**SYLLABUS**

**SUMA 4490: Women in Cities: Integrating Needs, Rights, Access and Opportunity into Sustainable**

**Urban Design, Planning and Management**

**Instructor Information**

Instructor: Dr. Susan M. Blaustein

**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, 20thh- 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 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 21st-century urban centers and how such freedom and viability can be planned, designed, financed, managed, and sustained. By the end of this course, students will be able to:

* Identify, characterize, and analyze many of the challenges facing women and families of all income brackets living, studying, and working in today’s cities, and of the challenges facing those planners, architects, engineers, managers, and public, private, and nonprofit sector leaders striving to improve the infrastructure, access, safety, and sustainability in ways that will make a tangible difference;
* Approach those urban problems disproportionately affecting women and families from a broader perspective, with the ability to: analyze the factors at play; help design a better system or facility, knowing which specializations will need to be brought into the process; and anticipate some of the potential obstacles to the successful implementation of her/his proposed solution;
* Synthesize, apply, and communicate sustainability knowledge effectively to address and solve environmental problems and those involving environmental justice;
* Analyze and evaluate the work processes, operations, efficiency, and stakeholder satisfaction of sustainability initiatives containing one or more gender component;
* Enumerate, evaluate, and integrate effective approaches taken and solutions devised/promoted by designers, planners, architects, and engineers; public officials, corporate executives, non-profit agencies, financiers; and urban women and families in disparate income brackets living in highly differentiated conditions, and to ensure 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.

**I. Defining the Problem, Devising Solutions** (Weeks 1 – 4)

* Week 1: Women and the City: Rethinking Our Urban Ground (An Introduction)
* Week 2: Women and Disasters: Assessing Vulnerability and Equitable Recovery
* Week 3: From the Ground Up: Transforming NYC Transportation One Step at a Time
* Week 4: The Women's Burden in a Time of Climate-Forced Migration

**II. Rights and Movement: Free, or Fettered?** (Weeks 5-7)

* Week 5: Two Gendered Moments in the City of New York
* Week 6: What are Urban Women’s Rights, and How are They Enforced or Denied, in Allocating, Inhabiting, and Designing Public and Residential Spaces?
* Week 7:Women Leading the Way for Environmental Action

**III. In Search of Equity, at Home and at Work** (Weeks 8-10)

* Week 8: ‘The Kitchen Debate:' Energy, Gender Equity and Domestic Labor
* Week 9: Exploring “the Gender-Urban-Slum Interface
* Week 10: Women Workers in the Global Apparel Industry: Power and Spaces of Resistance

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

**and Final Project Presentations aimed at Improving Women’s Safety, Access and the Livability and Sustainability of Urban Areas Worldwide** (Weeks 11-14)

* Week 11: How Can Women Take the Lead in Designing and Building to Feel “At Home” in the City?
* Week 12: Planning and Designing for Women in Urban Areas: Case Study Central Harlem
* Week 13: Reconstituting an Urban Community, Led by Those with the Most at Stake: guest lecture,followed by first Final Project Presentations to class and expert panel, with group discussion
* Week 14: Health in Cities, Health of Cities: guest lecture, followed by 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**](http://www.bsr.org/en/our-insights/women-and-sustainability)

[**https://www.citylab.com/**](https://www.citylab.com/)

[**http://www.csrwire.com/**](http://www.csrwire.com/)

[**http://www.environmentalleader.com/**](http://www.environmentalleader.com/)

[**http://www.greenbiz.com/**](http://www.greenbiz.com/)

[**http://www.grist.org/**](http://www.grist.org/)

[**http://www.theguardian.com/cities**](http://www.theguardian.com/cities)

[**http://www.theguardian.com/us/environment**](http://www.theguardian.com/us/environment)

[**https://nextcity.org**](https://nextcity.org)

[**http://www.nrdc.org/policy/**](http://www.nrdc.org/policy/)

[**http://ssir.org/**](http://ssir.org/)

[**http://www.sustainablebrands.com/**](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 and 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.

With class Field Trips not possible because of the pandemic, students are invited, at least twice in the course of the semester, 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.

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.

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.

**Final Project Topics** *(Students are free to choose from among the following suggestions or 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.

**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 must be incorporated and referenced, key challenges should be enumerated, and recommendations should be practical, affordable, and farsighted.

The best three blog posts may be published on The Earth Institute’s State of the Planet blog. The final exam due date is Friday, April 23 (*Monday, April 19, for graduating students[[1]](#footnote-1)). \*\*\*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 (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.

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.

Canvas Discussion Assignments (45%)

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.

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The best three blog posts may be published on The Earth Institute’s State of the Planet blog. The final exam due date is Friday, April 23 (*Monday, April 19, for graduating students).*[[2]](#footnote-2) *\*\*\*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 formattedwork 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.

**Policies and Expectations: Attendance, Late Papers, Class Behaviors and Civility, Academic Integrity, Disability Access, Safety, Cancellation Policies**

Attendance

Students are expected to log in 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 Problems, Devising Solutions** (Weeks 1 – 4)

**Week #1 – 1/13/21: 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 speakers schedule, 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:
* *PLEASE READ BEFORE THE 1st CLASS:* Cohen, Patricia, “Recession’s Toll on Women Points to a Lasting Setback,” *New York Times,* November 17, 2020, available at: <https://www.nytimes.com/2020/11/17/business/economy/women-jobs-economy-recession.html?searchResultPosition=1>
* 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,” *New York Times*, 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
* 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](http://www.un-bd.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 Bio:

**Dr. Susan M. Blaustein** is the Founder and Executive Director of WomenStrong International, a global non-profit that finds, funds, strengthens, and shares women-drive solutions that will transform lives in urban communities ([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; 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 by class time on Wednesday, January 13, if possible; if not, 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*](https://www.nytimes.com/2020/11/17/business/economy/women-jobs-economy-recession.html?searchResultPosition=1), and please submit the full assignment *before midnight on Sunday, January 17, together with the entry responding to Canvas Discussion #2 [see below under Week #2, Assignment, for details]).*

**Week #2 – 1/20/21: 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:
* Cutter, Susan L., Bryan J. Boruff, and W. Lynn Shirley. 2003. “Social Vulnerability to Environmental Hazards\*.” *Social Science Quarterly* 84 (2): 242–61. <https://doi.org/10.1111/1540-6237.8402002>.
* Cutter, Susan L. 2017. “The Forgotten Casualties Redux: Women, Children, and Disaster Risk.” *Global Environmental Change* 42 (January): 117–21. <https://doi.org/10.1016/j.gloenvcha.2016.12.010>.
* Abramson, David M., Donna Van Alst, Alexis Merdjanoff, Rachael Piltch-Loeb, Jaishree Beedasy, Patricia Findley, Lori Ann Peek, et al. 2015. “The Hurricane Sandy Person Report: Disaster Exposure, Health Impacts, Economic Burden, and Social Well-Being.” <https://doi.org/10.7916/D8ST7P3Q>.
* 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 #2 *(due by midnight on Sunday, January 17, together with any outstanding previous Canvas Discussion assignments).* Students should begin to explore potential Final Project topics and team members.

**Week #3 – 1/27/21: 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 gaining 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 look at all three documents, but concentrate on reading through just one, with your choice to be finalized during the 1st class*)**:**
* <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>
* 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](http://chekpeds.com/) (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](https://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](https://nyc.streetsblog.org/).

* Assignment: Canvas Discussion #3 *(due by midnight on Sunday, January 24, together with any belated entries responding to Canvas Discussion #1 or #2 [see above, for details]).* Students should continue to explore Final Project topics and team choices, beginning their reading and thinking.

**Week #4 – 2/3/21: 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. Book available through the Library: <https://clio.columbia.edu/quicksearch?q=Environmental+Justice%2C+and+The+Rights+of+Ecological+Refugees&commit=Search>
* Assignment: Canvas Discussion #4 *(due by midnight on Sunday, January 31;* students should be finalizing Final Project and team choices, continuing with their research, and beginning to prepare their draft Project Outlines.

**Week #5 – 2/10/21: Two Gendered Moments in the City of New York**

* Introduction: Two moments in New York City development when women were extraordinary change-agents: the "Gilded Age" and the era of "Urban Renewal.”
* Speaker: Prof. Richard Plunz
* Readings:
* Richard Plunz, *A history of housing in New York City*, revised edition (New York: Columbia University Press, 2016). Chapters #3 & #9.
* Edith Wharton, *The Age of Innocence* (New York; London: D. Appleton and Company, 1920), Ch. 4.
* Women's City Club of New York, *Tenant relocation at West Park: A Report based on field interviews* (New York: The Club, 1954).
* Caro, Robert A., *The Power Broker: Robert Moses and the Fall of New York* (New York: Alfred A. Knopf, 1974), Ch. 41, pp. 961-83.
* Wilson, Elizabeth, *The Sphinx in the City. Urban Life, the Control of Disorder, and Women* (London: Virago Press, 1991), Ch. 5, "Cities of the American Dream."
* *(Recommended:* Covert, Bryce (2018), “The Deep Uniquely American Roots of Our Affordable-Housing Crisis,” *The Nation,* May 24, 2018, available at: <https://www.thenation.com/article/give-us-shelter/> )
* *(Recommended:* Tobias, Jimmy (2018), “Meet the Rising New Housing Movement That Wants to Create Homes for All,” *The Nation,* May 24, 2018, available at: <https://www.thenation.com/article/the-way-home/>)
* Speaker Bio:

**Richard Plunz** is the Director of Columbia University's Urban Design Lab and Professor at Columbia's Graduate School of Architecture, Planning and Preservation. A leading figure in urban design and one of the world’s leading authorities in urban housing, Prof. Plunz's Housing Studios, which he developed at Columbia, are now an integral part of architectural curricula everywhere. His research into the evolution of housing in New York City has led to a number of projects, including his landmark study, A History of Housing in New York City (1990, revised 2016).

After receiving professional degrees in engineering and in architecture from Rensselaer Polytechnic Institute, Plunz specialized in urbanism related to both urban history and application of cybernetic and information theory to urban development. Plunz has held professorships at Rensselaer, Pennsylvania State University, Columbia University, and the Katholieke Universiteit Leuven, in Belgium, and has taught and lectured extensively and internationally.

At Rensselaer and Penn State, Plunz developed pioneering research in hospital design and public secondary education related to inner city contexts. With the support of the United States Public Health Service, he conducted pioneering research in digitized environmental modeling for the low-income neighborhood of Mantua, in West Philadelphia. He has developed anthropological field techniques toward built form considerations and initiated long held research interests related to housing design and development of sustainable higher density alternatives to the suburban single-family house. Plunz continued his involvement in the anthropology of building with an extensive study on the two-century transformation of a utopian industrial community of San Leucio, Caserta, in Southern Italy.

Plunz’s work has been supported by the Rockefeller Foundation, the National Endowment for the Humanities, the J. M. Kaplan Fund, the New York State Council on the Arts, the Aga Kahn Award for Architecture, the United States Public Health Service, and the Ford Foundation, among others. In 1991, he received the Andrew J. Thomas Award – Pioneer in Housing from the American Institute of Architects. In addition to A History of Housing in New York City (1990), which has been translated into French and Japanese, Prof. Plunz is the author of The Urban Lifeworld: Formation, Perception, Representation (2002); After Shopping (2003); Eco-Gowanus: Urban Remediation by Design (2007); and numerous articles, studies, and reports. His most recent books are Urban Climate Change Crossroads (2010) with Maria Paola Sutto and City Riffs. Urbanism, Ecology and Place (2017).

* Assignment: Canvas Discussion #5 *(due by midnight on Sunday, February 7, together with any outstanding entries for Canvas Discussions #1 & #2 [see above, for details]).* Students should continue to research their Final Project topics and prepare their draft Final Project Outlines, which are due by midnight on Friday, February 26; consultations with instructor as needed.

**II. Rights and Movement: Free, or Fettered?** (Weeks 6-8)

**Week #6 – 2/17/21: 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 cities as important hubs for human rights advocacy and policymaking.

* 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 (1979) Convention for the Elimination of All Forms of Discrimination Against Women summary available at:<http://www.un.org/womenwatch/daw/cedaw/cedaw.htm>; full text available at: <http://www.un.org/womenwatch/daw/cedaw/text/econvention.htm>
* 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).
* Speaker Bio:

**Prof. Yasmine Ergas** is Director of the Specialization on Gender and Public Policy and Lecturer in the Discipline of International and Public Affairs at the School of International and Public Affairs at Columbia University, a member of the Committee on Global Thought and co-chair of the University Women, Gender & Sexuality Studies Council. 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 rise of “illiberal democracy” and the current backlash against gender equality. *Reassembling Motherhood: Procreation and Care in a Globalized World*, edited by Ergas, Jane Jenson and Sonya Michel, was published in 2017 by Columbia University Press.

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-convener of the Women, Gender and Sexuality Studies Council at Columbia University. She has been 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*, Institute for Social Economic and Policy Research at Columbia University and the Compton Foundation.

* Assignment: Canvas Discussion #6 *(due by midnight on Sunday, February 14;* students continue their teamwork, as they research their Final Project topics and prepare their draft Final Project outlines, which are due by midnight on Friday, February 26; consultations with instructor as needed.

**Week #7 -- 2/24/21: 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](https://www.medscape.org/publichealth) > [Perspectives in Prevention From the American College of Preventive Medicine](https://www.medscape.org/index/section_10109_0) (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 21, together with all outstanding previous Canvas Discussion assignments);* student teams continue their research and finalize their draft Final Project outlines, which are due by midnight on Friday, February 26.

*PLEASE SUBMIT YOUR DRAFT FINAL PROJECT OUTLINE BY MIDNIGHT ON FRIDAY, FEB. 26;*

*SIGN UP FOR A CONSULTATION WITH THE INSTRUCTOR FOR THE WEEK FOLLOWING SPRING BREAK.*

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

**III. At Home in the City: How to Conceptualize and Design Cities for ALL of us?** (Weeks 8-10)

**Week #8: 3/10/21: ‘The Kitchen Debate:' Energy, Gender Equity and Domestic Labor**

* 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 Haas, Willi, 'Towards a Socioecological Concept of Human Labor', in: Haberl, Fischer-Kowalski, Krausmann and Winiwarter, Social Ecology: Society-Nature Relations across Time and Space (Berlin: Springer, 2016), pp. 269-96.
* 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.
* Speaker Bio:

Master of Science in [Sustainability Management](http://earth.columbia.edu/articles/view/2640) (MSSM) **Professor**[**Lynnette Widder**](http://ce.columbia.edu/sustainability-management/faculty/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](http://aardvarchi.com/), 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 #8 *(due by midnight on Sunday, March 7);* ongoing work on Final Projects, continued research group consultations with instructor; those who have already met with the instructor should be revising their draft Project Outlines and continuing their research.

**Week #9 – 3/17/21: Exploring “the Gender-Urban-Slum Interface”**

* 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*.*
* Assignment: Canvas Discussion #9 *(due by midnight on Sunday, March 14, together with all outstanding Canvas Discussion assignments);* research groups continue to prepare their Final Project Outlines (due by midnight on Sunday, March 28), scheduling consultations with the instructor as needed.

**Week #10: 3/24/21: Women Workers in the Global Apparel Industry: Power and Spaces of Resistance**

* 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
* Reading:
* ActionAid International (2013) *Women and the City II: Combatting Violence against Women and Girls in Urban Public Spaces – The Role of Public Services*, Johannesburg, South Africa: ActionAid International, February 2013. 5-19 & 22-23; available at: <http://www.actionaid.org/sites/files/actionaid/women_and_the_city_ii_1.pdf>
* Global Labor Justice (2018) *Gender Based Violence in the H&M Garment Supply Chain: Workers Voices from the Global Supply Chain: A Report to the ILO 2018.* Washington, DC: Global Labor Justice May 2018. Available at:<https://www.globallaborjustice.org/wp-content/uploads/2018/05/GBV-HM-May-2018.pdf>
* International Labor Rights Forum, Björn Skorpen Claeson, author (2015), *Our Voices, Our Safety: Bangladeshi Garment Workers Speak Out.* Washington, DC, International Labor Rights Forum, December 2015: 4-5, 8-17, 20-84 *(at least! -- preferably read ALL, when you can!);* available at: <https://laborrights.org/sites/default/files/publications/Our%20Voices,%20Our%20Safety%20Online_1.pdf>
* 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-outsourceable industries, such as mining and oil drilling, infrastructure, transportation and heavy manufacturing.” PODER prioritizes “projects in global cities, with a focus on the financial, insurance and real-estate 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 #10 *(due by midnight on Sunday, March 21);* FINAL PROJECT OUTLINES DUE BY MIDNIGHT on Sunday, March 28; schedule consultations with instructor, as needed.

**Week #11 – 3/31/21: 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; to be followed by first set of Final Project presentations.
* 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 (2014) “The Smartness of User Generated Cities,” *Japan Architecture+ Urbanism,* October 2014, 118-25 *(pdf available on Canvas)*.
* How New York Is Zoning Out the Human-Scale City:<https://www.nybooks.com/daily/2019/12/30/how-new-york-is-zoning-out-the-human-scale-city/>

*Additional recommended readings:*

* 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/afr320022010en.pdf>, pp. 30-1, 37-9, 42-3).
* 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.
* 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.
* Reeves, Dory, Parfitt, Bonnie and Archer, Carol (2012) *Gender and Urban Planning: Issues and Trends* (Nairobi: UN-Habitat).
* Related’s Hudson Yards: Smart City or Surveillance City?<https://therealdeal.com/2019/03/15/hudson-yards-smart-city-or-surveillance-city/>
* “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).
* 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 #11 *(due by midnight on Sunday, March 28, together with FINAL PROJECT OUTLINES.* Research teams should schedule consultations with the professor, to discuss their FINAL PROJECT outlines; research teams can also sign up for their FINAL PROJECT PRESENTATION date, either on either Wednesday, April 14, or Wednesday, April 21, during the 2nd half of the class.

*>>>> FINAL PROJECT OUTLINES DUE BY MIDNIGHT on Sunday, March 28 <<<<*

**IV. At Home in the City: Designing for Healthful Cities;** *and*, **From New York to Nairobi: Final Project Presentations Aimed at Improving Women’s Safety, Access, and the Livability and Sustainability of Urban Areas Worldwide** (Weeks 12-14)

**Week #12 – 4/7/21: Planning and Designing for Women in Urban Areas: Case Study Central Harlem**

* 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. A site excursion the following Saturday, April 11, will provide an opportunity for students to walk the neighborhood and appreciate firsthand the physical implications of policy and planning decisions.
* Speaker: Prof. Shachi Pandey, Adjunct Assistant Professor at Columbia Graduate School of Architecture, Preservation and Planning and Founding Principal of Metropolitan Urban Design (MUD) Workshop.
* Readings:

Bradhurst Brownfield Opportunity Area (BOA), <http://bradhurstboa.com/>:

* Start with the overview,
* Then scroll down and across (swipe right!) to read about Harlem, and
* Scroll *further* down, to read about the planning process and to
* Download the community planning tools, through which community stakeholders can give input to the process.
* Finally *(and IMPORTANTLY!),* please download, study, and preferably print out/bring a copy of this walkthrough map of where we will go on our Field Trip:

<http://bradhurstboa.com/wp-content/uploads/2016/06/Bradhurst_Map_Download.png>

* Speaker Bio:

As Adjunct Assistant Professor at Columbia GSAPP and the founding principal of Metropolitan Urban Design (MUD) Workshop, urban designer and planner **Shachi Pandey** emphasizes community-centric thinking and sustainability, which she believes to be the central factors in bringing about positive change in our environments and communities. She is most interested in ideas that appreciate and embrace the complexity of our urban, social and economic environments and advance novel design approaches that address this complexity. Prof. Pandey holds a Master’s degree in City Planning (Urban Design) and a certificate in Real Estate Design and Development from the University of Pennsylvania. In addition to GSAPP, she has taught at NYU, the Pratt Institute, and internationally, at La Salle University, Bogotá. Ms. Pandey is an executive board member of the American Planning Association, NY Metro Chapter.

Her professional practice, MUD Workshop, is an urban design and planning firm dedicated to the regeneration of neighborhoods and public places. Recent projects include the Bradhurst Urban Design and Planning Framework, Port Morris Waterfront Access and Pedestrian Improvements, the Four Arts Museum Campus Master Plan, and the Comprehensive Plan for the City of Easton. The City of Easton Comprehensive Plan, *Transform > Unify > Thrive*, was awarded the annual LVPC award and received honors for invaluable community service from Pennsylvania State Senators and Congressman Matt Cartwright.

MUD Workshop has also collaborated on several design and planning projects with other built environment professionals. Most recent collaborations include visioning and engagement for the Mount Kisco Comprehensive Plan (Westchester) and Hoboken Master Plan (NJ), both of which received honors for community engagement by the Westchester Municipal Planning Federation and New Jersey Future Smart Growth Awards, respectively.

* Assignment: Canvas Discussion #12 *(due by midnight on Sunday, April 4);* continued work on Final Projects, meeting with instructor as needed, preparing for their Final Project Presentations, to take place on April 14 and 21. **Final Exam** will be posted *(on Canvas, under Assignments)* by class time on Wednesday, April 14, and is **due before midnight on Friday, April 23 (Monday, April 19, for graduating students!)**.

**Week #13 -- 4/14/21: Reconstituting an Urban Community, Led by Those with the Most at Stake: guest lecture,followed by first Final Project Presentations to class and expert panel.**

* *Description, speaker bio, and reading assignments to come, based on availability of guest speaker; the second hour will consist of student research teams’ FINAL PROJECT presentations.*
* Assignment: Canvas Discussion #13 *(due by midnight on Sunday, April 11, together with any outstanding Canvas Discussion assignments)*; first Final Project Presentations in class, while all other research groups continue to work on their presentations.

**Week #14 – 4/21/21: Health in Cities, Health of Cities: guest lecture, followed by Final Project Presentations to class and expert panel.**

* 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.
* 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 Adjunct Assistant 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.

* Assignment: Canvas Discussion #14 *(due by midnight on Sunday, April 18, together with any outstanding Canvas Discussion assignments)*; remaining Final Project Presentations in class, while those research groups that have already presented can be working on integrating the feedback to their presentations and getting these into final form, for submission by midnight on Sunday, April 25.

**ALL FINAL PROJECT PRESENTATIONS due in final form by midnight on Sunday, April 25;**

**FINAL *EXAMS* due by midnight on Friday, April 23 *(Monday, April 19, for graduating students!).***

***\*\*\* PLEASE NOTE:* *These are firm deadlines, with no extensions. \*\*\****

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1. This date may change, given pertinent updated information from the registrar. [↑](#footnote-ref-1)
2. These dates may change, given updated information from the registrar. [↑](#footnote-ref-2)