

## **Course Description**

In the world of global economy, the sense of place has changed dramatically over the past decades. The traditional forms of inter-state cooperation have given their position to new types of development where new technologies facilitate cross-border collaborations. Apart from the old centers of global economy, strategic territories are emerging within cities that are not considered to be global. The Municipality of Piraeus in Greece is a typical example due to the recent opening-up of the Greek economy to foreign firms. On account of this, it is a suitable case study for analyzing the new types of spatial units that play a key-role in urban planning. Given the fact that Greece is a member state of the European Union, students are going to envision the greater impact that these procedures may have. With the help of international literature, students are going to work on the crucial urban issues with an emphasis on the area of Piraeus. In addition, they are going to discover what lies beneath a territory of strategic interest through field work. The problems they are about to handle are associated with the abandoned brownfield sites, the derelict public housing reserve and the intense socio-spatial inequalities in the area of Piraeus. Despite Piraeus' strategic geopolitical location, the new masterplan overlooks the evident inequalities, focusing only on market driven approaches. To interpret the contemporary situation in the area of study, students are going to combine literature review and field work. In particular, students are going to delve into Saskia's Sassen analysis on the global market as well as the work of Aiwa Ong and Vanessa Watson so as to understand the impact of globalization on the Global South. Reading about globalization in the Global South and the Global North, students are going to comprehend the special urban context that defines the urban physiognomy of Piraeus. The aim of the course is to help students elaborate critical thinking on spatial planning issues and area-based policies, recommending innovative tools for strategic urban planning in the era of globalization.

## **Course Approach**

Students are going to work as interdisciplinary groups in pairs of 2, 3 or 4. The course involves literature review as well as empirical research. To investigate all the above-mentioned issues, we are going to study not only the international literature and the-state-of-the-art, but also selected articles focusing on the Greek case study. Apart from reading, students will be making independent observations during field trips and keeping a field work diary. They are going to present their findings and write papers focusing on the three main issues of the course: global cities-territories of strategic interest, flagship projects and brownfield remediation practices. To be more specific, this course involves the following activities:

**Reading:** We will read a wide variety of texts relevant to urban and regional planning. Students are going to study selected pieces of international literature on the following issues:

- global cities and strategic territories,
- theories and practices on social housing policy
- Brownfield rehabilitation
- the impact of flagship projects
- methods of participatory planning and bottom-up practices
- texts associated with the Greek case study, the area of Piraeus

**Analyzing and interpreting:** The course includes analysis and interpretation of texts, cartographic depiction and empirical research.

**Working and thinking with others:** Students are about to work in groups. Since the course has an interdisciplinary character, the final project is based on team work, where everyone's contribution is equal and important.

**Writing:** The course includes three written assignments associated with the crucial issues discussed

during the lessons and the onsite visits. These issues are: *global cities' development*, *flagship projects*, and *brownfield regeneration*. Students are going to understand the international literature by analyzing case studies from the USA or other countries, focusing on the good practices implemented. Students will be asked to find similarities and differences between the chosen examples from the USA and the Greek case study. The knowledge gained from these assignments will become a useful tool for the strategic planning in the area of Piraeus, required for the final project.

**Presentations:** All three assignments are accompanied by a 15 minutes PowerPoint presentation, to be presented during class hours.

## Learning Objectives

By the end of the course, students should be able to:

- define the variety of forces that shape the built environment
- explain the transnational interrelations, beyond spatial borders and limitations
- recognize the specificities of time and place in relation to urban planning procedures
- identify and interpret the layered or multifaceted sense of place (with the help of international and Greek case studies)
- outline the environmental, social, economic and cultural factors that contribute to spatial justice or injustice
- experiment with the ways that urban and regional planning can manage change in complex environments
- deal with multiple scales of planning, making use of planning as an active practice with the help of participatory design
- prioritize a variety of urban issues in terms of collective memory
- construct critical thinking on spatial issues

## Course Requirements

- Mid-term and Final exams
- Participation
- Critical reading of selected academic journals and monographs
- Three written assignments of 1500 words each, excluding bibliography
- 10' minutes oral presentation of each assignment
  
- Field notes/booklet
- Final project: SWOT analysis of Piraeus, interdisciplinary groups of students, A0 poster
- Presentation of the poster

**Estimate course workload by using the estimator:** 5,75 outside of class hrs/wk

## Class Field Work and CYA Field Study

Field work is a necessary tool for making direct observations during the course. As mentioned before, the course combines literature review and empirical research. Class field work comprises visits to selected enclaves in the wider area of Piraeus. CYA Field Study is not a part of the course's field work. However, it offers a general perspective on the evolution of the Greek State from ancient times to nowadays. This information will provide valuable knowledge for understanding the variety of forces that shaped the built environment in Greece.

## Class Field Work

Students are going to attend **four field trips** in the wider area of Athens to see in practice the theories discussed in class: the wider area of Piraeus: the Port, the historic center, a gentrified area around the port, some post-refugee urban settlements, a brownfield zone along the coastal area of Drapetsona and Perama, the coastal zone along Pasalimani and one significant flagship project.

- 1<sup>st</sup> Field trip: Visit to the central area of Piraeus and the Port.
- 2<sup>nd</sup> Field trip: The neighborhood of Germanika as described in Renee Hirschon's work and the wider area of the historic center of Nikea, and Palia Kokkinia
- 3<sup>rd</sup> field trip: Visit to the Brownfield area of Drapetsona
- 4<sup>th</sup> field trip: Korydallos and Perama industrial zone

## CYA Field Study

Despite the fact that CYA's Field Study is not directly related to the course's objectives, it offers a wider perspective on the urban expansion of Greek metropolitan areas. Thus, CYA's field study will support students to better comprehend the specificities of time and place related to the Greek example.

## Evaluation and Grading

Your grade for this course will be based on the following distribution:

- 1<sup>st</sup> assignment: 10% (paper 6% and presentation 4%)
- 2<sup>nd</sup> assignment: 10% (paper 6% and presentation 4%)
- 3<sup>rd</sup> assignment: 10% (paper 6% and presentation 4%)
- Midterm presentation: 15 %
- Final project: 15 %
- Final exam: 30 %
- Participation and field work: 10 %

Grades are intended to give you a sense of the quality of a particular piece of work: roughly speaking, a B means that you have done a good job with the writing, the ideas, and the organization of the work; a C conveys that the work lacks some important qualities and has some problems, while an A means that the work is exemplary in some key ways: the writing is particularly clear, the ideas thoroughly treated, the organization of the presentation is well considered and effective.

## Evaluation Criteria - Course Assignments

### 1<sup>st</sup> assignment: Global City

Students should choose a global city and describe the crucial issues related to the city's development. Papers should be 1500 words, excluding bibliography. Students are allowed and encouraged to work in groups. Each group of students should also prepare a 10' minute presentation in PowerPoint.

- Criteria 1: the paper and the powerpoint presentation should have a central point, a statement about the development of the selected city
- Criteria 2: the paper and the powerpoint presentation should comment on the positive and negative aspects of globalization as found in the city of study
- Criteria 3: use of literature and quality of writing are also very important

### 2<sup>nd</sup> assignment: Flagship projects

Students are going to choose an example of a flagship project, mentioning the effect that it has on the socio-spatial physiognomy of the city. Students should state and support a thesis in an essay of 1000-1500 words, excluding bibliography and also prepare a PowerPoint presentation. Students are encouraged to work in groups.

- Criteria 1: the paper and the PowerPoint should be well-documented, using literature and other material (photos, maps etc.)

- Criteria 2: the essay and the PowerPoint should present critical factors that affect the urban fabric
- Criteria 3: the quality of writing is very important

### 3<sup>rd</sup> assignment: Brownfield regeneration

Students should choose a case of brownfield regeneration, mentioning the good practices implemented. The essay should be 1000-1500 words, excluding bibliography. Students have to prepare a PowerPoint presentation as well. Students are encouraged to work in groups.

- Criteria 1: the paper and the PowerPoint should be well-documented, using literature and other material (photos, maps etc.)
- Criteria 2: The comparison between the example from the USA and Greece should be accurate and to the point.
- Criteria 3: the quality of writing is very important

## CYA Regulations and Accommodations

### Attendance Policy

CYA regards attendance in class and on-site (in Athens or during field study trips) as essential. Absences are recorded and have consequences. Illness or other such compelling reasons which result in absences should be reported immediately to the Student Affairs Office. **The precise application of the attendance policy is left in the hands of individual faculty. Instructors are expected to establish their own specific attendance policy for individual courses provided that in doing so, they do not select options which run counter to the policy of the program. Action to be taken in regard to tardiness, absence from class or making up late work is the responsibility of the individual instructor. See faculty handbook for more details.**

### Academic Accommodations

If you are a registered (with your home institution) student with a disability and you are entitled to learning accommodation, please inform the Office of Academic Affairs and make sure that your school forwards the necessary documentation.

### Policy on Original Work

Unless otherwise specified, all submitted work must be your own original work. Any ideas taken from the work of others must be clearly identified as quotations, paraphrases, summaries, figures etc., and accurate internal citations and/or captions (for visuals) as well as an accompanying bibliography must be provided (Check the Student Handbook, pg. 7).

### Use of Laptops

In-class or onsite use of laptops and other devices is permitted if this facilitates course-related activities such as note-taking, looking up references, etc. Laptop or other device privileges will be suspended if devices are not used for class-related work. **Members of the faculty may choose to create a 'laptop-free zone' in the classroom for students who do not use electronic devices and who feel distracted if they sit close to one.**

## Class

## Schedule

**To be updated every semester**

*N.B.: The course schedule, in terms of subjects and readings, may be subject to change to benefit student learning and to keep up to date with current research.*

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Class Day	Day/Date/Place (if applicable)	Topic / Readings / Assignments Due
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1

## **Global Cities: Introducing the Concept**

### *Description*

The first lesson is introductory to the concept of global city, focusing on the work of Saskia Sassen. The lecture includes a short description of the global cities index, referring to the international tendencies on the field. Moreover, the lecture analyses the effects of industrialization, de-industrialization and the role of new technologies.

### *Required reading*

Sassen S. (2001) *The Global City: New York, London, Tokyo*, Princeton University Press, 2001 up-dated 2nd ed., p.64-84

### *Optional Reading*

Sassen S. (2001) *The Global City: New York, London, Tokyo*, Princeton University Press, 2001 up-dated 2nd ed., p. 17-35

*Embedded borderings: making new geographies of centrality", Territory, Politics, Governance, March 2017, available at*

<http://saskiasassen.com/PDFs/publications/Embedded-borderings-making-new-geographies.pdf>

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2

## **Global Cities of the World: New York, London and Tokyo**

### **Post-communist global cities**

### *Description*

The role of the traditional global centers as New York and London. Their socio-spatial physiognomy and their influence on other regional centers. The role of post-communist urban areas in the global market. The case of Berlin and Moscow. Before and after the Fall of the Wall.

### *Required reading*

Sassen S. (2001) *The Global City: New York, London, Tokyo*, Princeton University Press, 2001 up-dated 2nd ed., p. 126-167

### *Optional Reading*

Harvey D. (2013) *Rebel Cities: From the right to the city to the urban revolution*, Verso, p.3-27

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3

## **Global Cities in the Global South and the case of Piraeus.**

### *Description*

The lesson focuses on the case of global cities in the Global South referring not only to the traditional global centers but also to the emerging economies. Patterns of development, strengths and weaknesses are described. Examples and suitable case studies are illustrated so as to present the crucial issues associated with the socio-spatial transformations in those areas. Expanding the discussion beyond the dualistic division of global south and global north, students will comprehend the position of Piraeus within the global economy, focusing on the specificities of time and place.

### *Required reading*

Ong, A. (2011) *Introduction: Worlding Cities, or the Art of being Global, in Worlding Cities: Asian Experiments and the Art of being Global (eds A. Roy and A. Ong), Part I: Planning Privatopolis: Representation and Contestation in the Development of Urban Integrated Mega-Projects p. 77*, It is written by Gavin Shatkin

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*Optional Reading*

Hirschon R. (1989) *Heirs of the Greek Catastrophe: The Social Life of Asia Minor Refugees in Piraeus*, Oxford: Clarendon Press, . xx + 280 pp. Cloth., Chapter 1. *Refugees for Fifty Years*

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4

**Delving into the case of Piraeus. Historical background and contemporary challenges (presentation of the 1<sup>st</sup> assignment).**

*Description*

The Asia Minor Refugee Inflow was a milestone for the Greek history of the 20<sup>th</sup> century. More than 1.500.000 refugees found shelter in Greek urban and rural areas, 48% of whom were located in the urban agglomeration of Athens-Piraeus. This part of the lesson aims at providing all the necessary information so as to offer a well-rounded perspective on the type of urban expansion taking place in Piraeus during the early 20<sup>th</sup> century and its impact on contemporary urban narratives.

*Required reading*

Leondidou L. (2017) *Slums of Hope*, available at <https://www.athenssocialatlas.gr/en/article/slums-of-hope/>

*Optional Reading*

Tousi E. (2021) *Challenges on urban socio-spatial cohesion. The case of social housing complexes in the Regional Administrative area of Piraeus in Greece. Journal of Sustainable Architecture and Civil Engineering, Kaunas University of Technology*: <https://doi.org/10.5755/j01.sace.29.2.29137>

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5

**Class visit: Central area of Piraeus and the Port. Gentrification and Flagship Projects**

*Description*

Students are going to visit the central area of Piraeus and the port so as to see the contemporary changes according to the new masterplan. New flagship projects, cruise shipping terminals, 5 star hotels and casinos are going to transform the identity of the city.

*Required Reading*

Chlomoudis C.(2015) *The development of the Piraeus Port Authority and COSCO*. <https://www.athenssocialatlas.gr/en/article/piraeus-and-cosco/>

*Optional Reading*

Oikonomou D. (2015) *The international economic role of Athens*. <https://www.athens-socialatlas.gr/en/article/international-role/>

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6

**Class visit: Palaia Kokkinia and Nikea**

*Description*

Students will visit degraded urban areas in Piraeus so as to better understand the issue of spatial injustice. Students will delve into the unequal development of metropolitan areas that depicts unequal access to services and resources, leading to exclusion. Are today's urban planning policies inclusive or not?

*Required reading*

Hirschon R. (1989) *Heirs of the Greek Catastrophe: The Social Life of Asia Minor*

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*Refugees in Piraeus, Oxford: Clarendon Press, . xx + 280 pp. Cloth., Chapter 6.*

*Optional reading*

*Tousi E. (2016) "A Retrospective on social housing in Greece. The case of the refugee dwellings" Design Principles and Practices: An International Journal, Common Ground Publishing, University of Illinois Research Park*

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7

## MIDTERMS

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8

### **Brownfield management and flagship projects. The international experience.**

*Description*

Much has been written about the "Bilbao effect" and the transformation of the socio-spatial identity of a city. The predominance of "starchitects" rebranding an urban area is a well-known phenomenon throughout the world. The construction of flagship projects is being used as a mechanism of attracting investors and visitors. This is rather common in countries that base their economy on tourism. New geographies and tendencies in the field of tourism dictate alterations in urban policies. Globalization procedures form new patterns of urban evolution expressing new priorities and choices.

From this point of view, this lesson explores the social side effects of flagship projects, looking in depth at the case of Bilbao. It also includes information about brownfield sites in the UK and in the USA.

*Required reading*

*Ponzini, D. (2010). Bilbao effects and narrative defects, Cahiers de recherche du Programme Villes & territoires, 2010 Paris, Sciences Po., available at:*

*<http://blogs.sci-ences-po.fr/recherche-vill,es/files/2010/08/Ponzini-Bilbao-Effects-and-Narrative-De-fects.pdf>*

*Optional reading*

*CPRE (2009) "Brownfield Market Signals: Greenfield housing land supply and the viability of brownfield housing development", available at*

*<http://www.cpre.org.uk/resources/housing-and-planning/housing/item/1936-brownfield-market-signals>*

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9

### **Applied Policies on brownfield management in Europe and Greece. Contemporary challenges (Presentation of the 2<sup>nd</sup> assignment).**

*Description*

The lesson describes the variety of policies met in Europe as far as brownfield management is concerned in the light of globalization. The lesson concludes with the case of Piraeus providing students with original cartographic material related to brownfield management and flagship projects along the Athenian Riviera.

*Required reading*

*Tousi E., Serrao K. (2020) Brownfield Management. The case of Piraeus. Journal of Sustainable Architecture and Civil Engineering: [https://www.researchgate.net/publication/346739066\\_Brownfield\\_Management\\_in\\_Greece\\_The\\_Case\\_of\\_Piraeus](https://www.researchgate.net/publication/346739066_Brownfield_Management_in_Greece_The_Case_of_Piraeus)*

*Optional reading*

*Pérez A.P., Peláez Sánchez S., Van Liedekerke M. (2015) "Remediated Sites and Brownfields Success Stories in Europe". A report of the European Information and Observation Network's National Reference Centres for Soil (Eionet NRC Soil), European Commission Institute for Environment and Sustainability, Land and Resources Management.*

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10

**Class visit: Brownfield sites around Piraeus Port. The case of Drapetsona.**

*Description*

The aim of this lesson is to understand the linkages between the refugee housing rehabilitation and the industrial development in the area of Piraeus. The urban refugee settlements had been constructed near industrial units where the majority of the refugee population used to work. After the 1980s and especially the 1990s, de-industrialization procedures led to the emergence of numerous brownfield sites around Piraeus port. Students will have the opportunity to visit one brownfield site so as to make direct observations.

*Required reading*

*Hadjimichalis C. (2015) Seizing public land in Attica:*

<https://www.athenssocialatlas.gr/en/article/seizing-public-land/>

*Optional Reading*

*Markou M. (2015) Renovation projects at Faliro Bay.*  
<http://www.athenssocialatlas.gr/en/article/faliro-bay/>

11

**Class visit: Korydallos and Perama**

*Description*

*Students are going to visit the main investment zone of COSCO and the post refugee area of Korydallos so as to understand the crucial urban issues met in the area.*

*Required reading*

*Belavilas N., Prentou P. (2015) Abandoned buildings and vacant shops: The spatial pattern of the crisis, ONLY THE PART DEDICATED TO PIRAEUS.* <https://www.athens-socialatlas.gr/en/article/vacant-shops/>

*Optional Reading*

*Cheirchanteri, G. (2019). Transformation in the Wider Industrial Coastal Region of Saint George, Western of Piraeus Port in Athens. IOP Conference Series: Materials Science and Engineering. 471. 102060. 10.1088/1757-899X/471/10/102060., available at*  
[https://www.researchgate.net/publication/331304137\\_Transformation\\_in\\_the\\_Wider\\_Industrial\\_Coastal\\_Region\\_of\\_Saint\\_George\\_Western\\_of\\_Piraeus\\_Port\\_in\\_Athens](https://www.researchgate.net/publication/331304137_Transformation_in_the_Wider_Industrial_Coastal_Region_of_Saint_George_Western_of_Piraeus_Port_in_Athens)

12

**Graphic design Studio for academic posters and presentation of the 3<sup>rd</sup> assignment. Technical details for designing an effective academic poster.**

13

**Due date of the TAKE HOME EXAM and Poster Presentation**



## Course Readings: Full Bibliography

Cheirchanteri, G. (2019). Transformation in the Wider Industrial Coastal Region of Saint George, Western of Piraeus Port in Athens. IOP Conference Series: Materials Science and Engineering. 471. 102060. 10.1088/1757-899X/471/10/102060., available at [https://www.researchgate.net/publication/331304137\\_Transformation\\_in\\_the\\_Wider\\_Industrial\\_Coastal\\_Region\\_of\\_Saint\\_George\\_Western\\_of\\_Piraeus\\_Port\\_in\\_Athens](https://www.researchgate.net/publication/331304137_Transformation_in_the_Wider_Industrial_Coastal_Region_of_Saint_George_Western_of_Piraeus_Port_in_Athens)

Couch C., Leontidou L., Petschel-Held G. (2007) Urban Sprawl in Europe: Landscapes, Land-Use Change & Policy, Blackwell

CPRE (2009) "Brownfield Market Signals: Greenfield housing land supply and the viability of brownfield housing development", available at <http://www.cpre.org.uk/resources/housing-and-planning/housing/item/1936-brownfield-market-signals>

Emmanuel D. (2015) Social aspects of access to home ownership, <http://www.athenssocialatlas.gr/en/article/access-to-home-ownership/>

Fagerberg J. (2003) What have we learned (before and) after Myrdal? Growth theory and disparities. Center for technology, innovation and culture, University of Oslo , Background paper for presentation at the conference, COHESION REFORM IN A LARGER UNION, College of Europe, Bruges, April 3- 4, 2003, available at [http://folk.uio.no/janf/downloadable\\_papers/jfcentschump.pdf](http://folk.uio.no/janf/downloadable_papers/jfcentschump.pdf)

Fujita N. (2004), Gunnar Myrdal' s theory of cumulative causation revisited, ECONOMIC RESEARCH CENTER DISCUSSION PAPER, April 2004, No.147, Graduate School of Economics, Nagoya University, Fro-cho, Chikusa-ku, Nagoya, 464-8601, Japan available at <http://133.6.182.153/wp-content/uploads/2016/04/paper147.pdf>

Gurel E., Tat M. (2017) SWOT ANALYSIS: A THEORETICAL REVIEW, The Journal of In-ternational Social Research, Volume: 10 Issue: 51, August 2017, www.sosyalarastirmalar.com Issn: 1307-9581  
Doi Number: <http://dx.doi.org/10.17719/jjsr.2017.1832> , available at [https://www.researchgate.net/profile/Emet\\_Guerel/publication/319367788\\_SWOT\\_ANALYSIS\\_A\\_THEORETICAL\\_REVIEW/links/5a09f172a6fdcc2736de9e82/SWOT-ANALYSIS-A-THEORETICAL-REVIEW.pdf?origin=publication\\_detail](https://www.researchgate.net/profile/Emet_Guerel/publication/319367788_SWOT_ANALYSIS_A_THEORETICAL_REVIEW/links/5a09f172a6fdcc2736de9e82/SWOT-ANALYSIS-A-THEORETICAL-REVIEW.pdf?origin=publication_detail)

Harvey D. (2013) Rebel Cities: From the right to the city to the urban revolution, Verso

Hirschon R. (1989) Heirs of the Greek Catastrophe: The Social Life of Asia Minor Refugees in Pi-raeus, Oxford: Clarendon Press, . xx + 280 pp. Cloth.

Housing Europe (2018) The financing of renovation in the social housing sector, A comparative study in 6 European countries available at <http://www.housingeurope.eu/resource-1124/the-financing-of-renovation-in-the-social-housing-sector>

Housing Europe (2017) A State of Housing map of Europe, find all you need to know about housing in the 28 EU Member States, available at <http://www.housingeurope.eu/resource-1001/a-state-of-housing-map-of-europe>

Kunze A., et.al. (2014) A conceptual participatory design framework for urban planning, Workshop "World Cup 2014, Urban Scenarios" Porto Alegre Brazil, available at [https://www.researchgate.net/publication/242329727\\_A\\_Conceptual\\_Participatory\\_Design\\_Framework\\_for\\_Urban\\_Planning/download](https://www.researchgate.net/publication/242329727_A_Conceptual_Participatory_Design_Framework_for_Urban_Planning/download)

Lefebvre H. (1991) The production of space, Blackwell, Oxford

Leontidou L. (2017) Slums of Hope, <http://www.athenssocialatlas.gr/en/article/slums-of-hope/>

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Mäntysalo R. (2005) Approaches to Participation in Urban Planning Theories <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.126.3107&rep=rep1&type=pdf>

Nielsen b., Goerzen A., Asmussen C. (2013) Global Cities and Multinational Enterprise Location Strategy, *Journal of International Business Studies*, DOI: 10.2307/23434156, available at [https://www.researchgate.net/profile/Bo\\_Nielsen/publication/256191666\\_Global\\_Cities\\_and\\_Multinational\\_Enterprise\\_Location\\_Strategy/links/0c960521ef822a8032000000/Global-Cities-and-Multinational-Enterprise-Location-Strategy.pdf?origin=publication\\_detail](https://www.researchgate.net/profile/Bo_Nielsen/publication/256191666_Global_Cities_and_Multinational_Enterprise_Location_Strategy/links/0c960521ef822a8032000000/Global-Cities-and-Multinational-Enterprise-Location-Strategy.pdf?origin=publication_detail)

Ong, A. (2011) Introduction: Worlding Cities, or the Art of being Global, in *Worlding Cities: Asian Experiments and the Art of being Global* (eds A. Roy and A. Ong), Wiley-Blackwell, Oxford, UK. doi: 10.1002/9781444346800.ch

Peppercorn I., Taffin C. (2009) Social housing in the USA and France: Lessons from convergences and divergences available at [http://siteresources.worldbank.org/FINANCIALSECTOR/Resources/Affordable\\_rental\\_housing\\_schemes\\_USA\\_France.pdf](http://siteresources.worldbank.org/FINANCIALSECTOR/Resources/Affordable_rental_housing_schemes_USA_France.pdf)

Pérez A.P., Peláez Sánchez S., Van Liedekerke M. (2015) "Remediated sites and brownfields Success stories in Europe". A report of the European Information and Observation Network's National Reference Centres for Soil (Eionet NRC Soil), European Commission Institute for Environment and Sustainability, Land and Resources Management, <http://publications.jrc.ec.europa.eu/repository/bitstream/JRC98077/lbna27530enn.pdf>

Pissourios A. (2014), Top-down and bottom-up urban and regional planning: towards a framework for the use of planning standards. *European Spatial Research and Policy* 21(1): 83-99 [Publisher: University of Groningen, Netherlands], available at [http://cejsh.icm.edu.pl/cejsh/element/bwmeta1.element.hdl\\_11089\\_10833](http://cejsh.icm.edu.pl/cejsh/element/bwmeta1.element.hdl_11089_10833)

Ponzini, D. (2010). Bilbao effects and narrative defects, *Cahiers de recherche du Programme Villes & territoires*, 2010 Paris, Sciences Po., available at <http://blogs.sciences-po.fr/recherche-villes/files/2010/08/Ponzini-Bilbao-Effects-and-Narrative-Defects.pdf>

Samson R. (2008) Moving to inequality: Neighborhood effects and experiments meet structure, available at <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4211272/#R9>

Sassen S. (2001) *The Global City: New York, London, Tokyo*, Princeton University Press, 2001 up-dated 2nd ed.

Sassen S. (2017) "Relocating Global Assemblages": An Interview with Saskia Sassen", *Science, Technology & Society*, 2017. available at [http://saskiasassen.com/PDFs/interviews/SS\\_Relocating\\_Interview.pdf](http://saskiasassen.com/PDFs/interviews/SS_Relocating_Interview.pdf)

Sassen S. (2017) "Embedded borderings: making new geographies of centrality", *Territory, Politics, Governance*, March 2017, available at <http://saskiasassen.com/PDFs/publications/Embedded-borderings-making-new-geographies.pdf>

Schneider R. (2006) *Cities in transition. Globalization, Political Change and Urban Development*, Springer

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## **Related sites**

<http://www.epa.gov/brownfields>

<https://www.gov.uk/government/collections/national-land-use-database-of-previously-developed-land-nlud-pdf>

<http://canadianbrownfieldsnet>

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<https://understandingsociety.blogspot.com/2012/12/neighborhood-effects.html>

<https://www.advancedurbanmarginality.com/loiumlc-wacquant.html>

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## ANNEX I-II

### Rubrics:

1st assignment: 15% (paper 6% and presentation 4%)  
 2nd assignment: 15% (paper 6% and presentation 4%)  
 Midterm: 15 %  
 Final project: 15 %  
 Final exam: 30 %  
 Participation: 10 %

Evaluation criteria for the two assignments : Papers					
	90-100 % A	80-89% B	70-79 % C	60-69 % D	0-59% F (failing grade)
<b>Central point</b>	Central point is uniquely displayed and developed throughout the paper	Displays clear, well developed central point	Displays adequately developed central point.	Displays central point, although not clearly developed.	Assignment lacks a central point.
<b>Critical thinking skills</b>	Includes analysis, synthesis, interpretation, and/or other critical manipulation of ideas throughout, leading to an overall sense that the piece could withstand critical analysis by experts in the discipline.	Includes analysis, synthesis, interpretation, and/or other critical manipulation of ideas throughout.	Includes analysis, synthesis, interpretation and/or other critical manipulation of ideas in most parts of the assignment.	Includes little analysis, synthesis, interpretation, and/or other critical manipulation of ideas.	Includes no analysis, synthesis, interpretation, and/or other critical manipulation of ideas.

<p><b>Quality of writing</b></p>	<p><b>Excellent:</b> Ideas are interesting and important. Organization of ideas is logical and effective. Word Choice is specific and memorable. Sentence fluency that is smooth and expressive. Conventions are correct and communicative.</p>	<p><b>Very Good:</b> Most of the ideas are interesting and important. The organization of ideas is sufficiently logical and in most of the cases effective. The word choice is sufficiently specific and memorable. The sentence fluency is sufficiently smooth and expressive and most of the conventions correct and communicative.</p>	<p><b>Good:</b> There are some interesting and important ideas but their organization is not very consistent. The word choice is not very specific and memorable and the sentence fluency is not very smooth. There are some correct and communicative conventions.</p>	<p><b>Marginal:</b> Only a few interesting ideas but their organization lacks consistency. The word choice is vague in most of the text. The sentence fluency is not smooth. Just a few correct and communicative conventions.</p>	<p><b>Unsatisfactory:</b> There are no interesting ideas. The essay lacks consistency. There are no correct or communicative conventions.</p>
<p><b>Use of literature</b></p>	<p>More than five articles are referenced</p>	<p>Five to four articles are referenced</p>	<p>Four to three articles are referenced</p>	<p>Three to two articles are referenced</p>	<p>Only one or two sources/mostly websites</p>

<b>Evaluation criteria : Oral Presentations</b>					
	<b>90-100 % A</b>	<b>80-89% B</b>	<b>70-79 % C</b>	<b>60-69 % D</b>	<b>0-59% F (failing grade)</b>
<b>Central point</b>	Central point is uniquely displayed and developed through the oral presentation.	Displays clear, well developed central point	Displays adequately developed central point.	Displays central point, although not clearly developed.	Assignment lacks a central point.
<b>Critical thinking skills</b>	Includes analysis, synthesis, interpretation, and/or other critical manipulation of ideas, throughout, leading to an overall sense that the piece could withstand critical analysis by experts in the discipline.	Includes analysis, synthesis, interpretation, and/or other critical manipulation of ideas throughout.	Includes analysis, synthesis, interpretation and/or other critical manipulation of ideas in most parts of the assignment.	Includes little analysis, synthesis, interpretation, and/or other critical manipulation of ideas.	Includes no analysis, synthesis, interpretation, and/or other critical manipulation of ideas.
<b>Quality of delivery/use of terminology /use of visual aids</b>	Excellent/ correct use of terminology/ Use only of relevant graphical elements Use of the slides to complement speaking, rather than duplicate it. Make the audience eager to read the paper. The presentation is	Very Good: Most of the terms used are correct. The student has only a few unnecessary visual elements and the slides mostly complement speaking. There are some repetitions but the final product is consistent. The	Good: The presentation includes some terms based on the literature on the field. The presentation has some unnecessary visual graphics and the sequence of the slides is in some cases not consistent. The slides in some cases duplicate speaking rather than complement	Marginal: There is an effort to capture the main gist of the topic and make references to the main literature on the field. However the presentation is not well organized, has many unnecessary elements and lacks consistency.	Unsatisfactory There is no use of terminology and the visual aids used lack the main gist. Inconsistent slides show. Irrelevant visual graphics. Vague meanings.



	clearly and enthusiastically delivered.	presenter speaks clearly with enthusiasm.	it. The presenter does not speak very clearly.		
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<b>Evaluation criteria for participation</b>					
	90-100 % A	80-89% B	70-79 % C	60-69 % D	0-59% F (failing grade)
<b>Field trips attended</b>	All of them	3 to 2	Participate in 2 of them	Only one	none
<b>Insightful description of the contemporary situation in the field /Recognition of the crucial issues</b>	The student has a well-rounded understanding of the issues affecting the contemporary physiognomy of the city	The student has understood the majority of the issues affecting the contemporary physiognomy of the city	The student has under-stood some of the issues affecting the contemporary physiognomy of the city	The student has under-stood only a few of the issues affecting the contemporary physiognomy of the city	The student has not understood the crucial issues affecting the contemporary physiognomy of the city
<b>Evaluation and prioritization of the problems encountered in the urban areas visited</b>	The student is competent in prioritizing the problems of the area in an insightful and successful way	The student is able to prioritize most of the problems encountered in the area in an insightful way	The student is able to prioritize only a few of the problems encountered in the area in an insightful way	The student has understood the importance of some issues but is not able to build suitable criteria for prioritization	The student is not able to build a hierarchy of the problems encountered in field

<b>Evaluation criteria for the Final Project (Poster)</b>					
	90-100 % A	80-89% B	70-79 % C	60-69 % D	0-59% F (failing grade)
<b>Critical thinking</b>	Includes analysis, synthesis, interpretation, and/or other critical manipulation of ideas throughout, leading to an overall sense that the piece could withstand critical analysis by experts in the discipline.	Includes analysis, synthesis, interpretation, and/or other critical manipulation of ideas throughout.	Includes analysis, synthesis, interpretation and/or other critical manipulation of ideas in most parts of the assignment.	Includes little analysis, synthesis, interpretation, and/or other critical manipulation of ideas.	Includes no analysis, synthesis, interpretation, and/or other critical manipulation of ideas.
<b>Team spirit as evaluated by the instructor</b>	High level: the student takes into consideration the instructor's directions and the opinions expressed by his/her classmates	Very good level: the role of the student in the team is helpful in most cases	Good level: the student seems willing to cooperate but lacks communicative skills	Opinionated student/difficult to work with	Unwilling to cooperate
<b>Innovative ideas</b>	Many	Sufficient	A few	Marginal	Unsatisfactory

<b>Implementation of literature</b>	High level of understanding and incorporation of the international literature on the issues discussed	Very good level of understanding and incorporation of the international literature on the issues discussed	Adequate level of understanding and incorporation of the international literature on the issues discussed	Low level of understanding and incorporation of the international literature on the issues discussed	No understanding of the major issues related to the themes discussed during the lessons
<b>Team spirit as evaluated by the peers</b>	High: peers consider him/her to be a valuable partner	Very good: most peers think that they have worked well with him/her, sharing ideas and discussing the crucial issues	Good: despite disagreements, peers consider his/her contribution important	Opinionated student/difficult to work with	Unwilling to cooperate

### Evaluation criteria for the Midterm and the Final Exam

	90-100 % A	80-89% B	70-79 % C	60-69 % D	0-59% F (failing grade)
<b>Critical thinking skills</b>	Includes analysis, synthesis, interpretation, and/or other critical manipulation of ideas throughout, leading to an overall sense that the piece could withstand critical analysis by experts in the discipline.	Includes analysis, synthesis, interpretation, and/or other critical manipulation of ideas throughout.	Includes analysis, synthesis, interpretation and/or other critical manipulation of ideas in most parts of the assignment.	Includes little analysis, synthesis, interpretation, and/or other critical manipulation of ideas.	Includes no analysis, synthesis, interpretation, and/or other critical manipulation of ideas.
<b>Quality of writing</b>	Excellent: Ideas are interesting and important. Organization of ideas is logical and effective. Word	Very Good: Most of the ideas are interesting and important. The organization of ideas is sufficiently logical and in most	Good: There are some interesting and important ideas but their organization is not very	Marginal: Only a few interesting ideas but their organization lacks consistency.	Unsatisfactory : There are no interesting ideas. The essay lacks consistency.

	Choice is specific and memorable. Sentence fluency that is smooth and expressive. Conventions are correct and communicative.	of the cases effective. The word choice is sufficiently specific and memorable. The sentence fluency is sufficiently smooth and expressive and most of the conventions are correct and communicative.	consistent. The word choice is not very specific and memorable and the sentence fluency is not very smooth. There are some correct and communicative conventions.	The word choice is vague in most of the text. The sentence fluency is not smooth. Just a few correct and communicative conventions.	There are no correct or communicative conventions.
<b>Experience gained through the activities during the course</b>	The student seems competent in making recommendations on a variety of urban planning issues	The student is able to propose some insightful planning strategies	The student is able to propose a few insightful planning strategies	The student has gained some experience but is not able to express them and propose planning strategies	The student is not able to propose insightful planning strategies
<b>Understanding and study of literature</b>	High level: The student has studied hard. He /she has understood the connection between literature and the issues in the field. The use of literature is supporting the fieldwork findings in an insightful and successful way.	Very good level: The student has sufficiently studied and makes use of appropriate literature. He/She recognizes in general the connection between literature and fieldwork findings. However, some crucial issues are not presented successfully enough to reveal high quality of literature understanding.	Good level: The student has studied enough to make use of appropriate literature while describing the situation in the field. An overall review of his/her work reveals some weaknesses to a large extent owing to a lack of understanding of the literature used during the lessons.	Average level: The student seems to have at least cross-read the suggested literature but is not able to make the appropriate connections with the situation in the field.	Not having studied enough, no use of appropriate literature.