

**ENVR / URB 370 | Urban sustainability: Theory and case studies in Greece
Fall 2026**

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Course Description / Approach

Have you ever wondered how effective urban sustainability practices are in addressing the pressing environmental challenges in the context of climate crisis? And how well does the 'urban age' discussion, the most influential narrative of the global urban condition (1990–2020), help us understand the complex relationships between cities and nature, and the diverse lived experiences found in specific places?

Is nature a universal solution for urban problems? How have perceptions of nature in the city evolved over time? Is the 19th-century understanding of nature, particularly in relation to park design, drastically different from that of the early and the late 20th century and from contemporary approaches? And what insights the COVID-19 crisis provide regarding the greening of cities and the urbanization of nature?

Have you ever considered how history, space, and planning traditions shape the sustainable restructuring in cities? Additionally, have you ever thought how urban policies come to life and how a globally defined goal translate into local projects. In what ways the shift from sustainability to resilience reshape the discourse and priorities of planning? What gives certain visions the power and legitimacy to guide our urban futures?

Does sustainable development remain an agenda shaped by affluence? Why do environmental priorities differ between cities in the Global North and South? How might cities facing poverty, informality, and climate vulnerability define and advance their own sustainability agendas? Can we make green urban policies more inclusive? And how does the digitalization of urban space—through platforms, data systems and smart technologies—reshape both the possibilities of urban sustainability? How does sustainability intersect with the challenges of tourist-driven development in cities? Amid an overwhelming influx of visitors, can a city in the European periphery like Athens preserve its social fabric and cultural identity?

In this course we will focus on specific case studies to explore these questions and more and uncover the contradictions embedded in urban development, environmental change, and natural resource use.

The course integrates planning theory and history with interdisciplinary perspectives from geography, ecology, technology, and environmental studies. We will analyze the environmental and infrastructural aspects of cities, as well as issues of human development, common life, policy, and social equity.

Class sessions incorporate multiple learning modes designed to foster creativity, critical thinking, and collaborative work. You will engage with readings and videos, post brief commentaries on weekly assignments, exchange ideas with invited experts, and present your insights in a variety of formats. During field trips you will collect data and collaborate with others examine how spatial, social, and economic dimensions of sustainability shape actors, institutions, and the production of space across different scales. Our goal is to build an open, inclusive, and stimulating learning environment in which your participation, perspectives, and lived experiences are not only welcomed, but also highly valued.

The course is broken down into three parts. During Part I (Intro) we will trace the roots of sustainability as a concept and policy agenda, along with its definitions over time. We will discuss the transfer of the relevant discourse in different contexts, considering local history, planning and environmental practices and social structures. During Part II (socio-ecological entanglements) we will analyze the complex city-nature nexus in Athens, focusing on the city's water patterns and its relation to the sea. To gain a better understanding of urban metabolism we will visit Athens's wastewater treatment plant on Psyttalia Island, explore urban innovative actions, make fieldtrips at the coastal zone, and organize the semester project of the course. Finally, during Part III (politics of space), we will focus on the urban and try to understand the processes of urban restructuring, a crucial but often missing part for understanding social transformations, analyze tourist-led gentrification, property restructuring, the ways that the digital technology is changing everyday life, and evaluate policies and interventions using the perspectives covered in the course.

The course seeks to provide a framework for understanding today's environmental and urban debates, while engaging in a critical discussion of the idea and practices of sustainable urban development. Through studying Athens, we investigate issues and challenges that apply to other cities and through a continuous comparison method we learn that the discourse on cities and sustainability is experienced and practiced in a variety of ways, and it evolves, shaped by changing perspectives and circumstances. In this context, most of the things we will discuss will drive us to think comparatively, study social and ecological relations across spatial scales, and from the standpoint of different actors and stakeholders.

Learning Objectives

By the end of this course students will be able to:

- Identify key concepts of sustainability and connect them with urban debates
- Analyze plans and policies using the theoretical framework of sustainability
- Compare planning traditions and environmental practices in cities in Europe and the US
- Reflect on the contradictions inherent in urban sustainability theory and "best practices"
- Recognize urban / environmental challenges in the post-crisis and post-pandemic phase
- Evaluate the access to environmental "goods" and exposure to environmental "bads"

In addition to the academic objectives, the course will help students to:

- Improve their ability to organize ideas effectively within context
- Recognize and question preconceived notions that shape our understanding of cities
- Foster openness and strengthen learning capacity through self-reflection
- Improve their ability to think critically about their own perspectives and those of others

Course Requirements

1. Attendance & Participation

Attendance, punctuality, and active participation are essential for learning in CYA courses, which rely on in-class and on-site interaction. This policy applies to all scheduled class meetings and on-site activities (Athens sessions and Field Studies).

I. Punctuality.

Students are expected to arrive on time; instructors have a corresponding obligation to begin on time.

II. Recording & Outreach

Faculty is required to record absences and either the Academic Advisor (on academic issues) or Student Affairs (on wellness issues) will check-in with students who have repeated absences

III. What Counts as an Excused Absence

→ **Illness**

The student must report the illness via the Illness Reporting Form to Student Affairs. If illness requires missing more than one session per class, the student must submit a signed and stamped doctor's note to Student Affairs and remain in communication with them. Remote [online] appointments and retroactive doctor's notes will not be accepted.

→ **Other Exceptional Circumstances**

Excused absences for non-illness exceptional circumstances require prior approval from the Academic Director (not the course instructor).

→ **Accommodations**

If the student has an academic accommodation that relates to their attendance and has been filed with CYA, they should follow the procedure outlined on the accommodation form that they agreed upon with their professor.

→ **Timing**

The student must seek approval as soon as the problem arises, not retroactively, in order for the absence to be excused

→ **Academic priority**

Students are notified that class attendance takes precedence over other student appointments, travel, volunteering, or visiting friends/family, and missing class for these reasons is not excused. Students are responsible for avoiding such conflicts.

IV. How can students request an excused absence

Before the class submit the relevant form or request (for illness the Student Affairs form; for exceptional circumstances the Academic Director). Notify the instructor that a request has been submitted, and learn what material will need to be made up and how to do so. Provide documentation if required to

administration, not the professor (e.g. doctor's note for multi-session illness). Await the decision from the appropriate office. Professors do not grant excused absence status.

V. Unexcused Absences & Consequences

Three (3) unexcused absences in any class automatically lower the final course grade. More than three (3) unexcused absences in a class may lead to: a) the placement of a student on academic probation, and potentially b) the student receiving a failing grade for the course depending on course requirements

VI. Make-Up Work & Grading

Students must make up missed work for any absence (excused or unexcused) and communicate with instructors about requirements. Failure to complete missed work will result in the reduction of minimum one letter grade. It is the responsibility of the instructor to provide them with make up options. Quizzes, exams, and in-class assessments missed due to an unexcused absence may receive a zero (0) grade, per course requirements as outlined in the syllabus. Because participation is integral to learning at CYA, a high number of excused absences may still affect the course grade.

In this class students are expected to engage with course materials creatively and critically, by posing thoughtful questions, integrating readings into discussions, analyzing key issues, and contributing to the class's collective understanding. Beyond discussions, classes may include activities designed to support course objectives, such as quick writes, group exercises, role-plays, simulations, and debates.

Our class is intended to be a space for respectful and thoughtful engagement. Please demonstrate sensitivity toward the perspectives and experiences of others, so that we can maintain an inclusive academic environment. If the official records list a name different from the one you prefer, or if there's anything else you want me to know to better support your learning, please let me know.

Discussion Questions & Facilitation: Each week, students will submit questions and short commentaries (200-300 words) on the assigned readings, due by Sunday or/and Tuesday at 6pm. These reflections will encourage you to engage critically with the material, share what you found interesting and thought provoking and contribute to ongoing discussions in urban and environmental studies. You could also use this space to discuss how you see the readings relating to each other and to the weekly topic.

You will need to post your comments / questions on time, so others have the chance to read them before class. These comments will be used by the discussion leaders to keep the discussion active. Everyone will be required to lead the course discussion at least once. During the first week you will have to post a short description of the places you have lived and know well (size, structure, quality of life, major planning and environmental issues) with selected links or photos. We will use this description during the closing session of the course. All the readings, assignments, and handouts will be uploaded on the course's Moodle page.

2. Semester project

The semester project will be introduced at the second part of the course. Its subject will be Athens' water patterns and its relation to the sea. It will include the following:

- **Coastal Zone Fieldtrip.** The coastal zone of Attica is a unique environment and a vital "common good" for the people of Athens, a city largely lacking in significant green spaces. Students will study Attica coastal zone through direct observation / documentation and with the help of secondary sources. We will visit different areas, at the western and eastern part of the coast, analyze their characteristics and the conflicts expressed in the way the city is related to the sea.
- **Adrian's Aqueduct Fieldtrip.** We will learn about the Cultural H.ID.RA.N.T. project, part of the Urban Innovative Actions (UIA), an Initiative of the European Union that provides urban areas throughout Europe with resources to test new solutions to address urban challenges. The project involves the re-introduction of Hadrian Aqueduct to everyday life through its heritage values and through its vital function as an unexploited water resource for irrigation, the revitalization of the community through participatory processes, the promotion of policies on sustainable water use and on green public spaces, and the empowering of local economy.

Field Lab Project: Based on the information collected from the field trips and discussions the class will break into groups to analyze Athens' water patterns and its relation to the sea. Building on case studies from other cities, students will present their ideas (Oct 20) for the planning of the coast.

- **Pyttalia Fieldtrip.** We will visit the wastewater treatment plant of Athens located on an uninhabited small island of Western Attica and discuss with people from the Athens Water Supply and Sewage Company (EYDAP) about the treatment facilities, the technologies used, and the energy recovered from effluent processing.

Poster: Each student will prepare a poster about the coastal zone or about the city's water patterns. It will present the main challenges and proposals and include sketches, photos, maps, and other visual material from Athens and other cities. The poster provides an opportunity to rethink the collective work showcased in the Field Lab Project and to synthesize the visual material and ideas in new and innovative ways.

3. Essay on a sustainability related topic (2500 words)

Choose a topic that interests you – your research will be meaningful and engaging if you care about the subject. Be sure to properly identify and cite any excerpts or ideas from the work of others, following the Chicago Manual of Style documentation guidelines.

4. Mid-term & Final Quiz

The quiz questions will come from selected readings covered in class. The quizzes are designed to serve as an opportunity for revision. At the end of the semester, the lowest quiz grade will be dropped, and only the higher one will be used in the final evaluation.

Grading

Grading will be used as recognition of work, care, engagement, capacity to work collectively. Your grade for this course will be based on the following distribution:

1. Attendance & Participation	30%
2. Semester Project	30%
3. Essay Paper	30%
4. Mid-term & Final Quiz	10%

General Grading Rubrics (Separate and detailed rubrics will be given in class)

1. Attendance & Participation

- A range participant does the reading before class, posts discussion questions on time, contributes to the class discussion with comments that synthesize across discussions and readings and does not overwhelm others during the conversation.
- B range participant does the reading before class but may contribute less than an "A range" participant. May not be as good a listener as an "A range" student. Missed or was late in posting the discussion questions and comments 1-2 times.
- C range: A "C range" participant fails to do the reading before class but can contribute when asked questions about the conversation or images being shown. Missed or was late in posting the discussion questions and comments 2-3 times.
- D range: A "D range" participant has excessive absences or is frequently late and cannot participate fruitfully in discussions. Missed or was late in posting the discussion questions and comments 3-4 times.

2. Discussion Questions & Facilitation

You will be graded just for turning your questions and comments in on time. The responses will not be graded separately. You will get an A+ if you post them all on time and you are well prepared to lead the class discussion the assigned days and a D if there are more than 2 responses missing and you lead the course discussion in such a manner as to convey that the reading was not actually done.

3. Semester Project

The Field Lab Project will be graded according to the ability to collect information, organize and present your fieldnotes and observations, combine them with your experiences and work together with others in a way that enhances creativity and critical thinking. I will take into consideration in the Poster grade the different data collected and the way they are organized and displayed together to communicate your ideas.

4. Essay Paper

- A range papers are very well organized, with a strong, clearly expressed point of view written and presented in a way that exceeds the parameters of the assignment.
- B range papers will have a good argument, are clearly written and organized, and meet the parameters of the assignment.
- C range papers show effort to complete the assignment, however, present organizational and argumentation problems and do not address some aspects of the assignment.

- D range papers demonstrate little effort, are shorter or extremely longer than anticipated, with serious organizational and argumentation problems.

Details about assignments and exams will be given in advance. I will accept no late assignments or make-up exams unless discussed with me in advance.

CYA Policies and Regulations

Academic Accommodations

Students are required to submit an official letter from the office at their school that handles academic accommodations. Students who have submitted such a letter to CYA should also talk to me individually to discuss how these accommodations will work in this course.

Site Visits and Accessibility

This course contains specific physical and spatial elements that are crucial to student learning and cannot be modified. Students should be aware of these before enrolling.

- The course requires that students walk during the field trips and visits; the walking is mostly on urban streets and sidewalks.
- In the fieldtrips we meet in spaces where there is significant background noise while the professor speaks. They are usually in places where there is limited access to bathroom facilities.

Policy on Original Work

Plagiarism is literary theft. As such, it is a serious offense which will not be tolerated either at your home institution or at CYA. Plagiarism on an examination or in a paper will result in an F for the course. You must cite the author of all ideas that you use that is neither common knowledge nor your own idea. If you are in doubt, it is safest to cite the source.

ePolicy on Original Work and Use of Artificial Intelligence

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.

The use of generative AI tools is a new, undeniable reality. In this course, the guiding principle for their productive use is that you must always remain the primary author and critical thinker behind all submitted work. AI may be used ethically as a tool for development, but never as a substitute for your own intellectual effort.

Permitted Uses: You may use AI for brainstorming, clarifying concepts and passages, editing your original prose, debating ideas, formatting (not generating from scratch)citations and bibliography sections, or reviewing a completed draft. You may also request a generic outline to organize initial thoughts, provided you substantially modify and expand it into your own work. *In all cases, you are required to review, verify and take full responsibility for the final output.*

Prohibited Uses: It is academic dishonesty to use AI to generate drafts, paragraphs, or answers to assignments, to complete in-class or reflective work, or to submit AI-generated content without your significant intellectual transformation and synthesis. To ensure the integrity of submitted work, I reserve the right to ask students to orally explain or defend the content and reasoning behind any submission. Such a request comprises a standard check, not an accusation. **If a student is unable to do so, I may require the work to be revised and resubmitted. A persistent inability to adequately explain the work may be treated as a violation of academic integrity.** It is imperative to understand that AI can produce incorrect or biased information. Your critical judgment is essential. You are responsible for fact-checking all content and ensuring your final work reflects your own understanding. Specific applications and citation practices will be further discussed in class. When in doubt, ask for clarification!

Use of Laptops

In-class 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. If you don't use electronic devices or feel distracted if they sit close to one, please let me know to create a laptop-free zone in class.

Upgrade to 400-level course

Courses can be upgraded to a 400-level, typically requiring 25% additional work. The option to upgrade opens the second week of classes. If you're interested, please feel free to discuss it with me.

Fall 2026 Tentative Schedule

Please note that the schedule is subject to change to accommodate class needs and respond to current events. This may include adjustments to the timing, day, or location of fieldtrips, as well as guest speaker sessions. Please note that the majority of field trips will go beyond scheduled class time. The field trip to the Psyttalia Wastewater Treatment Plant will be the longest of the course. It is scheduled **for Friday, November 6**, from the morning until 16:00, during the facility's operating hours. The exact time will be announced closer to the date. This course will meet fewer times than usual (21 sessions), but total contact hours will remain consistent with college requirements.

Additionally, the reading list is subject to updates to enhance student learning and engagement. The most recent version will always be available on the course's Moodle page.

Class Date	Readings Topic / / Assignments Due
	Field Study Delphi & Ancient Olympia
1	What is urban sustainability? (INTRO & Documentary) Angelo, Hillary, and David Wachsmuth. "Why does everyone think cities can save the planet?" <i>Urban Studies</i> 57, Vol. 11 (2020): 2201-2221 *In-class Assignment
2	Defining Sustainability I (Discussion & Documentary) Spirn, Anne Whiston. "City and Nature". In Wheeler, M. Stephen and Timothy Beatley, eds. <i>The Sustainable Urban Development Reader</i> , New York: Routledge, 2004. pp. 113-115 Rabinovitch, Jonas and Josef Leitman. "Urban Planning in Curitiba." In Wheeler, M. Stephen and Timothy Beatley, eds. <i>The Sustainable Urban Development Reader</i> , New York: Routledge, 2004. pp. 237-248 Vos, Robert O. "Defining sustainability: a conceptual orientation." <i>Journal of Chemical Technology and Biotechnology</i> 82, no. 4 (2004): 334-339 *In-class Assignment
3	Stavros Niarchos Sustainability hub (SNFCC VISIT) Barbosa, José Amarílio, Luís Bragança, and Ricardo Mateus. "New approach addressing sustainability in urban areas using sustainable city models." <i>International Journal of Sustainable Building Technology and Urban Development</i> 5, no. 4 (2014): 297-305 2021 Sustainability Hub, Stavros Niarchos Foundation Cultural Centre
4	Defining Sustainability II Vale, Brenda and Robert Vale. "Principles of Green Architecture." In Wheeler, M. Stephen and Timothy Beatley, eds. <i>The Sustainable Urban Development Reader</i> . New York: Routledge, 2004. pp. 318-322 Wolfgang Sachs. "Environment." In <i>The Development Dictionary: A Guide to Knowledge as Power</i> . London, UK: Zed Books, 1992. pp. 26-37
5	The origins of sustainable planning Wheeler, M. Stephen and Timothy Beatley, eds. <i>The Sustainable Urban Development Reader</i> , New York: Routledge, 2004. (Ebenezer Howard, Lewis Mumford, Jane Jacobs, pp. 11-14, 15-19, 30-34) Olmsted, Frederic Law. "Public Parks and the Enlargement of Towns." In LeGates, T. Richard and Frederic Stout, eds. <i>The City Reader</i> . New York: Routledge, 2011. pp. 321-327 Carson Rachel, <i>Silent Spring</i> Boston: Houghton Mifflin, 2002
6	The Greek city in history: Athens as a case study Maloutas, Thomas and Spyros Spyrellis. Vertical social segregation in Athenian apartment building. In Maloutas Thomas and Spyros Spyrellis (eds). <i>Athens Social Atlas</i> . Digital compendium of texts and visual material. Available at: http://www.athenssocialatlas.gr/en/article/vertical-segregation/ Vaiou, Dina. "Milestones in the Urban History of Athens." <i>Treballs de la Societat Catalana de Geografia</i> , 2003 Theocharopoulou, Ioanna. <i>Builders, Housewives and the Construction of Modern Athens</i> , London: Artifice Books on Architecture, 2017. pp. 9-18 *Essay topics
7	The coastal zone of Attica: Transport, production, housing, recreation and everyday life (Fieldtrip) Markou Maria. "Renovation projects at Faliro Bay." In Maloutas Thomas and Spyros Spyrellis (eds). <i>Athens Social Atlas</i> . Digital compendium of texts and visual material. Available at: http://www.athenssocialatlas.gr/en/article/faliro-bay/ Maloutas, Thomas and Spyrellis, Stavros Nikiforos. The social profile of the city's waterfront and the real estate market. Available at: https://www.athenssocialatlas.gr/en/article/the-athenian-riviera/ Lipasmata. Multifunctional Park in Drapetsona. https://lipasmatapark.gr/en/ Aenaon. Faliron Bay Park. Thymio Papayiannis and Associates. https://www.tpa.gr/projects/faliron-park-athens-

Class Date	Readings Topic / / Assignments Due
	on-the-sea/
8	<p>The contemporary life of a roman aqueduct (Halandri Visit) Towards Sustainable Urban Development: Guidelines for the European Union's Sustainable Urban Development Co-operation, 2001. Flowing through time: Chalandri's Cultural HIDRANT project. https://www.europeanheritagehub.eu/flowing-through-time-chalandris-cultural-hidrant-project/ Cultural H.ID.RA.N.T. Ancient technology meets urban innovation: An integrated and participatory approach to cultural heritage regeneration, Chalandri 2020 – 2024. Handbook. Municipality of Chalandri, 2025.</p>
9	<p>Field Lab Project: Public space and everyday life at the coastal zone of Attica The class divides into groups to analyze and present information collected during the field trips on Athens' water patterns and their connection to the sea. Students propose management and planning ideas for selected areas, drawing inspiration from solutions implemented in cities where they have lived or traveled and class readings.</p>
10	Midterms & Field Lab Project Discussion
11	<p>Designing urban nature and landscape Beatley Timothy. "Biophilic Cities" [2011]. In Wheeler, M. Stephen, ed. <i>The Sustainable Urban Development Reader</i>, New York: Routledge, 2023 (Fourth edition). pp. 150-152. Steiner, Frederick. "Landscape Ecological Urbanism." In Wheeler, M. Stephen and Timothy Beatley, eds. <i>The Sustainable Urban Development Reader</i>. New York: Routledge, 2004. pp. 190-194 Iles, Jeremy. "The Social Role of Community Farms and Gardens in the City" & Giradet, Herbert. "Urban Agriculture and Sustainable Urban Development" In Viljoen, André, Katrin Bohn, and Joe Howe, eds. <i>Continuous Productive Urban Landscapes: Designing Urban Agriculture for Sustainable Cities</i>. Oxford: Architectural Press, 2005. pp. 32-39, 83-88 Borges Luciane, Aguiar and Hannah Matthiesen. Urban agriculture for a resilient future. NORDREGIO REPORT 2024:4. https://pub.nordregio.org/r-2024-4-urban-agriculture-for-a-resilient-future/agriculture-in-cities.html</p>
12	<p>Climate Change. Does this change everything? Bulkeley, Harriet. "Climate Changed Urban Futures in the Anthropocene City" [2021]. In Wheeler, M. Stephen, ed. <i>The Sustainable Urban Development Reader</i>, New York: Routledge, 2023 (Fourth edition). pp. 91-94. Solecki, William, Cynthia Rosenzweig, Stephen Hammer, and Shagun Mehrotra. "The Urbanization of Climate Change: Responding to a New Global Challenge." In Wheeler, M. Stephen and Beatley Timothy, eds. <i>The Sustainable Urban Development Reader</i>. Routledge. Hadjimichalis, Costis. "In search of radical planning: A crisis-driven imaginary and Thesaly's disaster as an exemplar of neoliberal failure to secure social reproduction." <i>European Urban and Regional Studies</i>, vol. 32, no. 1, January 2025, pp. 3–9. * Essay and poster progress</p>
13	<p>The Wastewater treatment plant of Athens, Psyttalia Island (Fieldtrip) Gardner, Gary. "Water" [2016]. In Wheeler, M. Stephen, ed. <i>The Sustainable Urban Development Reader</i>, New York: Routledge, 2023 (Fourth edition). pp. 165-167. Lyle, John Tillman. "Waste as a recourse." In Wheeler, M. Stephen and Timothy Beatley, eds. <i>The Sustainable Urban Development Reader</i>, New York: Routledge, 2004. pp. 133-140 Ministry of the Environment, Planning & Planning Works. <i>Waste water treatment plant – Psyttalia</i>. Athens: 2004 Nwokediegwu, S, Ugwuanyi, D, Dada A., Majemite T. and Obaigbena, A. Urban Water Management: A Review of Sustainable Practices in the USA. <i>Engineering Science & Technology Journal</i>. Vol. 5 (2), 2024 Miller, David. "Using Materials Wisely Waste" [2020]. In Wheeler, M. Stephen, ed. <i>The Sustainable Urban Development Reader</i>, New York: Routledge, 2023. pp. 153-159.</p>
14	<p>Access to Housing. Contemporary challenges and the case of Athens. Maloutas, Thomas, Dimitra Siatitsa, and Dimitris Balampanidis. "Access to Housing and Social Inclusion in a Post-Crisis Era: Contextualizing Recent Trends in the City of Athens." <i>Social Inclusion</i> 8, I3 (2020): 5–15. DOI: 10.17645/si.v8i3.2778 Thomas Maloutas and Dimitra Siatitsa "The Housing Problem in the European Union and Greece: Key Dimensions and Policy Responses." Hellenic Foundation for European and Foreign Policy (ELIAMEP), 20025. Eteron [2022]. Housing 360. A depiction of the housing issue in Greece. https://eteron.org/en/research/housing360/ Siatitsa, Dimitra, Dimitris Balabanidis, Eva Papazani and Stefania Gyftopoulou. Policy Paper: For the right to affordable rental housing [2022]. Available at: https://eteron.org/en/research/eteron-research-sky-high-rents-focusing-on-renters/policy-paper-housing/</p>
15	<p>Rethinking Housing and Urban Planning in a time of multiple crises Chatzikonstantinou, Evangelia and Fereniki Vatavali. 2020. "Housing Production and Energy Use in Greece. Insights from History and New Social Challenges." <i>Architektura & Urbanismus</i> 55(3-4): 155-165 Chatzikonstantinou, E. Katsoulakos, N., and Vatavali, F. (2023) "Housing and Energy Performance and Social Challenges in Greece. A Quantitative Approach." <i>E3S Web Conf</i>. Volume 436, 2023, (ICED2023). DOI: https://doi.org/10.1051/e3sconf/202343601015</p>

Class Date	Readings Topic / / Assignments Due
	Maloutas, Thomas, Stavros Nikiforos Spyrellis, and Fereniki Vatavali. 2025. "Unregulated Urban Regeneration in Athens: Greening and Taxation of the Built Environment as Impending Levers of Increasing Inequalities" <i>Land</i> 14, no. 4: 777
16	<p>Touristification, everyday life and housing markets in Athens</p> <p>Balabanidis, Dimitris, Thomas Maloutas, Evangelia Papatzani and Dimitris Pettas (2019). "Informal urban regeneration as a way out of the crisis? Airbnb in Athens and its effects on space and society. <i>Urban Research and Practice</i>. https://doi.org/10.1080/17535069.2019.1600009</p> <p>Dagkouli-Kyriakoglou Myrto, Simone Tulumello, Agustin Cocola Gant, and Chiara Iacovone. "Digital mediated short term rentals in the (post-) pandemic city." <i>Digital Geography</i> 3 (2022)</p> <p>Alexandri, Georgia and Michael Janoschka. "Post-pandemic transnational gentrifications: A critical outlook." <i>Urban Studies</i> 57, no. 15 (2020)</p> <p>Cocola-Gant, Antonio Lopez-Gay. "Transnational gentrification, tourism and the formation of 'foreign only' enclaves in Barcelona." <i>Urban Studies</i> 57, no.15 (2020): 3025-3043</p>
17	<p>Do Critical Urban Studies (Still) Matter? Discussing urban restructuring & touristification</p> <p>Zaimakis, Yiannis, Marina Papadaki. 2025. Voices of protest and the right to the city in the context of overtourism: reflections from the historic city of Chania, Crete (Greece). <i>City</i>, 29(3-4), 459-484. https://doi.org/10.1080/13604813.2025.2517978</p> <p>Papagianis, Christos. 2024. Tourism in Greece: A society that ponders on the pros and cons. ETERON. https://eteron.org/en/tourism-in-greece-a-society-that-ponders-on-the-pros-and-cons/</p> <p>"Housing Is a Right, Not a Product": Athens Mayor on the Fight Against Europe's Housing Crisis." https://spheranetwork.com/videos/housing-is-a-right-not-a-product-athens-mayor-on-the-fight-against-europes-housing-crisis/</p>
18	<p>Rock the Block Project: INVITED SPEEKER</p> <p>The technical and the social: Balancing criteria for housing improvement in Egaleo. https://portico.urban-initiative.eu/urban-stories/european-urban-initiative/technical-and-social-balancing-criteria-housing-improvement-egaleo-7911</p> <p>Urban Diary #1 - Rethinking the Polykatoikia in Egaleo: The first year of Rock the Block. https://portico.urban-initiative.eu/urban-stories/european-urban-initiative/urban-diary-1-rethinking-polykatoikia-egaleo-first-year-rock-block-7714</p> <p>Zoom-in #1 - Housing and Energy Information Offices: From good practices to Egaleo and back. https://portico.urban-initiative.eu/urban-stories/european-urban-initiative/zoom-1-housing-and-energy-information-offices-good-practices-egaleo-and-back-7278</p> <p>Renovating the community: The public value of improving private housing in Egaleo. https://portico.urban-initiative.eu/urban-stories/european-urban-initiative/renovating-community-public-value-improving-private-housing-egaleo-7277</p> <p>Housing in its broader context: Rock the Block and the transformation of Polykatoikia in Egaleo. https://portico.urban-initiative.eu/urban-stories/european-urban-initiative/housing-its-broader-context-rock-block-and-transformation-polykatoikia-egaleo</p>
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20	<p>Rethinking Urban Sustainability</p> <p>Essay and poster progress</p> <p>Citizen Participation. In Wheeler, M. Stephen, ed. <i>The Sustainable Urban Development Reader</i>, New York: Routledge, 2023 (Fourth edition).</p> <p>Lydon, Mike and Anthony Garcia. <i>Tactical Urbanism: Disturbing the Order of Things</i> [2015]. In Wheeler, M. Stephen, ed. <i>The Sustainable Urban Development Reader</i>, New York: Routledge, 2023 (Fourth edition). pp. 326-331</p> <p>Corburn, Jason. "Urban Healing: Recovering from Trauma" [2021]. In Wheeler, M. Stephen, ed. <i>The Sustainable Urban Development Reader</i>, New York: Routledge, 2023 (Fourth edition). pp. 288-291</p>
21	Poster Presentation & Finals