

## **URBS 336 Radical Geography and Feminist Urbanism. International Experience and the Case of Athens. Spring 2024**

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**Wednesday 9.00-12.00  
(Office) Hours Available: by appointment**

### **Course Description**

In the world of global economy, the sense of place has changed dramatically over the past decades affecting mostly the physiognomy of metropolitan areas. Socio-spatial inequalities are evident in different urban contexts and social exclusion refers to a wide range of population groups. From this point of view, radical geography and feminist urbanism offers a different perspective on socio-spatial interpretation and analysis, providing different alternatives for urban development, beyond the traditional patriarchic patterns. Combined with environmental concerns, eco-feminist approaches dare to differ from the norm, introducing a relatively new scientific field that attracts scholars from different disciplines. In light of all these, this course focuses on radical theories expressing the feminist view on the development of urban surroundings, analyzing socio-spatial inequalities. Exploring experimental examples as well as applied policies, students will familiarize with the basic theories on the field, elaborating critical thinking on the existing patterns of urban planning. They will comprehend the international experience on the field as well as the case of Greece. The course is suitable for students from different scientific fields as anthropologists, urban and regional planners, sociologists, ethnographers and architects. It includes in classroom lessons and extended field work so as to study in depth the Greek case study. Field work involves onsite lessons in selected neighborhoods and also participant observation in open public spaces. Class visits are divided into two parts; the first part focuses on urban socio-spatial inequalities as analyzed by radical geography and the second emphasizes on gender representation in public urban spaces. Class visits help students comprehend theoretical approaches discussed during the in-classroom lessons. Taking into account the fact that there are only a few Greek initiatives in the field of feminist urbanism, students are going to make their own suggestions so as to implement inclusive urban design. The ultimate purpose of the course is to widen students' perspective on urban planning issues, offering new tools and strategies for further application and research.

### **Course Approach**

This is an interdisciplinary course that explores contemporary crucial issues that affect the urban physiognomy. Given the course's interdisciplinary character, students are encouraged to work in groups so as to exchange knowledge and experience. To be more specific the course includes the following activities and resources:

**Reading:** We will read a wide variety of texts in the field of radical geography. Students are going to study selected pieces of international literature on the following issues:

- Spatial justice and socio-spatial inequalities
- The right to the city
- Feminist urbanism
- Eco-feminist approaches
- Marginalization and exclusion

**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:** This course involves a significant amount of writing, since it includes two written assignments described below.

- **1<sup>st</sup> assignment: Essay and PowerPoint presentation- Avant-garde neighborhoods.**  
Students will have to choose an avant-garde neighborhood, describe the organization of space and explain why this neighborhood is different from the norm (focus on the most significant features). Students have to describe the recorded social patterns and networks and to report any contemporary challenges. The essay should be 1500 words, excluding bibliography. At least three citations inside the text are required. Students are encouraged to work in groups.
- **2<sup>nd</sup> assignment: Essay and PowerPoint presentation- The work of a Radical geographer**  
students will choose a radical geographer so as to delve into his/her work, presenting the focal point of his/her research and the contribution that he/she made to the analysis of urban space. The essay should be 1500 words, excluding bibliography. At least three citations inside the text are required. Students are encouraged to work in groups.

**Midterm evaluation: Essay and PowerPoint presentation.** Topic: socio-spatial inequalities in the era of globalization. The case of Kallithea post-refugee urban neighborhood in the Greater Athens Region. Students will conduct field work in a post-refugee area, designed during the interwar period as a settlement for the Asia Minor Refugees. The area is located in a strategic location within the Athens Riviera. Today, the refugee enclave faces absolute dereliction while flagship projects are being constructed in the nearby area. Students will have to write an essay identifying evident socio-spatial inequalities focusing on critical issues in terms of urban planning. The essay will combine literature review and field work.

**Presentations:** The 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:

- Understand the basic concepts of radical geography
- Comment on the work of well-known philosophers involved in the interpretation of space
- Comprehend the concept of the right to the city
- Analyze complex urban environments through the identification of spatial injustice
- Familiarize with the main ideas of the contemporary feminist urbanism movement

## Course Requirements

- Mid-term and Final exams
- Participation
- Critical reading of selected academic journals and monographs
- Two written assignments (3000-4000 words)
- 15' minutes oral presentations
- Final project: students working in groups as interdisciplinary teams will create an A0 poster presenting their research findings (text, images, maps)
- Presentation of the poster

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

## Class Field Work and CYA Field Study

Class field work is essential for familiarizing with real life problems that inclusive urban development ought to handle. All selected case studies reveal different key-aspects of socio-cultural inequalities as observed in the city of Athens. Class visits are divided into two parts; the first part focuses on socio-spatial injustice while the second on gender representation in contemporary cityscapes.

## Class Field Work

Students are going to attend four field trips in the wider area of Athens, so as to see in practice the theories discussed in classroom:

1. socio-spatial inequalities: The post-refugee urban neighborhood of Kallithea
2. Quality of Public space and the right to the city from a gender perspective: field work- Navarinou Park and Exarcheia Square.
3. Quality of Public space and the right to the city from a gender perspective: field work- National Garden and Syntagma Square
4. Quality of Public space and the right to the city from a gender perspective: field work- Alexandras Refugee social housing complex

## **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 so as 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: 15% (paper 9% and presentation 6%)

2<sup>nd</sup> assignment: 15%

Midterm: 15%

Final project: 15%

Final exam: 30%

Participation: 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 well considered and effective.

## **Evaluation Criteria - Course Assignments**

Assignment 1:

- Criteria 1: to elaborate critical thinking
- Criteria 2: to accurately describe the focal point of the research
- Criteria 3: rational flow of ideas, appropriate academic writing style

Midterm essay: Socio-spatial Injustice essay around 1500 words (based on the site analysis booklet used during field work)

- Criteria 1: to combine literature review and field work findings
- Criteria 2: to accurately describe the main problems associated with the visited areas
- Criteria 3: to elaborate critical thinking on the crucial issues addressed during field work

Assignment 3: Essay on the work of an eminent Radical Geographer

- Criteria 1: to give the main gist of the geographer's work
- Criteria 2: to include at least 5 citations
- Criteria 3: to elaborate critical thinking on the geographer's work

Final Project: Poster Presentation

- Criteria 1: present effectively gender representation in the selected open public spaces
- Criteria 2: include 3 citations
- Criterial 3: include some good practices based on the international experience

## **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.

### **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.

### **ePolicy 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.

## Class Schedule

*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.*

Class Day	Day/Date/Place (if applicable)	Topic / Readings / Assignments Due
1	Wed 31 Jan	<p><b>Radical Geography and feminist Urbanism. An introduction</b></p> <p><i>Description</i> Why Radical Geography? This first lesson introduces the concept of radical geography and one of its sub-categories the feminist urbanism approach. Students are going to comprehend why this approach is necessary and which crucial issues are addressed. This first lesson provides an overview of the most influential philosophers and thinkers that shaped the ways in which contemporary urban sceneries are interpreted and analyzed. It also includes a brief overview of the four waves of feminism that affected the ways in which geographers and planners perceive gender identity within the urban context. Announcement of the 1<sup>st</sup> assignment.</p> <p><i>Required reading</i> FINCHER, RUTH. (2008). Women In the City: Feminist Analyses of Urban Geography. Australian Geographical Studies. 28. 29 - 37. 10.1111/j.1467-8470.1990.tb00619.x., available at <a href="https://www.researchgate.net/publication/229930219_Women_In_The_City_Feminist_Analyses_of_Urban_Geography">https://www.researchgate.net/publication/229930219_Women_In_The_City_Feminist_Analyses_of_Urban_Geography</a></p> <p><i>Optional Reading</i> Clark, Gordon &amp; Dear, Michael. (2005). The Future of Radical Geography*. The Professional Geographer. 30. 356 - 359. 10.1111/j.0033-0124.1978.00356.x., available at <a href="https://www.researchgate.net/publication/230028718_The_Future_of_Radical_Geography">https://www.researchgate.net/publication/230028718_The_Future_of_Radical_Geography</a> Vega, Daniel. (2020). Housing and Revolution: From the Dom-Kommuna to the Transitional Type of Experimental House (1926–30). Architectural Histories. 8. 10.5334/ah.264., available at <a href="https://www.researchgate.net/publication/339486428_Housing_and_Revolution_From_the_Dom-Kommuna_to_the_Transitional_Type_of_Experimental_House_1926-30">https://www.researchgate.net/publication/339486428_Housing_and_Revolution_From_the_Dom-Kommuna_to_the_Transitional_Type_of_Experimental_House_1926-30</a></p>
2	Wed 7 Feb	<p><b>The work of Doreen Massey, David Harvey and Henri Lefebvre</b></p> <p><i>Description</i> The lesson focuses on the work of David Harvey, Doreen Massey and Henri Lefebvre. Their work is considered a valuable contribution for understanding socio-spatial inequalities. Their approach on space has influenced numerous geographers and planners around the world. The lesson aims at addressing the main points of their work so as to help students familiarize with the analysis of spatial injustice and the “right to the city” as introduced by Henri Lefebvre. The lesson includes lecture, videos and text reading activities.</p> <p><i>Required reading</i> <i>Massey D. (1986) NICARAGUA: SOME REFLECTIONS ON SOCIO-SPATIAL ISSUES IN A SOCIETY IN TRANSITION, available on Moodle</i></p> <p><i>Optional Reading</i></p>

King, Loren. (2018). *Henri Lefebvre and the Right to the City*. 10.4324/9781315681597-7., available at [https://www.researchgate.net/publication/328491674\\_Henri\\_Lefebvre\\_and\\_the\\_Right\\_to\\_the\\_City](https://www.researchgate.net/publication/328491674_Henri_Lefebvre_and_the_Right_to_the_City)

Massey Doreen (2005) *For Space*, SAGE Publications, *chapter 8* "Aspatial Globalization"

Harvey, David. (2001) *Spaces of Capital. Towards a critical geography.*, Part 1, Chapter 2, "What kind of geography for what kind of public policy?"

3 Wed 21 Feb

**The work of Edward Soja and the issue of spatial justice. Socio-spatial inequalities. Saskia Sassen, Vanessa Watson and Aiwa Ong. Their contribution to the interpretation of cities in the era of globalization.**

*Description*

Edward Soja is well known for introducing the concept of spatial justice after studying a series of cases in Los Angeles. The lesson focuses on his work, including other theorists that study socio-spatial inequalities, as Saskia Sassen, Aiwa Ong and Vanessa Watson. Students will familiarize with different spatial scales where these inequalities are observed.

*Required reading*

Soja Ed. (2010) *Seeking Spatial Justice*, University of Minnesota Press, *chapter 1*, "Why spatial, why justice, Why L.A, why now?"

*Optional Reading*

Watson V. (2009) "The planned city sweeps the poor away. Urban Planning and 21st century urbanization" *Progress in Planning* 72 (2009) 151–193, Elsevier, available at [http://www.wiego.org/sites/wiego.org/files/publications/files/Watson\\_planned.city\\_.sweeps.poor\\_.away\\_.pdf](http://www.wiego.org/sites/wiego.org/files/publications/files/Watson_planned.city_.sweeps.poor_.away_.pdf)

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

4 Wed 28 Feb

**Class visit** (upgraded and degraded neighborhoods)- Kallithea post-refugee enclave

*Description*

Students will visit degraded urban areas 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? **Students will have to prepare a PowerPoint presentation based on their direct observations and present it during their midterm evaluation. They have also to write an essay of about 1500 words. Students are allowed to work in interdisciplinary groups.**

*Required reading*

Leontidou L. (2015) *Slums of Hope, Athens Social Atlas*, <https://www.athenssocialatlas.gr/en/article/slums-of-hope/>

*Optional reading*

Harvey, David. (2001) *Spaces of Capital. Towards a critical geography.*, chapter 7, "capitalism: the factory of fragmentation"

5	Wed 6 Mar	<p><b>The work of Jane Jacobs, Linda MacDowell and Judith Butler. Presentation 1<sup>st</sup> assignment.</b></p> <p><i>Description</i></p> <p>The lesson focuses on the feminist theories and their application on urban space. Students will familiarize with the work of Jane Jacobs, Linda Macdowel and Judith Butler.</p> <p><i>Required Reading</i></p> <p>Gupta, Sugandha &amp; Calabrese, Luisa &amp; Nes, Akkelies. (2019). #WomenSpatialActivism: Designing for the Re-appropriation of Public Spaces by Women in New Delhi, India. <i>Cubic Journal</i>. 76-99. 10.31182/cubic.2019.2.019., available at <a href="https://www.researchgate.net/publication/336360161">https://www.researchgate.net/publication/336360161</a> <u>WomenSpatialActivism Designing for the Re-appropriation of Public Spaces by Women in New Delhi India</u></p> <p><i>Optional Reading</i></p> <p>Kassem, Ayman. (2019). A Performative understanding of spatial design, learning from exhibitions. <i>SHS Web of Conferences</i>. 64. 03006. 10.1051/shsconf/20196403006. <a href="https://www.researchgate.net/profile/Ayman-Kassem/publication/335399708_A_Performative_understanding_of_spatial_design_learning_from_exhibitions/links/5da4cce345">researchgate.net/profile/Ayman-Kassem/publication/335399708_A_Performative_understanding_of_spatial_design_learning_from_exhibitions/links/5da4cce345</a></p>
6	Wed 13 Mar	<p><b>MIDTERMS</b></p>
7	Wed 20 Mar	<p><b>The post-modernist era. Michel Foucault and the concept of “heterotopia”.</b></p> <p><i>Description</i></p> <p>Despite the fact that Foucault, is not considered to be a geographer, his work has affected numerous geographers so as to further expand their theories. Through divergencies and convergencies with radical geography, his work has been a significant contribution to the interpretation of social structures, having as well spatial expressions. The introverted systems that Foucault observed (prison, school, factory, family) enhance the analysis of the complex contemporary urban environments. Especially, the concept of “heterotopia” has influenced numerous geographers, artists and thinkers. From this point of view, students will familiarize with the basic points of his theory and their application to the contemporary societal structures. Moreover, students will familiarize with the work of Gilles Deleuze. Following Foucault’s work, Deleuze attempts to interpret the contemporary post-modern era, outlining the transition from the societies of obedience to the societies of control.</p> <p><i>Required reading</i></p> <p>Ali, Nancy. (2016). Michel Foucault: A brief introduction to major Foucaultian themes. 10.13140/RG.2.1.4789.5446., available at <a href="https://www.researchgate.net/publication/301216441">https://www.researchgate.net/publication/301216441</a> <u>Michel Foucault A brief introduction to major Foucaultian themes</u></p> <p><i>Optional Reading</i></p> <p>Smith, Daniel. (2013). Gilles Deleuze: An Introduction. 10.4324/9781315729749., available at <a href="https://www.researchgate.net/publication/313989037">https://www.researchgate.net/publication/313989037</a> <u>Gilles Deleuze An Introduction</u></p>

8 Wed 27 Mar

**Evaluating public space**

**class visit: Exarcheia square and Navarinou Park**

*Description*

Following the previous class visit, where spatial injustice was examined, students will explore the contradictory images of Athens. Keeping in mind the issue of socio-spatial inequality, students will focus on the gender perspective. They will visit different public spaces in Athens so as to examine the quality of urban public spaces based on certain criteria, discussed during in classroom lessons.

*Required reading*

Vaiou and Lykogianni, (2006) Women, Neighbourhoods and Everyday Life, Urban Studies, Vol. 43, No. 4, 731–743, Routledge

*Optional reading*

Ibanez O'Donnell, Sara. (2019). Feminist Urbanisms in Barcelona. Rethinking public space and the right to the city through a gender lens., available at [https://www.researchgate.net/publication/339003976\\_Feminist\\_Urbanisms\\_in\\_Barcelona\\_Rethinking\\_public\\_space\\_and\\_the\\_right\\_to\\_the\\_city\\_through\\_a\\_gender\\_lens](https://www.researchgate.net/publication/339003976_Feminist_Urbanisms_in_Barcelona_Rethinking_public_space_and_the_right_to_the_city_through_a_gender_lens)

Peake, Linda. (2013). Rethinking Feminist Interventions into the Urban., available at [https://www.researchgate.net/publication/288737299\\_Rethinking\\_Feminist\\_Interventions\\_into\\_the\\_Urban](https://www.researchgate.net/publication/288737299_Rethinking_Feminist_Interventions_into_the_Urban)

9 Wed 10 Apr

**Contemporary feminist approaches on urban space. The eco-feminist movement.**

*Description*

The lesson focuses on the contemporary feminist approaches including the eco-feminist approach. Students will familiarize with pertinent literature and selected case studies.

*Required reading*

Fortuijn, J.. (2009). Gender-sensitive observations in public spaces as a teaching tool. *Geographica Helvetica*. 64. 10.5194/gh-64-37-2009. [https://www.researchgate.net/publication/254895878\\_Gender-sensitive\\_observations\\_in\\_public\\_spaces\\_as\\_a\\_teaching\\_tool](https://www.researchgate.net/publication/254895878_Gender-sensitive_observations_in_public_spaces_as_a_teaching_tool)

*Optional reading*

Besthorn, Fred & McMillen, Diane. (2002). The Oppression of Women and Nature: Ecofeminism as a Framework for an Expanded Ecological Social Work. *Families in Society*. 83. 221-232. 10.1606/1044-3894.20., [https://www.researchgate.net/publication/282297066\\_The\\_Oppression\\_of\\_Women\\_and\\_Nature\\_Ecofeminism\\_as\\_a\\_Framework\\_for\\_an\\_Expanded\\_Ecological\\_Social\\_Work](https://www.researchgate.net/publication/282297066_The_Oppression_of_Women_and_Nature_Ecofeminism_as_a_Framework_for_an_Expanded_Ecological_Social_Work)

Heim LaFrombois, Megan. (2018). Reframing the Reclaiming of Urban Space: A Feminist Exploration into Do-It-Yourself Urbanism in Chicago., available at [https://www.researchgate.net/publication/322275787\\_Reframing\\_the\\_Reclaiming\\_of\\_Urban\\_Space\\_A\\_Feminist\\_Exploration\\_into\\_Do-It-Yourself\\_Urbanism\\_in\\_Chicago](https://www.researchgate.net/publication/322275787_Reframing_the_Reclaiming_of_Urban_Space_A_Feminist_Exploration_into_Do-It-Yourself_Urbanism_in_Chicago)

Trivedi, Mansi. (2012). Ecofeminism: a Study of Environment Protection Movements of Women in India. *SSRN Electronic Journal*. 10.2139/ssrn.1992473. available at [https://www.researchgate.net/publication/251317462\\_Ecofeminism\\_a\\_Study\\_of\\_Environment\\_Protection\\_Movements\\_of\\_Women\\_in\\_India](https://www.researchgate.net/publication/251317462_Ecofeminism_a_Study_of_Environment_Protection_Movements_of_Women_in_India)



10	Wed 17 Apr	<p><b>Evaluating the quality of public space</b>  <b>Class visit: The post-refugee housing complex of Alexandras Avenue</b></p>
		<p><i>Description</i></p> <p>Continuing their field work, students will visit the post-refugee housing complex in Alexandras Avenue. How surrounding land uses affect the quality of urban space? What can we learn from comparing and contrasting different types of public spaces?</p>
		<p><i>Required reading</i></p> <p>Day, Kristen. (2011). Feminist approaches to urban design., available at <a href="https://www.researchgate.net/publication/270761831_Feminist_approaches_to_urban_design">https://www.researchgate.net/publication/270761831_Feminist_approaches_to_urban_design</a></p>
		<p><i>Optional Reading</i></p> <p>Brenner, Neil. New Urban Spaces (p. vii). Oxford University Press. Chapter, 8, A Thousand Layers: Geographies of Uneven Development</p> <p>Besthorn, Fred &amp; McMillen, Diane. (2002). The Oppression of Women and Nature: Ecofeminism as a Framework for an Expanded Ecological Social Work. Families in Society. 83. 221-232. 10.1606/1044-3894.20., <a href="https://www.researchgate.net/publication/282297066_The_Oppression_of_Women_and_Nature_Ecofeminism_as_a_Framework_for_an_Expanded_Ecological_Social_Work">https://www.researchgate.net/publication/282297066_The_Oppression_of_Women_and_Nature_Ecofeminism_as_a_Framework_for_an_Expanded_Ecological_Social_Work</a></p>
11	Wed 24 Apr	<p><b>Evaluating the quality of public space</b>  <b>class visit: The National Garden and Syntagma Square</b></p>
		<p><i>Description</i></p> <p>The last class visit will take place at a nodal point of Athens; Syntagma square and the National Garden. Students will continue their research following the methodology used in previous field trips.</p>
		<p><i>Required reading</i></p> <p>Paraskevopoulou, Angeliki &amp; Klados, Andreas &amp; Malesios, Chrisovalantis. (2020). Historical Public Parks: Investigating Contemporary Visitor Needs. Sustainability. 12. 9976. 10.3390/su12239976., available at <a href="https://www.researchgate.net/publication/347253121_Historical_Public_Parks_Investigating_Contemporary_Visitor_Needs">https://www.researchgate.net/publication/347253121_Historical_Public_Parks_Investigating_Contemporary_Visitor_Needs</a></p>
		<p><i>Optional Reading</i></p> <p>Huning, Sandra. (2020). From feminist critique to gender mainstreaming — and back? The case of German urban planning. Gender, Place &amp; Culture. 27. 944-964. 10.1080/0966369X.2019.1618796., available at <a href="https://www.researchgate.net/publication/345447970_From_feminist_critique_to_gender_mainstreaming_-_and_back_The_case_of_German_urban_planning">https://www.researchgate.net/publication/345447970_From_feminist_critique_to_gender_mainstreaming_-_and_back_The_case_of_German_urban_planning</a></p>
12	Wed 8 May	<p><b>Presentation of the 2<sup>nd</sup> assignment.</b> The work of a radical geographer.  <b>LECTURE ON ACADEMIC POSTER PRESENTATIONS. POSTER WORKSHOP.</b> Technical details for designing an effective academic poster.</p>
13	Wed 15 May	<p><b>FINALS</b>          TAKE HOME EXAM AND POSTER PRESENTATION</p>

## Course Readings: Full Bibliography

- Ali, Nancy. (2016). Michel Foucault: A brief introduction to major Foucaultian themes.. 10.13140/RG.2.1.4789.5446., available at [https://www.researchgate.net/publication/301216441\\_Michel\\_Foucault\\_A\\_brief\\_introduction\\_to\\_major\\_Foucaultian\\_themes](https://www.researchgate.net/publication/301216441_Michel_Foucault_A_brief_introduction_to_major_Foucaultian_themes)
- Brenner, Neil. (2004). Introduction to the Symposium 'David Harvey's The Limits to Capital: Two Decades On'. 36.
- Brenner, Neil. New Urban Spaces (p. vii). Oxford University Press. Chapter, 8, A Thousand Layers: Geographies of Uneven Development
- Besthorn, Fred & McMillen, Diane. (2002). The Oppression of Women and Nature: Ecofeminism as a Framework for an Expanded Ecological Social Work. Families in Society. 83. 221-232. 10.1606/1044-3894.20., [https://www.researchgate.net/publication/282297066\\_The\\_Oppression\\_of\\_Women\\_and\\_Nature\\_Ecofeminism\\_as\\_a\\_Framework\\_for\\_an\\_Expanded\\_Ecological\\_Social\\_Work](https://www.researchgate.net/publication/282297066_The_Oppression_of_Women_and_Nature_Ecofeminism_as_a_Framework_for_an_Expanded_Ecological_Social_Work)
- Butler, Judith; Laclau, Ernesto; Žižek, Slavoj (2000). Contingency, Hegemony, Universality: Contemporary Dialogues on the Left. London: Verso. ISBN 978-1-85984-278-2.
- Clark, Gordon & Dear, Michael. (2005). The Future of Radical Geography\*. The Professional Geographer. 30. 356 - 359. 10.1111/j.0033-0124.1978.00356.x., available at [https://www.researchgate.net/publication/230028718\\_The\\_Future\\_of\\_Radical\\_Geography](https://www.researchgate.net/publication/230028718_The_Future_of_Radical_Geography)
- Crawford, Christina. (2014). "The Innovative Potential of Scarcity in SA's Comradely Competition for Communal Housing, 1927." ArchiDOCT 1, no. 2 (2014).. ArchiDOCT. 1. 32-53., available at [https://www.researchgate.net/publication/318094027\\_The\\_Innovative\\_Potential\\_of\\_Scarcity\\_in\\_SA%27s\\_Comradely\\_Competition\\_for\\_Communal\\_Housing\\_1927\\_ArchiDOCT\\_1\\_no\\_2\\_2014](https://www.researchgate.net/publication/318094027_The_Innovative_Potential_of_Scarcity_in_SA%27s_Comradely_Competition_for_Communal_Housing_1927_ArchiDOCT_1_no_2_2014)
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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 through 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.
<b>Quality of writing</b>	Excellent: 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 correct and communicative.	Very Good: 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.	Good: 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.	Marginal: 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.	Unsatisfactory: There are no interesting ideas. The essay lacks consistency. There are no correct or communicative conventions.
<b>Use of literature</b>	More than five articles are referenced	Five to four articles are referenced	Four to three articles are referenced	Three to two articles are referenced	Only one or two sources/mostly websites

<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 clearly and enthusiastically delivered.	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 presenter speaks clear with enthusiasm.	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 it. The presenter does not speak very clear.	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.

<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 understood some of the issues affecting the contemporary physiognomy of the city	The student has understood 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
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### 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 Choice is specific and memorable. Sentence fluency that is smooth and expressive. Conventions correct and communicative.	Very Good: 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.	Good: 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.	Marginal: 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.	Unsatisfactory: There are no interesting ideas. The essay lacks consistency. 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 met in field. The use of literature is supporting	Very good level: The student has sufficiently studied and makes use of appropriate literature.	Good level The student has studied enough so as to make use of appropriate literature while describing the situation	Average level: The student seems to have at least cross-read the suggested literature but is not	Not having studied enough, no use of appropriate literature.

	<p>the fieldwork findings in an insightful and successful way.</p>	<p>He/She recognizes in general the connection between literature and fieldwork findings. However, some crucial issues are not presented in a successful way that reveals high quality of literature understanding.</p>	<p>met in field. An overall review of his/her work reveals some weaknesses owed to a large extent to not having understood the literature used during the lessons.</p>	<p>able to make the appropriate connections with the situation met in field.</p>	
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