requirement to report is in place to help ensure that students are provided appropriate resources and to allow the University to mitigate harm to our community.

### Confidential Resources

There are confidential resources on campus who do not have a Duty to Report, including:

- \* Sexual Violence Response & Rape Crisis/Anti-Violence Support Center (SVR)
- \* Ombuds Office
- \* Medical Services
- \* University Counseling and Psychological Services
- \* University Pastoral Counseling
- \* Columbia Office of Disability Services

University employees working in a confidential capacity will not report information shared with them.

### Class Recordings

All or portions of the class may be recorded at the discretion of the instructor to support your learning. At any point, the instructor has the right to discontinue the recording if it is deemed obstructive to the learning process.

If the recording is posted, it is confidential and it is prohibited to share the recording outside of the class.

### SPS Academic Resources

The Office of Student Affairs provides students with academic counseling and support services such as online tutoring and career coaching: <https://sps.columbia.edu/students/student-support/student-support-resources>.

### Columbia University Information Technology

Columbia University Information Technology (CUIT) provides Columbia University students, faculty and staff with central computing and communications services. Students, faculty, and staff may access University-provided and discounted software downloads.

### Columbia University Library

Columbia's extensive library system ranks in the top five academic libraries in the nation, with many of its services and resources available online.

### The Writing Center

The Writing Center provides writing support to undergraduate and graduate students through one-on-one consultations and workshops. They provide support at every stage of your writing, from brainstorming to final drafts, and the resource is open to Columbia graduate students at no additional charge. If you would like writing support, please visit the following site to learn about services offered and steps for scheduling an appointment: <http://www.college.columbia.edu/core/uwp/writing-center>.



## Career Design Lab

The Career Design Lab supports current students and alumni with individualized career coaching, including career assessment, resume and cover letter writing, agile internship job search strategy, personal branding, interview skills, career transitions, salary negotiations, and much more. Wherever you are in your career journey, the Career Design Lab team is here to support you. Link to <https://careerdesignlab.sps.columbia.edu/>

## Netiquette

*[Applies to courses using online platforms]* Should the SUMA program need to move online due to Covid or any other eventuality, class sessions in this course will be offered through Zoom, accessible through Canvas. A reliable Internet connection and functioning webcam and microphone will be required, and it will be each student's responsibility to resolve any known technical issues prior to class. During online sessions, your webcam should remain turned on for the duration of each class, and you should expect to be present the entire time. Avoid distractions and maintain professional etiquette.

Netiquette is a way of defining professionalism for collaborations and communication that take place in online environments. Here are some Student Guidelines that apply to this class in both virtual and in-person contexts:

- Avoid using offensive language or language that is not appropriate for a professional setting.
- Do not criticize or mock someone's abilities or skills.
- Communicate in a way that is clear, accurate and easy for others to understand.
- Balance collegiality with academic honesty.
- Keep an open-mind and be willing to express your opinion.
- Reflect on your statements and how they might impact others.
- Do not hesitate to ask for feedback.
- When in doubt, always check with your instructor for clarification.

**Please note:** Should class take place virtually, instructors may use Canvas or Zoom analytics in evaluating your online participation. More guidance can be found at [https://jolt.merlot.org/vol6no1/mintu-wimsatt\\_0310.htm](https://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm)

## **Course Schedule / Calendar**

Please note that the schedule of planned speakers is subject to change over 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.

### **Week #1: Women and the City: Rethinking Our Urban Ground (An Introduction)**

*(\*\*If at all possible, students should read the assignments listed in the 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 weekly assignments and Final Projects.
- **Speaker:** Dr. Susan M. Blaustein, Founder/Executive Director, WomenStrong International; Associate Adjunct Research Scholar, The Earth Institute, Columbia University.
- **Readings:**
  - ***IF POSSIBLE, PLEASE READ THESE FIRST TWO ARTICLES BEFORE OUR 1<sup>st</sup> CLASS:***
    - ⇒ Robertson, Campbell, and Robert Gebeloff. "How Millions of Women Became the Most Essential Workers in America." *New York Times*, April 18, 2020, <https://www.nytimes.com/2020/04/18/us/coronavirus-women-essential-workers.html>
    - ⇒ Cohen, Patricia. "Recession's Toll on Women Points to a Lasting Setback." *New York Times*, November 17, 2020, <https://www.nytimes.com/2020/11/17/business/economy/women-jobs-economy-recession.html?searchResultPosition=1>

SEE BELOW, UNDER “ASSIGNMENT,” FOR THE DUE DATE FOR THE REST OF THESE READINGS:

- Chant, Sylvia. “Gender and the City.” *LSE Research Magazine*, Spring 2011a, pp. 26-27, available on Canvas under Files □ Weekly Reading Materials □ Week 1.
- Chant, Sylvia and Kerwin Datu. “Urban prosperity doesn’t automatically mean gender equality.” *The Global Urbanist*, September 2011a, <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.” *New York Times*, September 2, 2016, [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. *The Death and Life of Great American Cities*. Random House, 2002 edition, pp. 3-25.
- UN-Habitat. *State of Women in Cities 2012-2013: Gender and the Prosperity of Cities*. United Nations Human Settlements Programme, 2013, pp. vii-xiv, 5 – 23, <https://unhabitat.org/gender-and-prosperity-of-cities-state-of-women-in-cities-20122013>.
- Manzo, L. C. and Wolfe. “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; available on Canvas, under “Files” □ Weekly Reading Materials □ Week 1.

▪ Speaker Bio:

**Dr. Susan M. Blaustein** is the Founder and Executive Director of WomenStrong International, a global non-profit that supports, strengthens, and shares the solutions of local women-led NGOs dedicated to working with women and girls and transforming lives in urban communities across the globe ([www.womenstrong.org](http://www.womenstrong.org)). Before forming WomenStrong, Dr. Blaustein co-founded and directed the Millennium Cities Initiative, a project of The Earth Institute at Columbia University committed to sustainable urban development and designed to assist selected sub-Saharan capitals in attaining the United Nations 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 ([www.mci.ei.columbia.edu](http://www.mci.ei.columbia.edu)).

Prior to her work over more than 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. 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. Dr. Blaustein is currently at work on a book project focused on what it takes to achieve a truly just and sustainable city.

- Assignment: Canvas Discussion #1 (*due by class time on Wednesday, January 17, if at all possible; if not possible, please read at least the first article before class, available at: <https://www.nytimes.com/2020/11/17/business/economy/women-jobs-economy-recession.html?searchResultPosition=1>, and before midnight on Sunday, January 21, please submit the full assignment [“Canvas Discussion #1”] based on all assigned readings for Week #1, together with the entry responding to Canvas Discussion #2 [see details below, under Week #2, Assignment]).*

## **Week #2: From the Ground Up: Transforming NYC Transportation One Step at a Time**

- Introduction: This lecture will take a deep dive into the role of local action in shaping and leveraging a city’s transportation practices and policy. Together, we will consider the importance of walking as a critical mode of urban transportation, and what it means for walking the city to really be safe and accommodating for all. We will ask where street redesign ideas come from, and explore how to make such ideas real: how do citizen advocates and experts gain credibility and traction? How can they be opportunistic, count and leverage their wins on the ground, and turn those wins into wins in policymaking? What does it take, in other words, to “win” the right to walk the city with confidence, curiosity, engagement, and without fear?

- Speaker: Ms. Christine Berthet
- Reading (please choose at least 4 of the following documents to review, but concentrate on reading just one):
  - <https://www1.nyc.gov/html/dot/html/pedestrians/streetdesignmanual.shtml>
  - <https://www1.nyc.gov/html/dot/html/pedestrians/pedsafetyreport.shtml>
  - <https://www1.nyc.gov/html/dot/downloads/pdf/vz-accomplishments-core-outputs-2018.pdf>
  - <https://www.nyc.gov/html/dot/html/pedestrians/pedestrian-mobility.shtml>
  - <https://www1.nyc.gov/assets/dsny/site/our-work/clean-curbs-residential-pilot>
  - <https://www1.nyc.gov/html/dot/downloads/pdf/8th-ave-38-st-51-st-jul2022.pdf>
- Speaker Bio:  
**Christine Berthet** is the co-chair of Manhattan Community Board 4’s Transportation Committee (home of the first Class 1-protected bike lanes in NYC). She was previously its Chair. In 2005, after a corporate career in Finance and Technology, Christine co-founded, with Martin Treat, [CHEKPEDS](#) (Chelsea-Clinton-Hell’s Kitchen Coalition for Pedestrian Safety), a not-for-profit coalition to improve pedestrian safety on the West side of Manhattan. The group has worked closely with elected officials, the Department of Transportation (DOT), and Port Authority, to obtain tens of traffic and safety improvements as well as greening projects in west midtown. In 2018, CHEKPEDS released its [crashmapper.org](#) web-based app to analyze traffic crashes by various geographic, time, and type filters. In March 2019, Christine was tapped by Manhattan Borough President Gale Brewer to design and teach the first Transportation Training for new community members. She also serves on the board of the Hudson Yards - Hell’s Kitchen Alliance Business Improvement District as Chair of its Planning Committee, and on the boards of Transportation Alternatives and [Streetsblog NYC](#).
- Assignment: Canvas Discussion #2 (due by midnight on Sunday, January 21, together with any belated entries responding to Canvas Discussion #1 [see above, under Week #1, for details]). Students should begin to explore possible Final Project topics and Research Team partner choices.

### **Week #3: Women and Disasters: Assessing Vulnerability and Equitable Recovery**

- Introduction: Coastal communities, such as those found along New York City’s 570 miles of shoreline, are increasingly asked to make hard decisions as they face periodic flooding and the possibility of sea level rise. In this session, Dr. Allison Bridges will discuss how vulnerable groups experience disasters differently and why women are more likely to experience health and financial impacts following disasters. At the same time, women often drive recovery initiatives such as reconstruction or managed retreat. This session will focus primarily on the social impact of Hurricane Sandy in New York City.
- Speaker: Ms. Allison Bridges
- Readings:
  - Crenshaw, Kimberlé Williams. “When Blackness Is a Preexisting Condition.” *The New Republic*, May 4, 2020, <https://newrepublic.com/article/157537/blackness-preexisting-condition-coronavirus-katrina-disaster-relief>.
  - Cutter, Susan L., Bryan J. Boruff, and W. Lynn Shirley. “Social Vulnerability to Environmental Hazards.” *Social Science Quarterly* 84 (2), 2003, pp. 242–61. <https://doi.org/10.1111/1540-6237.8402002>.
  - Cutter, Susan L. “The Forgotten Casualties Redux: Women, Children, and Disaster Risk.” *Global Environmental Change* 42, January 2017, pp. 117–21. <https://doi.org/10.1016/j.gloenvcha.2016.12.010>.
  - Foster et al, New York City Panel on Climate Change. “Community-Based Assessments of Adaptation and Equity.” 2019 Report, Chapter 6, <https://nyaspubs.onlinelibrary.wiley.com/doi/10.1111/nyas.14009>.
  - Mitchell Manware, Robert Dubrow, Daniel Carrion, Yiqun Ma, Kai Chen, “Residential and Race/Ethnicity Disparities in Heat Vulnerability in the United States,” *GeoHealth*, Vol. 6, Issue 12, December 2022, available at: <https://agupubs.onlinelibrary.wiley.com/doi/full/10.1029/2022GH000695>
- Speaker Bio:  
**Dr. Allison Bridges** joined the Earth Institute’s Research Program on Sustainability Policy and Management in fall 2017 as a Postdoctoral Fellow after receiving her PhD from the Bloustein School of Planning and Public Policy at Rutgers University. As a National Science Foundation IGERT Fellow, her dissertation explored the role

of institutional and technological innovation in improving the sustainability of urban systems, particularly in the land and energy sectors in Brazil. During her postdoctoral appointment, Dr. Bridges is researching strategic sustainability planning, post-disaster performance management for resilient and equitable reconstruction, and spatial analytic approaches to equitable urban land use. Prior to earning her PhD, Dr. Bridges conducted research on microfinance loans to residents of informal settlements as a Fulbright Fellow in Indonesia. Dr. Bridges also worked for the World Health Organization in emergency response and for the World Bank in infrastructure development. In addition to her PhD, she holds degrees from New York University (MA), The New School (MA), and the University of Georgia (BA).

- **Assignment:** Canvas Discussion #3 (*due by midnight on Sunday, January 28*); students should continue to explore Final Project topics and Research Team partner choices, continuing their research and thinking, and beginning to prepare their draft Final Project Outlines (*due by midnight on Friday, February 23*); consultations with instructor as needed.

#### **Week #4: The Right to the City as a Transformative Paradigm for a World in Crisis**

- **Introduction:** What transformative elements can the right to the city bring to a world in crisis? How are urban social movements and local governments contributing to create more caring and just cities and societies? Lessons from the COVID-19 pandemic, and the paths forward.
- **Speaker:** Lorena Zarate
- **Readings:**
  - Global Platform for the Right to the City (GPR2C), “Inclusive Citizenship Campaign and Thematic Paper” 2021, <https://www.right2city.org/inclusive-citizenship-in-cities-and-human-settlements/>.
  - “Bogotá’s Care Blocks” (2020 --) <https://oecd-opsi.org/innovations/bogota-care-blocks/> (*including a short promotional video with English subtitles -- the first one at the bottom of the page.*)
  - Griffin, Toni L., Ariella Cohen, and David Maddox, ed. *The Just City Essays*. Vol. 1, 2015, <https://static1.squarespace.com/static/5b5dfb72697a9837b1f6751b/t/5b7d8b5a88251b1adad06c60/1534954340713/JustCityEssays.pdf>. *Please read the following brief essays in this collection:*
    - Zarate, Lorena. “Right to the City for All: A Manifesto for Social Justice in an Urban Century.” pp. 26-29.
    - Herzog, Cecilia P. “A City that is Blue, Green and Just All Over.” pp. 79-81.
    - Fullilove, Mindy Thompson. “An Antidote for the Unjust City: Planning to Stay.” pp. 82-84.
    - Schupbach, Jason. “Why Design Matters.” pp. 88-90.
    - Das, P.K. “Claiming Participation in Urban Planning and Design as a Right.” pp. 91-95.
- **Speaker Bio:**

**Lorena Zarate** is a founding member of the Global Platform for the Right to the City and currently part of its support team, actively involved in the negotiation of the New Urban Agenda (2016). The former president of the Habitat International Coalition (2011-2019), Lorena was also the coordinator of the HIC-Latin America office (2003-2011). During the past two decades, she has been involved in several international projects and multisectoral initiatives, including the elaboration and dissemination of the World Charter on the Right to the City (2005) and the Mexico City Charter for the Right to the City (2010). Lorena studied history and pedagogy in her hometown of La Plata, Argentina, and holds a master’s degree in political economy by Carleton University in Ottawa, where she currently resides.
- **Assignment:** Canvas Discussion #4 (*due by midnight on Sunday, February 4*). Students should continue to research their Final Project topics, with Student Research Teams continuing to work consultatively on their draft Final Project Outlines, which are due by midnight on Friday, February 23; consultations with instructor as needed.

**PLEASE SUBMIT YOUR DRAFT FINAL PROJECT OUTLINE BY MIDNIGHT ON FRIDAY, FEB. 23.**

**FINAL PROJECT RESEARCH TEAMS SHOULD SIGN UP FOR A CONSULTATION WITH THE INSTRUCTOR FOR EITHER THE WEEK BEFORE OR THE WEEK FOLLOWING SPRING BREAK.**

## Week #5: Exploring the Gender-Urban-Slum Interface

- **Introduction:** This week 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 (*See Week #1 for Speaker bio.*)
- **Readings:**
  - Chant, Sylvia, and Cathy McIlwaine. *Cities, Slums and Gender in the Global South*. Routledge, 2016, pp. 1-70.
  - 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.
  - <https://nextcity.org/urbanist-news/a-free-peoples-university-in-new-jersey>
  - 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>
- **Assignment:** Canvas Discussion #5 (*due by midnight on Sunday, February 11*); Final Project Research Teams should submit their Draft Final Project Outlines by midnight on Friday, February 23, and should sign up for a consultation with the instructor, for either the week of March 4 or March 18 (before or after Spring Break).

## Week #6: The Forgotten Face of Homelessness

- **Introduction:** 60 to 65 percent of those in shelter in New York City are families with children, but most New Yorkers don't know that. People believe that all the homeless are single men. Therefore, policies have historically omitted the needs of families, in particular, of children. The leader of the city's largest women's shelter organization will discuss what the City needs to do, to end the crisis of family homelessness.
- **Speaker:** Ms. Christine Quinn
- **Readings:**
  - Women In Need, NYC (WIN NYC). *The Forgotten Face of Homelessness*, 2018, [https://winnyc.org/wp-content/uploads/2019/07/forgotten\\_faceFINAL1-1.pdf](https://winnyc.org/wp-content/uploads/2019/07/forgotten_faceFINAL1-1.pdf)
  - WIN NYC. *The Forgotten Face of Homelessness: Children*. 2018, [https://winnyc.org/wp-content/uploads/2019/07/forgotten\\_face\\_whitepaperFINAL4.3.2018-1.pdf](https://winnyc.org/wp-content/uploads/2019/07/forgotten_face_whitepaperFINAL4.3.2018-1.pdf)
  - WIN NYC. *The Forgotten Face of Homelessness: Housing Instability*. 2019, [https://winnyc.org/wp-content/uploads/2019/07/forgotten\\_face\\_whitepaperv05.1-1.pdf](https://winnyc.org/wp-content/uploads/2019/07/forgotten_face_whitepaperv05.1-1.pdf)
- **Speaker Bio:**

**Christine C. Quinn** is the President and Chief Executive Officer of Win (formerly Women in Need), the largest provider of shelter, social services, and supportive housing for homeless families in New York City. Under her leadership, Win is giving thousands of homeless women and children the support they need to break the cycle of homelessness. Win advocates at the city, state, and federal level for support that benefits lower-income New Yorkers and those living in poverty and effectively challenges prevailing public and media perception of homelessness to drive more effective policy.

Quinn is also the Vice Chair of the New York State Democratic Party and serves on the Democratic National Committee. In addition, she is a regular, and occasionally fiery, commentator on CNN and MSNBC.

A champion of women's and LGBTQ rights, she previously served as Special Advisor to New York Governor Andrew Cuomo, where she focused on women's issues across New York State, and led the effort to pass legislation to stop the epidemic of rape and sexual assault on college campuses. A member of the New York City Council from 1999-2013, Quinn served for seven years as the elected Speaker of the Council, making her the first woman and the first openly gay Speaker in New York City history. She was instrumental in working to see marriage equality pass in the New York State Legislature in 2011 and has been a national leader in the LGBTQ and reproductive rights movements. A long champion and ally of the Irish community, Quinn worked to secure commitment for the largest amount of funds from the Irish government to build the Irish Arts Center in New York City and spent meaningful time in Belfast during her time as Speaker promoting peace and reconciliation.

Prior to serving in elected office, she was the Chief of Staff to then-New York City Council Member Tom Duane, and Executive Director of the Gay and Lesbian Anti-Violence Project, where she worked closely with the New York City Police Department to reduce hate crimes across New York City.

Christine Quinn currently serves on the Boards of the National Institute of Reproductive Health Action Fund (formerly NARAL Pro-Choice New York) and the Center for Democracy in the Americas. She was a Grove Leader in the inaugural Grove Fellowship Program at the Public Policy Institute at Hunter College and a former Harvard University Institute of Politics Fellow. She holds a Bachelor of Arts in Urban Studies and Education from Trinity College in Hartford, Connecticut.

Quinn and her wife, Kim Catullo, live in Chelsea with their rescue dog, Justin.

Assignment: Canvas Discussion #6 (*due by midnight on Sunday, February 18*); Final Project Research Teams should submit their Draft Final Project Outlines by midnight on Friday, February 23, and should sign up for a consultation with the instructor, for either the week of March 4 or March 18 (before or after Spring Break).

### **Week #7: Women Leading the Way for Environmental Action**

- Introduction: A pioneer in environmental justice talks about the movement, about her own experience in creating, leading, and growing it, about the most-needed next steps in her view, and about how far there is yet to go, in realizing a safe and healthy environment for all.
- Speaker: Peggy Shepard
- Readings:
  - Bullard, Robert D. (2003) *The Black Metropolis in the Twenty-First Century: Race, Power, and Politics of Place* (Lanham, MD: Rowan & Littlefield Publishers, Inc.), 1-9, 173-90.
  - Frank, Arthur L., "Environmental Justice and Air Pollution: The Right to a Safe and Healthy Environment," from [Medscape Education Public Health & Prevention](#)> [Perspectives in Prevention From the American College of Preventive Medicine](#) (available at <https://www.medscape.org/viewarticle/589135>)
  - Shepard, Peggy M., Mary E. Northridge, Swati Prakash, Gabriel Stover, "Preface: Advancing Environmental Justice through Community-Based Participatory Research," overview to special issue of *Environmental Health Perspectives*, vol. 110, suppl. 2, April 2002, 139-140; available at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1241155/pdf/ehp110s-000139.pdf>.
  - (*Recommended:* Goodman, J. David, Al Baker, James Glanz (2018), "Tests Showed Children Were Exposed to Lead; The Official Response: Challenge the Test," *New York Times*, Nov. 18, 2018, available at: <https://www.nytimes.com/2018/11/18/nyregion/nycha-lead-paint.html?action=click&module=Top%20Stories&pgtype=Homepage>)

- (Recommended: Luis Ferre-Sadurni (2018), “No Heat for Ten Years, and the City is Their Landlord,” *New York Times*, Dec. 19, 2018, available at <https://www.nytimes.com/2018/12/19/nyregion/nycha-housing-heat.html>)

- Speaker Bio:

**Peggy Shepard** has successfully combined grassroots organizing, environmental advocacy, and environmental health research to become one of the most highly respected environmental advocates in the country today. She has been a pioneer for advancing the perspective of environmental justice in urban communities to ensure that the entitlement of clean air, water, and soil extends to all people and communities. A leader within New York City and the national Environmental Justice Movement, she is co-founder and executive director of WE ACT For Environmental Justice (WE ACT), based in West Harlem, which has a 31-year history of affecting environmental and environmental health policy and practice locally and nationally.

A resident of West Harlem, Ms. Shepard has developed a grassroots organization of volunteers from the West Harlem community in 1988 into a professionally staffed organizing and advocacy non-profit. She received the 10th Annual Heinz Award for the Environment for “her courageous advocacy and determined leadership in combating environmental injustice in urban America.” For “two decades of leadership in environmental justice and urban sustainability,” she was awarded an Honorary Doctor of Science from Smith College at its May 2010 commencement. Her activism to build healthier communities by engaging residents in environmental and land-use decision making earned her the 2008 Jane Jacobs Lifetime Achievement Award from the Rockefeller Foundation. She has received the Dean’s Distinguished Service Award from the Mailman School of Public Health and served as chair of the EPA’s National Environmental Justice Advisory Council (NEJAC) and co-chaired its Research and Science Workgroup. She has been a pioneer in developing community-academic research partnerships to improve children’s environmental health. WE ACT has cooperative partnerships with physicians and scientists at leading medical institutions, law schools, labor unions, and diverse environmental, public health and urban constituencies.

Ms. Shepard and WE ACT’s first victory for government accountability was achieved by mobilizing community support to retrofit the North River sewage treatment plant and filing a lawsuit, WE ACT vs. NYC DEP, that resulted in a \$55 million odor abatement plan and a \$1.1 million environmental benefit fund. WE ACT’s translational research work has contributed to city, state and federal policy and legislation on diesel retrofits, air quality regulations, pesticides, toxins, climate change, and environmental justice. At the Columbia Mailman School of Public Health, she is a co-investigator of the Columbia Children’s Environmental Health Center for the past 17 years; and serves as co-director of the Community Outreach and Education Core of the NIEHS Center for Environmental Health in Northern Manhattan. At Mount Sinai Medical Center, she is co-chair, CTSA Partnership Board; and chair of the Transdisciplinary Center on Early Environmental Exposures Stakeholder Advisory Board.

A former journalist, she has worked in publishing and as a state housing official. She is a graduate of Howard University, Solebury and Newtown Friends schools. She was elected Democratic Assembly District Leader representing West Harlem in the late 80s and has been a candidate for the New York City Council and State Assembly, garnering the endorsements of *The New York Times*, *NY Daily News*, *NY Newsday* and labor unions.

Ms. Shepard serves on numerous academic and governmental advisory boards and has co-authored research articles in *Environmental Health Perspectives* and the *American Journal of Public Health*. She is a frequent keynote and panel speaker and serves on non-profit boards including the Environmental Defense Fund, Earth Day NY, NY League of Conservation Voters and the Regional Plan Association. She is a member of the NYC Mayor’s Sustainability Advisory Board and the NYC Waterfront Management Advisory Board.

She has served as a member of the National Children’s Study Advisory Committee to the National Institutes of Health and the National Advisory Environmental Health Sciences Council of the National Institutes of Health. Ms. Shepard has served on the Committee on Ethical Issues in Housing-Related Health Hazard Research Involving Children, Youth, and Families, a project of the National Research Council, which published its report in 2006. In addition, she served as a member of the National Research Council’s Committee on America’s Climate Choices, which produced a report to Congress that was published in 2011.

- Assignment: Canvas Discussion #7 (due by midnight on Sunday, February 25); Final Project Research Teams should sign up for a consultation with the instructor, for either the week of March 4 or March 18 (before or after Spring Break).

## **Week #8: Understanding Detroit's Care Community - The Power of Women**

- Introduction: Our guest lecturer will highlight the care community created by women of Detroit. Despite the high percentage of women voters in Detroit, our community remains patriarchal from a power perspective. This is partly influenced by a masculine car culture and a church culture both of which power elections. Recently, we have also seen the growing influence of a masculinist corporate culture.

Nonetheless, women of Detroit power most of the protest movements, progressive organizations, and foundation leadership posts. Despite our absence at the Executive ranks, Detroit's City Council and School Board leadership and our State House and Senate leaders are disproportionately female, and our two congressional representatives are women.

What does all of this look like? How is power shifting? How does increased power and presence of women in these growing fields influence efforts to promote sustainability, as defined by the inclusive social wellbeing of Detroit residents?

- Speaker: Prof. Donna Givens Davidson
- Readings:
  - Wilson, Barbara Brown. "When Green Infrastructure Is an Anti-Poverty Strategy." *Next City*, July 8, 2019, <https://nextcity.org/features/when-green-infrastructure-is-an-anti-poverty-strategy>.
  - Heyward, Giulia. "Interest Grows in Making Reparations to Black Residents at Local Level." *New York Times*, Sept 20 2021, <https://www.nytimes.com/2021/09/25/us/reparations-african-americans-usa.html> (+ a brief follow-up: <https://www.detroitnews.com/story/news/politics/2021/11/02/reparations-proposal-leads-early-detroit-returns/8570995002/>).
  - Nelson, Eshe. "Putting Value on Black Women's Activism." *New York Times*, Feb. 5 2021, <https://www.nytimes.com/2021/02/05/business/black-women-economists-nina-banks.html>.

- Speaker Bio:

**Donna Givens Davidson** has over 35 years' nonprofit leadership experience in areas of youth and family development, community economic development, community partnerships, and community education. Over the years, she has developed and implemented demonstration programs and worked in partnership with a number of organizations with the consistent goal of increasing opportunity, building capacity, and fostering growth.

Now serving as President and CEO of Eastside Community Network as well as Lecturer at Columbia University School of Professional Studies, Ms. Givens Davidson formerly served as President of the Youth Development Commission, CEO of Visions Education Development Consortium, LLC, Executive Director of Vanguard CDC, Vice President Programs, Big Brothers Big Sisters of Metropolitan Detroit and in leadership positions at several other nonprofit organizations. She serves as Vice Chair for Pewabic Pottery; board member of New Detroit, Inc., Michigan College Access Network, and Urban Research Centers; member of the Bridge Detroit Magazine Advisory Council and the Charles H. Wright Community Advisory and Action Council; and Steering Committee Member for the Lower Eastside Action Plan, Building the Engine for Community Development in Detroit and the Detroit Resident's First Fund.

Ms. Givens Davidson co-hosts a weekly podcast, Authentically Detroit with Orlando Bailey. She also serves as an adjunct instructor at Columbia University in the School of Professional Studies, Sustainability Management Program.

Ms. Givens Davidson has earned a Masters of Educational Leadership from Wayne State University, Bachelor of Arts in Political Science from the University of Michigan and a Certificate of Completion from the Harvard University Summer Leadership Institute.



- Assignment: Canvas Discussion #8 (*due by midnight on Sunday, March 3*). Those Research Teams not yet scheduled for a consultation with the instructor should sign up for one, either during the week of March 4 or March 18 (just before or just after Spring Break); those Research Teams that have *had* their consultations should begin to prepare their *FINAL* Final Project Outlines, due by midnight on Friday, March 22. **Any outstanding Canvas assignments should also be submitted by Spring Break.**

<<<< **SPRING BREAK!** >>>>

>> **FINAL FINAL PROJECT OUTLINES DUE BY MIDNIGHT ON FRIDAY, MARCH 22** <<

### **Week #9: How Can Women Take the Lead in Designing and Building to Feel “At Home” in the City?**

- Introduction: With this lecture by a renowned 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 equitable, sustainable, viable, and aesthetically pleasing dwellings, public facilities, green space and common spaces that have substantially improved their own lives and the life of their neighborhoods and communities. A year into the COVID-19 pandemic, the meanings of “equity,” “sustainability,” and “viability” are re-envisioned, opening up new challenges and new possibilities for women and for urban life.
- Speaker: Prof. Geeta Mehta, Columbia 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 by the speaker from among the following*):
  - Mehta, Geeta. “The Smartness of User Generated Cities.” *Japan Architecture+ Urbanism*, October 2014, pp. 118-25. (pdf available on Canvas, under “Files □ Weekly Reading Materials □ Week 9).
  - Gratz, Roberta Brandes. “How New York Is Zoning Out the Human-Scale City.” *New York Review of Books*, December 30, 2019, <https://www.nybooks.com/daily/2019/12/30/how-new-york-is-zoning-out-the-human-scale-city/>

#### *Additional recommended readings:*

- Amnesty International. *Insecurity and Indignity: Women’s Experiences in the Slums of Nairobi, Kenya*. Amnesty International, 2010, pp. 30-1, 37-9, 42-3, <http://www.amnesty.org/en/library/asset/AFR32/002/2010/en/12a9d334-0b62-40e1-ae4a-e5333752d68c/afr320022010en.pdf>.
- Miraftab, Faranak. “Risks and opportunities in gender gaps to access shelter: a platform for intervention.” *International Journal of Politics, Culture and Society*, 15:1, 2001, pp. 143–60.
- Poulsen, Lone. “A Room in the City: Strategies for Accessing Affordable Accommodation.” *Urban Forum*, 21:1, 2010, pp. 21-36.
- Patel, Sheela and Diana Mitlin. “Gender issues and shack/slum dweller federations.” *The International Handbook of Gender and Poverty: Concepts, Research, Policy*, ed. by Sylvia Chant, Edward Elgar, 2010, pp. 379–84.
- Reeves, Dory, Parfitt, Bonnie and Archer, Carol. *Gender and Urban Planning: Issues and Trends*. UN-Habitat, 2012.
- Jeans, David. “Related’s Hudson Yards: Smart City or Surveillance City?” March 15, 2019, <https://therealdeal.com/2019/03/15/hudson-yards-smart-city-or-surveillance-city/>.
- “World Charter for the Right to the City.” International Alliance of Inhabitants, tr. By J. Grahl, May 2005, <http://creativecommons.org/licenses/by-nd/2.0/fr/deed.fr>.

- 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. Prof. Mehta 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, Dr. 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 #9:
  - Please do the readings in time for our class on March 20, but *NO WRITTEN* assignments for Week #9!! Research Teams should continue to work on their final projects and to reach out and/or consult with the instructor, as needed, *and*,
  - *FINAL* Final Project *Outlines* are due by midnight on **Friday, March 22**. These submissions should include:
    - (a) the Outline for each Research Team’s in-class presentation;
    - (b) the format for your Final Project submission (e.g., research paper, video, etc.);
    - (c) your Bibliography, at this point in your research;
    - (d) if you intend to conduct a poll or survey, please include some of potential draft survey questions.

**Final Project Submissions are due on Monday, by midnight.**

### **Week #10: The Ground Truth and Design That Matters**

- Introduction:

The result of underlying biases against marginalized populations in public spaces around the world based on gender, race, ethnicity, and income levels often manifests most clearly as a lack of access. In some cases, lack of access is due to cultural and societal norms that traditionally define the space of such individuals as one that does not include this access and in other cases, this is simply due to disinvestment and systemic failures of social infrastructure that might support such access. Furthermore, urban planning and design as well as climate disaster response are often gender-biased, with men dominating the seats at the table and with flawed big-data processes supporting decisions.

A number of recent projects will be discussed that address these issues in very different contexts and through design interventions at very different scales. The projects build capacity and social resiliency through participatory design practices and robust community engagement, especially in disadvantaged communities vulnerable to climate risk, hit by natural or man-made disasters, or suffering from social inequities and injustice.
- Speaker: Prof. Farzana Gandhi, AIA LEED AP, Principal Architect and Founder, Farzana Gandhi Design, [NYIT](#)
- Readings:
  - Sassen, Saskia. (2015). Built Gendering. *Harvard Design Magazine* No. 41: Family Planning. Available at: <https://www.harvarddesignmagazine.org/issues/41/built-gendering>
  - Johnston-Zimmerman, K. (2017). Urban Planning Has a Sexism Problem. *Next City*. Available at: <https://nextcity.org/features/urban-planning-sexism-problem>
  - Mattern, Shannon (2021). A City is not a Computer. Princeton University Press, New Jersey. Introduction and Chapter 1 “Urban Console.”
  - Benjamin, Ruja (2020). Discriminatory Design. *Re-Think Magazine*, inaugural issue, p. 10-15. Available at: [https://issuu.com/ncwit/docs/ncwit\\_rethink\\_magazine\\_issue01\\_10212020/1](https://issuu.com/ncwit/docs/ncwit_rethink_magazine_issue01_10212020/1)
- Speaker Bio:

**Farzana Gandhi** is a Registered Architect in New York and a LEED Accredited Professional. Her architecture and planning practice, [Farzana Gandhi Design Studio](#), focuses on sustainable and socially conscious solutions, both locally and abroad. Recent work includes a primary school in Senegal, Africa; community visioning and streetscape design in East Harlem, NY; resiliency strategies and NYCHA campus connectivity in Inwood, NY; and replicable, modular infrastructure for Puerto Rico. Farzana is most interested in how widespread social impact can be achieved at the intersection of architecture and its environmental, cultural, and socioeconomic framework. Her deep commitment to community outreach is driven by deep inquiry, investigation, and integration.

Recently, Farzana also co-founded *Collective Infrastructures*, a multidisciplinary design lab confronting complex societal challenges with unique comprehensive response. To build community-based social and environmental resiliency, the team creatively coordinates a rethinking of social, economic, cultural, environmental, educational, medical, and technological infrastructures in disaster-hit and/or disadvantaged neighborhoods.

Farzana frequently lectures about her work, which has been recognized globally through publications, exhibitions, awards, and honors. Farzana is also a tenured Associate Professor of Architecture at the New York Institute of Technology, where she teaches across the design studio and visualization sequence and pursues multidisciplinary design research focused on social impact design. Farzana earned a Master in Architecture *with Distinction* from the Harvard Graduate School of Design. At the University of Pennsylvania, she graduated *Phi Beta Kappa* with a Bachelor of Arts in Architecture as well as a Bachelor of Arts in Spanish with Distinction.

- Assignment #10:
  - Canvas Discussion #10 (*due by midnight on Sunday, March 24*); Research Teams should continue their work on their Final Projects, preparing for their Final Project Presentations, and consulting with instructor as needed; all research groups should be signed up to present their Final Projects to the class on April 17 or 24.
  - *FINAL* Final Project Outlines are *due by midnight on Friday, March 22*. These submissions should include:
    - (e) the Outline for each Research Team's in-class presentation;
    - (f) the format for your Final Project submission (e.g., research paper, video, etc.);
    - (g) your Bibliography, at this point in your research;
    - (h) if you intend to conduct a poll or survey, please include some of potential draft survey questions.

**Final Project Submissions are due on Monday, by midnight.**

The **Final Exam** will be posted on Canvas (*under Assignments*) by class time on Wednesday, April 10, and is **due before midnight on Friday**.

### **Week #11: Planning and Designing for Women in Urban Areas: Case Study Central Harlem, followed by Final Project Presentations**

- Introduction: The Bradhurst neighborhood of Central Harlem is significantly distinct from the neighboring areas in its social and demographic make-up; it has noticeably younger and fewer males and a high concentration of single mothers. This case study of the Bradhurst neighborhood will look into how the urban design and planning framework that is currently under development analyzed challenges facing the current population and how it attempts to address them. The lecture will provide a historic overview of the urban development policies, the works of public and non-profit agencies, and how they have impacted the urban landscape and the lives of the resident population. An open discussion that takes into consideration social and market considerations will provide a platform to evaluate the effectiveness of the planning and design decisions in advancing the lives of inhabitants of Bradhurst neighborhood.
- Speaker: Prof. Shachi Pandey, Founding Principal of Metropolitan Urban Design (MUD) Workshop
- Readings:
  - [BOA Step 2 Study, Bradhurst Revitalization, January 2020](#) -- Read and look at the photos and maps of *at least* pp. 4-13.
  - [BOA Step 2 Study, Bradhurst Revitalization: Draft Report January 2018/Appendices](#).
- Speaker Bios:

**Shachi Pandey** is a people-centric urban designer and planner committed to the revitalization and regeneration of neighborhoods, waterfronts and public places. Her work is rooted in public engagement, environmental justice, and low-carbon planning and design strategies foregrounding equitable economic development. She is the Founding Principal of MUD Workshop, an urban design practice actively engaged in public projects in and around NYC.

MUD Workshop is currently developing the Resiliency Plan for Sullivan County, Greenway Trail Plan for Quassaick Creek, NYC Off-Hour Delivery Program for NYCDOT, and Redevelopment Plans for brownfield sites in Upper Manhattan. These design and development projects will offer improved public access to open space, community-driven programming, and climate-resilient design.

Shachi holds a Masters' degree in City Planning (Urban Design) and a Certificate in Real Estate Design and Development from UPenn. She is currently an Adjunct Professor at Columbia's GSAPP and CUNY's Hunter College, and has taught at NYU, Pratt and internationally at La Salle University in Bogotá. She also serves as the VP of Intergovernmental Affairs at the APA NY Metro Chapter.

- Assignment: Canvas Discussion #11 (*due by midnight on Sunday, March 31*). Research groups should continue their work on their Final Projects, meeting with instructor as needed, and preparing for their Final Project presentations on either April 17 or April 24.

The **Final Exam** will be posted on Canvas (*under Assignments*) by class time on Wednesday, April 10, and is **due before midnight on Friday**.

## **Week #12: Improving the Lives of Women in the Workplace Worldwide**

- Introduction: This session will look at how the lives of women workers in the global apparel industry are influenced by the powerful forces of transnational corporate capital, as well national policies shaping the public space. We will look at some examples of how women factory workers navigate - and confront - these dynamics as they struggle in exploitative workplaces and in their daily lives.
- Speaker: Ms. Elena Arengo
- Readings:
  - ActionAid International. *Women and the City II: Combatting Violence against Women and Girls in Urban Public Spaces – The Role of Public Services*. February 2013, pp. 5-19, 22-23, [http://www.actionaid.org/sites/files/actionaid/women\\_and\\_the\\_city\\_ii\\_1.pdf](http://www.actionaid.org/sites/files/actionaid/women_and_the_city_ii_1.pdf).
  - Global Labor Justice. *Gender Based Violence in the H&M Garment Supply Chain: Workers Voices from the Global Supply Chain: A Report to the ILO 2018*. Global Labor Justice, May 2018., <https://www.globallaborjustice.org/wp-content/uploads/2018/05/GBV-HM-May-2018.pdf>.
  - Claeson, Björn Skorpén. *Our Voices, Our Safety: Bangladeshi Garment Workers Speak Out*. International Labor Rights Forum, December 2015, pp. 4-5, 8-17, 20-84 (*at least! - preferably read ALL, when you can!*), [https://laborrights.org/sites/default/files/publications/Our%20Voices,%20Our%20Safety%20Online\\_1.pdf](https://laborrights.org/sites/default/files/publications/Our%20Voices,%20Our%20Safety%20Online_1.pdf)
  - LeBaron, Genevieve, and Penelope Kyritsis, Perla Polanco Leal, Michael Marshall. “The Unequal Impacts of Covid-19 on Global Garment Supply Chains: Evidence from Ethiopia, Honduras, India, and Myanmar.” University of Sheffield, 2021, pp. 5-14, 18-38.
- Speaker Bio:

**Elena Arengo** is Co-Executive Director of PODER, a human rights-focused non-profit advocating for corporate transparency and accountability in Latin American countries by focusing “on local communities affected by business operations in non-outsourcable industries, such as mining and oil drilling, infrastructure, transportation and heavy manufacturing.” PODER also prioritizes “projects in global cities, with a focus on the financial sectors, where economic, financial and other kinds of remediation mechanisms can have a greater impact on communities.”

Prior to joining PODER, Ms. Arengo served as Senior Corporate Accountability Analyst at the International Labor Rights Forum, where she currently coordinates projects with partners in Cambodia and Bangladesh. Previously, she was Chief Technical Advisor for the ILO/IFC's Better Work program in Nicaragua, where she established and coordinated a national program to monitor and improve conditions in the apparel export manufacturing industry in coordination with national trade unions, employers, government and multinational brands. She also worked as consultant for the Better Work program in Bangladesh. Before that, she worked at Social Accountability International, first as Worker Training Program Coordinator, developing and implementing capacity-building programs for textile and apparel unions in nine countries, in coordination with the International Textile Garment and Leather Workers Federation; and later as Latin America Program Director, on programs on CSR and labor rights in partnerships with trade unions, brands, employers, governments and NGOs throughout

the region. Elena also worked with MADRE, an international women's human rights organizations on programs for women's economic development and human rights. She has a Ph D in Anthropology from the New School for Social Research.

- **Assignment:** Canvas Discussion #12 (*due by midnight on Sunday, April 7*). (All FINAL Final Project Outlines were due last week, on Friday, March 22.) Research Teams should be working on their final projects, consulting with the instructor as needed, and should sign up online for their in-class presentations on either April 17 or April 24.

### **Week #13: 'The Kitchen Debate:' Energy, Gender Equity and Domestic Labor – *followed by* Final Project Presentations.**

- **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 Bruno Taut. 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:**
  - Fischer-Kowalski, Maria, and Willi Haas. "Towards a Socioecological Concept of Human Labor." in Haberl, Fischer-Kowalski, Krausmann, and Winiwarter, *Social Ecology: Society-Nature Relations across Time and Space*, Springer, 2016, pp. 269-96.
  - Susan Henderson. "A Revolution in the Woman's Sphere: Grete Lehotzky and the Frankfurt Kitchen." in Coleman, D., *Architecture and Feminism*, Yale University Press, 1997, pp. 143-63.
- **Speaker Bio:** Master of Science in Sustainability Management (MSSM) **Professor Lynnette Widder** has over 20 years of teaching experience at the undergraduate and graduate levels. At Columbia, she teaches courses in the sustainable built environment and urban metabolism, and has taught architectural design, construction and theory elsewhere. 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 #13 (*due by midnight on Sunday, April 14*); ongoing work on Final Projects, research groups sign up to present their Final Projects to the class on either April 17 or 24; consultations with instructor as needed.

**Final Projects, with revisions from your in-class presentations fully incorporated, must be submitted by midnight on Monday; all Final Exams are due before midnight on Friday.**

### **Week #14: Final Project Presentations**

- Remaining Final Project Teams will present their Final Projects in class, meeting with instructor beforehand as needed. Those research teams that have already presented can be working on their revisions, in preparation for their Final Project submissions, **by midnight on Monday**, and everyone can be working on their Final Exams (on Canvas), which must be submitted, without exception, **before midnight on Friday**