

URBS 336 | Radical Geography and feminist Urbanism. International Experience and the case of Athens. Spring 2025

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Course Description

In the context of the global economy, the concept of place has undergone significant transformations over recent decades, particularly affecting the fabric of metropolitan areas. Socio-spatial inequalities are prominent in various urban settings, and social exclusion impacts a wide range of population groups. From this perspective, radical geography and feminist urbanism provide alternative frameworks for socio-spatial analysis and interpretation, offering new pathways for urban development beyond traditional patriarchal models. Coupled with environmental considerations, eco-feminist approaches challenge conventional norms, establishing a relatively new interdisciplinary field that attracts scholars from diverse academic backgrounds.

In response to these dynamics, this course examines radical theories of urban space, focusing on the analysis of socio-spatial inequalities. By exploring experimental case studies and applied policy frameworks, students will engage with foundational theories in the field and develop critical perspectives on existing urban planning practices. The course offers an opportunity to examine international experiences as well as specific urban contexts in Greece. Designed for students from a range of disciplines—including anthropology, urban and regional planning, sociology, ethnography, and architecture—the course integrates classroom instruction with extensive fieldwork, allowing for an in-depth study of the Greek case. Fieldwork includes on-site visits to selected neighborhoods and participant observation in public spaces.

The course provides a comprehensive introduction to radical geography, with a focus on two primary research areas: socio-spatial inequalities in cities, particularly in residential neighborhoods, and the quality of urban public spaces. Accordingly, the course's theoretical discussions and field visits are organized into two main categories: the examination of urban socio-spatial inequalities through the lens of radical geography, and the assessment of public urban space quality. Field visits are designed to enhance students' understanding of the theoretical concepts discussed during classroom sessions. Given the limited number of feminist urbanism initiatives in Greece, students will be encouraged to formulate their own proposals for inclusive urban design. Ultimately, the course aims to broaden students' perspectives on urban planning, equipping them with innovative tools and strategies for future research and practical application.

Course Approach

The course adopts a comprehensive approach to understanding radical urban theories, with a focus on socio-spatial inequalities and the role of feminist urbanism and eco-feminism in rethinking urban spaces. Students will explore these themes through both theoretical study and practical fieldwork, using the Greek urban context as a case study. The course covers two main research areas: socio-spatial inequalities in residential areas and the quality of public urban spaces. Key concepts will be introduced through interdisciplinary readings, classroom discussions, and case studies, allowing students to critically engage with urban planning models and socio-spatial dynamics. Key course topics and issues will be explored through a combination of lectures, videos, readings, and fieldwork. Students will analyze experimental case studies and applied urban policies while engaging with theoretical texts on radical geography and feminist urbanism. The inclusion of fieldwork, particularly in Greek neighborhoods, will provide hands-on experience, helping students contextualize their learning. Class discussions will offer a space for critical debate, encouraging students to question traditional approaches to urban development and propose inclusive alternatives. To develop key academic skills, students will work with various methodologies, including the analysis and interpretation of sources, case study research, and critical writing. Assignments will include written essays, group presentations, and practical urban design proposals. These activities will help students hone their reading, writing, speaking, and research skills. In-class discussions, debates, and peer feedback will foster critical thinking and collaborative learning. Students will also work both individually and in small groups throughout the course. Group projects, such as collaborative urban design proposals, will encourage teamwork and collective problem-solving. Class discussions and pair work will further support peer learning, enabling students to share insights and challenge each other's perspectives. By combining individual assignments with group activities, the course ensures that students can develop both independent research skills and collaborative competencies.

Learning Objectives

- Understand the basic concepts of radical geography
- Comment on the work of well-known philosophers involved in the interpretation of space through a radical lens
- 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
- Make organize field work in public urban spaces

Course Requirements

Mid-term and Final exams (critical essay writing)

Participation during discussions in classroom and during class visits

Critical reading of selected academic journals and monographs

Two written assignments (3000-4000 words)

15' minutes oral presentations of the two assignments

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

Fieldwork is a crucial component of this course, providing students with the opportunity to engage directly with real-life urban challenges that inclusive development seeks to address. Through on-site visits, students will examine case studies that reveal various dimensions of socio-cultural inequalities within the urban fabric of Athens. These case studies serve as practical illustrations of the key theoretical issues discussed in class, helping to ground students' understanding of socio-spatial dynamics. The fieldwork is structured into two distinct phases. The first phase focuses on socio-spatial injustice, where students will explore how economic and social inequalities manifest in specific neighborhoods and public spaces. This will involve analyzing patterns of exclusion, segregation, and unequal access to urban resources. The second phase centers on gender representation in contemporary cityscapes, encouraging students to critically assess how public spaces reflect or fail to accommodate gender diversity. This hands-on approach not only reinforces theoretical learning but also empowers students to identify potential areas for more inclusive urban design solutions.

Class Field Work

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

1. socio-spatial inequalities (Field work in degraded urban areas, so as to help students comprehend what radical geography has to offer)- The post-refugee neighborhood of Kallithea
2. Quality of Public space: Navarinou Park and Exarcheia neighborhood.
3. Quality of public space: Stavros Niarchos Cultural Center and Park
4. Quality of public space: Syntagma Square and Ermou street
5. Quality of public space: Japanese garden of Athens
6. Quality of public space: National Garden
7. Quality of public space: Proskopon square, Pangrati
8. Quality of public space: Omonoia Square, Central Athens

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:

1st assignment: 15% (paper 9% and presentation 6%)

2nd assignment: 15% (paper 9% and presentation 6%)

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: Report, 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 2: 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 3 citations

Criteria 3: to elaborate critical thinking on the geographer's work

Final Project: Poster Presentation

Criteria 1: present effectively the evaluation of selected open public spaces

Criteria 2: include 3 citations

Criteria 3: include some good practices based on the international experience

Special Projects

Field work booklet: each student should keep a record of the data collected from the field, meaning systematic notes describing field work situations. The booklet includes tables and maps to be completed after each class visit. There is also room for students' independent observations.

Midterms: For their midterm assignment, students will collaborate in interdisciplinary teams to analyze avant-garde neighborhoods from around the world. The assignment includes essay writing and powerpoint presentation. The goal of this project is to describe the unique identity and characteristics of these pioneering urban areas, focusing on their cultural, socio-spatial, and architectural innovations. By working in groups, students will engage with various perspectives, combining their insights from anthropology, urban planning, sociology, architecture, and related disciplines to create a comprehensive analysis of these neighborhoods.

1. Greenwich village Manhattan
2. Freetown Christiania, Copenhagen
3. Red Vienna, Austria
4. Constructivist housing in Moscow
5. Artistic neighborhoods in Barcelona
6. Haight -Ashbury, San Francisco, Ca
7. Kreuzberg, Berlin
8. Montmartre, Paris
9. Shoreditch, London

Finals: The course offers a Take Home Exam with questions relevant to the main ideas discussed during the lessons (onsite and in classroom).

Class Participation: This course requires not only attendance but also participation during the lessons and field trips. Moreover, the participation during in class writing and analysis is vitally important to your success in this course.

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.

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.

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

Class Day	Topic / Readings / Assignments Due
1	<p>Radical Geography and feminist Urbanism. An introduction</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.</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 https://www.researchgate.net/publication/229930219_Women_In_The_City_Feminist_Analyses_of_Urban_Geography</p> <p><i>Optional Reading</i> 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</p> <p>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 https://www.researchgate.net/publication/339486428_Housing_and_Revolution_From_the_Dom-Kommuna_to_the_Transitional_Type_of_Experimental_House_1926-30</p>
2	<p>The work of Doreen Massey, David Harvey and Henri Lefebvre</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> 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</p> <p><i>Optional Reading</i> Massey Doreen (2005) For Space, SAGE Publications, chapter 8 "Aspatial Globalization"</p>
3	<p>The work of Edward Soja and the issue of spatial justice. Socio-spatial inequalities. Saskia Sassen and Aiwa Ong. Their contribution to the interpretation of cities in the era of globalization.</p> <p><i>Description</i> 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.</p> <p><i>Required reading</i> Soja Ed. (2010) Seeking Spatial Justice, University of Minnesota Press, chapter 1, "Why spatial, why justice, Why L.A, why now?"</p> <p><i>Optional Reading</i></p>

	<p>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</p> <p>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</p>
4	<p>The work of Vanessa Watson – How the planned city sweeps the poor away? Urban Regeneration and Gentrification. The role of radical thought in contemporary urban reformation.</p> <p><i>Description</i> Students are going to elaborate critical thinking towards urban regeneration in the era of globalization. The lesson focuses on case studies from the Global South as highlighted through Vanessa's Watson work.</p> <p><i>Required Reading</i> 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</p> <p><i>Optional Reading</i> Harvey, David. (2001) Spaces of Capital. Towards a critical geography., Part 1, Chapter 2, "What kind of geography for what kind of public policy?"</p>
5	<p>The post-modernist era. Michel Foucault and the concept of "heterotopia". The work of Gilles Deleuze.</p> <p><i>Description</i> 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 is 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> 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</p> <p>Ferreira-Neto, João. (2018). Michel Foucault and Qualitative Research in Human and Social Sciences. Forum Qualitative Sozialforschung. 19. 1-18. 10.17169/fqs-19.3.3070.</p> <p><i>Optional Reading</i> Smith, Daniel. (2013). Gilles Deleuze: An Introduction. 10.4324/9781315729749., available at https://www.researchgate.net/publication/313989037_Gilles_Deleuze_An_Introduction</p>
6	<p>MAIN FIELDS OF RESEARCH IN RADICAL THOUGHT</p> <p>Part I: socio-spatial inequalities within cities with emphasis on residential areas</p> <p>Class visit (upgraded and degraded neighborhoods)- Kallithea refugee houses</p> <p><i>Description</i> 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 write a report based on field notes, analyzing the deficiencies that they observed during field work.</p> <p><i>Required reading</i> Tousi E. (2021) Flagship projects and socio-spatial inequalities. The case of the post refugee urban neighborhood in Kallithea, Attica, Greece., Journal of Sustainable Architecture and Civil Engineering, Kaunas University of Technology, DOI: https://doi.org/10.5755/j01.sace.30.1.29367</p> <p>Markou M. (2015) Renovation projects at Faliro Bay https://www.athenssocialatlas.gr/en/article/faliro-bay/</p> <p><i>Optional reading</i> Harvey, David. (2001) Spaces of Capital. Towards a critical geography., chapter 7, "capitalism: the factory of fragmentation"</p>
7	<p>Feminist Planners and Architects. International Experience and the case of Greece. A brief overview.</p> <p><i>Description</i> The lesson focuses on the feminist theories and their application on urban space. Students will familiarize with the work of Jane Jacobs and Linda MacDowell and other influential theorists in the field of urban planning and architecture.</p> <p><i>Required Reading</i> Gupta, Sugandha & Calabrese, Luisa & Nes, Akkelies. (2019). #WomenSpatialActivism: Designing for the Re-appropriation of Public Spaces by Women in New Delhi, India. Cubic Journal. 76-99. 10.31182/cubic.2019.2.019.,</p>

	<p>available at https://www.researchgate.net/publication/336360161_WomenSpatialActivism_Designing_for_the_Re-appropriation_of_Public_Spaces_by_Women_in_New_Delhi_India</p> <p><i>Optional Reading</i></p> <p>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</p>
8	<p>Contemporary feminist approaches on urban space. The eco-feminist movement.</p> <p><i>Description</i></p> <p>The lesson focuses on the contemporary feminist approaches including the eco-feminist approach. Students will familiarize with pertinent literature and selected case studies.</p> <p><i>Required reading</i></p> <p>Fortuijn, J.. (2009). Gender-sensitive observations in public spaces as a teaching tool. <i>Geographica Helvetica</i>. 64. 10.5194/gh-64-37-2009. https://www.researchgate.net/publication/254895878_Gender-sensitive_observations_in_public_spaces_as_a_teaching_tool</p> <p><i>Optional reading</i></p> <p>Besthorn, Fred & McMillen, Diane. (2002). The Oppression of Women and Nature: Ecofeminism as a Framework for an Expanded Ecological Social Work. <i>Families in Society</i>. 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</p>
9	Presentation of the 1st assignment and discussion.
10	Guest Lecture Dr. Aimee Placas, Queer Theory and the Work of Judith Butler
11	<p>Screening of the documentary "Dispossession the Great Housing Swindle"</p> <p><i>Description</i></p> <p>Students will watch the documentary and comprehend the contemporary challenges that are met in the UK in terms of social housing provision.</p> <p><i>Required Reading</i></p> <p>Schmickler, Arno & Park, Kenneth. (2014). UK Social Housing and Housing Market in Eng-land: A Statistical Review and Trends. <i>LHI Journal of Land, Housing, and Urban Af-fairs</i>. 5. 193-201. 10.5804/LHIJ.2014.5.3.193., https://www.researchgate.net/publication/286917577_UK_Social_Housing_and_Housing_Market_in_England_A_Statistical_Review_and_Trends</p>
12	Midterm Presentation and Essay Submission- Avant Garde Neighborhoods from around the world
	<p>MAIN FIELDS OF RESEARCH IN RADICAL THOUGHT</p> <p>Part II: Urban Public Space</p> <p>Evaluating public space, safety, inclusive design and sustainability.</p> <p><i>Description</i></p> <p>In this lesson, students will learn how we evaluate the quality of urban spaces, identifying key-factors of planning and design. Case studies from Athens and other cities will be presented and analyzed.</p> <p><i>Required Reading</i></p> <p>Mela A., Tousi E. (2023) Safe and Inclusive Urban Public Spaces: A Gendered Perspective. The case of Attica's public spaces during the COVID-19 pandemic in Greece., <i>Journal of Sustainable Architecture and Civil Engineering</i>, Kaunas University of Technology, available online</p> <p><i>Optional Reading</i></p> <p>Kielek, Kamil. (2022). The importance of safety and security in urban space. <i>Humanities & Social Sciences Reviews</i>. 10. 21-23. 10.18510/hssr.2022.1063., available at https://www.researchgate.net/publication/366116311_The_importance_of_safety_and_security_in_urban_space</p>
14	<p>MAIN FIELDS OF RESEARCH IN RADICAL THOUGHT</p> <p>Part II: Urban Public Space</p> <p>Class visit- Evaluating the Quality of Public outdoor spaces.</p> <p>The self-organized Navarinou park and Exarcheia neighborhood.</p> <p><i>Description</i></p> <p>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 different variables that define the quality of public space. They will visit different public spaces in Athens so as to examine among other factors, gen-der representation in urban public spaces based on certain criteria, discussed during in classroom lessons.</p> <p><i>Required reading</i></p> <p>Pettas, Dimitris & Avdikos, Vasilis & Iliopoulou, Eirini & Karavasili, Ioanna. (2021). "In-surrection is not a spectacle": Experiencing and contesting touristification in Exarcheia, Athens. <i>Urban Geography</i>. 10.1080/02723638.2021.1888521., https://www.researchgate.net/publication/349088309_Insurrection_is_not_a_spectacle_Experiencing_and_contesting_touristification_in_Exarcheia_Athens</p> <p><i>Optional reading</i></p> <p>Ibanez O'Donnell, Sara. (2019). Feminist Urbanisms in Barcelona. Rethinking public space and the right to the city</p>

	<p>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</p>
15	<p>Class visit- Evaluating the Quality of Public outdoor spaces. The case of the Stavros Niarchos Cultural Center and Park.</p> <p>Description Students are going to visit a well landscaped park so as to evaluate its quality, making the appropriate connections with the international literature.</p> <p>Required Reading Tousi E., Mela A. (2024) "Supralocal Role of Medium to Large Scale Urban Parks, in Attica Greece. Issues of Meso Car Dependence during the Covid-19 Pandemic", Journal of Sustainable Architecture and Civil Engineering, Kaunas University of Technology, https://www.researchgate.net/publication/381521986_Supralocal_Role_of_Medium_to_Large_Scale_Urban_Parks_in_Greater_Athens_Region_in_Greece_Issues_of_Meso_Car_Dependence_During_the_Covid-19_Pandemic</p> <p>Optional Reading Makowska, Beata. (2021). Practical Functioning of a Sustainable Urban Complex with a Park—The Case Study of Stavros Niarchos Foundation Cultural Center in Athens. Sustainability. 13. 5071. 10.3390/su13095071., https://www.researchgate.net/publication/351434402_Practical_Functioning_of_a_Sustainable_Urban_Complex_with_a_Park-The_Case_Study_of_Stavros_Niarchos_Foundation_Cultural_Center_in_Athens</p>
16	<p>Class visit- Evaluating the Quality of Public outdoor spaces. The case of Omonoia Square.</p> <p>Description Students are going to delve into the case of Omonoia square, one of the oldest squares of Athens.</p> <p>Required reading Tsavdaroglou, Charalampos. (2024). Homeless migrants' commoning practices. "Our House" solidarity project in Athens' Omonoia square. European Journal of Geography. 15. 54-63. 10.48088/ejg.c.tsa.15.1.054.063., https://www.researchgate.net/publication/379432112_Homeless_migrants%27_commoning_practices_Our_House_solidarity_project_in_Athens%27_Omonoia_square</p>
17	<p>Class visit- Evaluating the Quality of Public outdoor spaces The Japanese Garden of Athens</p> <p>Description The lesson involves participant observations in the Japanese garden of Athens in order to evaluate the quality of public outdoor space.</p> <p>Required Reading Ding, Yang & Zueva, Polina & Grazuleviciute-Vileniske, Indre & Yablonska, Hanna & Początko, Marek. (2021). A traditional Japanese garden and its lessons for modern times. Landscape architecture and art. 19. 85-97. 10.22616/j.landarchart.2021.19.08., https://www.researchgate.net/publication/359332688_A_traditional_Japanese_garden_and_its_lessons_for_modern_times</p> <p>Optional Reading 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</p>
18	<p>Class visit- Evaluating the Quality of Public outdoor spaces The case of Syntagma Square and Ermou str.</p> <p>Description The lesson involves participant observations in Syntagma square in order to evaluate the quality of public outdoor space.</p> <p>Required Reading San-Juan, César & Subiza-Pérez, Mikel & Vozmediano, Laura. (2017). Res-toration and the City: The Role of Public Urban Squares. Frontiers in Psychology. 8. 10.3389/fpsyg.2017.02093., available at https://www.researchgate.net/publication/321656583_Restoration_and_the_City_The_Role_of_Public_Urban_Squares</p>
19	<p>Class visit- Evaluating the Quality of Public outdoor spaces. The case of the National Garden.</p> <p>Description The class visit will take place at a nodal point of Athens; the National Garden. Students will continue their research following the methodology used in previous field trips.</p> <p>Required reading Paraskevopoulou, Angeliki & Klados, Andreas & Malesios, Chrisovalantis. (2020). Historical Public Parks: Investigating Contemporary Visitor Needs. Sustainability. 12. 9976. 10.3390/su12239976., https://www.researchgate.net/publication/347253121_Historical_Public_Parks_Investigating_Contemporary_Visitor_Needs</p> <p>Optional Reading</p>

	Huning, Sandra. (2020). From feminist critique to gender mainstreaming — and back? The case of German urban planning. <i>Gender, Place & Culture</i> . 27. 944-964. 10.1080/0966369X.2019.1618796., available at https://www.researchgate.net/publication/345447970_From_feminist_critique_to_gender_mainstreaming_-_and_back_The_case_of_German_urban_planning
20	<p>Class visit- Evaluating the Quality of Public outdoor spaces The case of Proskopon square.</p> <p>Description The lesson involves participant observations in Proskopon square in order to evaluate the quality of public outdoor space.</p> <p>Required reading Maslovskaya, O. (2019). The Role of Urban Squares in the Spatial Concept of Being. <i>IOP Conference Series: Earth and Environmental Science</i>. 272. 032242. 10.1088/1755-1315/272/3/032242.</p> <p>Optional reading Lai, Dayi & Zhou, Chaobin & Huang, Jianxiang & Jiang, Yi & Long, Zhengwei & Chen, Qingyan. (2014). Outdoor space quality: A field study in an urban resi-dential community in central China. <i>Energy and Buildings</i>. 68. 713-720. 10.1016/j.enbuild.2013.02.051.</p>
21	<p>Presentation of the 2nd assignment and discussion.</p> <p>Description Students will present their findings based on their literature review so as to adumbrate the work of the radical geographer of their choice. Following their presentation a round table discussion will take place.</p>
22	<p>Guest Lecture by Prof. Kate Donnelly CYA's Academic Skills Advisor on academic poster presentations</p> <p>Description This lesson will explore the design of effective academic posters, with Prof. Kate Donnelly sharing her expertise through a combination of lecture and interactive activities.</p> <p>Required Reading https://guides.nyu.edu/posters</p> <p>Optional Reading Beresford-Wyllie, Buket & Koshy, Kiron & Kurar, Langhit & Whitehurst, Katharine. (2016). How to Make an Academic Poster. <i>Annals of Medicine and Surgery</i>. 11. 10.1016/j.amsu.2016.09.001., https://www.researchgate.net/publication/308006303_How_to_Make_an_Academic_Poster</p>
23	<p>Poster Workshop Part I. Designing an effective academic poster</p> <p>Description With the help of the instructor, students are going to create an A0 poster, mentioning the strengths, weaknesses, opportunities and threats in the areas visited. They are also going to propose general planning directions for the urban renewal of those areas based on the problems they recognized during field work.</p> <p>Required Reading Bouma, Geiske & Duijn, Michael & Puylaert, Henk. (2005). Participatory SWOT-analysis for the spatial impact study Railway Zone Breda - a case study. <i>European Regional Science Association, ERSa conference papers</i>., https://www.researchgate.net/publication/23731468_Participatory_SWOT-analysis_for_the_spatial_impact_study_Railway_Zone_Breda_-_a_case_study</p>
24	<p>Poster Workshop Part II.</p> <p>Description Students together with their instructor are going to discuss on graphic design so as to create an effective academic poster.</p> <p>Required Reading Wen, Luo & Jingjing, Wang & Chen, Wang & Luyu, Sun. (2022). Research on the Visual Imagery of Posters Based on the Culture Code Theory of Design. <i>Frontiers in Psychology</i>. 13. 861366. 10.3389/fpsyg.2022.861366., https://www.researchgate.net/publication/361223168_Research_on_the_Visual_Imagery_of_Posters_Based_on_the_Culture_Code_Theory_of_Design</p>
TBA	FINALS

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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