



## *The Hebrew University of Jerusalem*

### *Syllabus*

## *Spatial justice and cities - 40858*

*Last update 27-09-2018*

*HU Credits: 2*

*Degree/Cycle: 2nd degree (Master)*

*Responsible Department: Geography*

*Academic year: 0*

*Semester: 1st Semester*

*Teaching Languages: English*

*Campus: Mt. Scopus*

*Course/Module Coordinator: Emily Silverman*

*Coordinator Email: [Emily.silverman@mail.huji.ac.il](mailto:Emily.silverman@mail.huji.ac.il)*

*Coordinator Office Hours: Tuesday, 16:30 - 17:30*

*Teaching Staff:*

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Dr. Emily Silverman

Course/Module description:

*This reading course examines spatial justice practices and policies, drawn primarily from cities in the Global South. The course draws an interesting mix of students: those from "GLOCAL - International Community Development Studies" who are interested in cities, and those from Urban Planning who are interested in the Global South, making for rich classroom discussion. Learning is based on weekly reading assignments in English, three short writing assignments, and in-depth classroom discussion of these writing assignments as well as classroom lectures. Student teams investigate good practice case studies of urban spatial justice. In 2018-2019, we will explore the potential for adaptation of these practices in East Jerusalem, and to that end, students are invited to participate in "walk-shops" organized by the Urban Clinic. Topics include: spatial planning as a tool for reducing poverty and social inclusion and in particular transport, housing and public spaces; gender and age aspects of spatial justice; and citizen engagement in city design.*

Course/Module aims:

*To develop awareness of the impact of spatial planning on poverty and excluded populations. To demonstrate the potential of housing, transport, public space and urban regeneration policies for enhancing social equity.  
To explore and critique 'good practices' of spatial justice and, to evaluate potential adaptation in Jerusalem and elsewhere.*

Learning outcomes - On successful completion of this module, students should be able to:

- Use their eyes to understand how spatial policies are promoting or retarding social equity.
- explain the importance of the city for social mobility, with reference to housing, transport, and public space, using examples from a variety of countries.
- investigate the gender and age impact of suggested spatial interventions.
- construct a comparison analysis to 'translate' and adapt practices across regions.

Attendance requirements(%):

*Full attendance, and active participation in discussions, including responding in writing and verbally to questions about the reading.  
Students may not join the course after week 3.*

*Teaching arrangement and method of instruction: Classroom lectures are illustrated*

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*with examples from developed and developing countries, including students' own experiences. Students are asked to prepare 3 short written responses to weekly readings. Class discussion centers on the reading assignments, including students' own experiences with the topics. We will try to include one class field trip, and at least two guest lecturers with experience in international development planning.*

Course/Module Content:

- 1. Why Cities, Spatial Justice and the Global South*
- 2. Just Cities and Informality*
- 3. Arrival Cities and Radical Cities*
- 5. Informal housing and slum upgrading*
- 6. Transport and mobility in conditions of informality*
- 7. Placemaking and community building*
- 8. Gender and age interventions in cities and spatial planning*
- 9. Community development planning.*
- 10. Do planners hate the poor? The New Urban Agenda*

Required Reading:

- World Cities Report 2016: UN Habitat.*  
*Radical Cities, J. McGuirk*  
*Arrival City, D. Saunders (2011).*  
*Favella, J. Perlman, (2010).*  
*Happy City, C. Montgomery (2013)*  
*Cities for People , J. Gehl, (2010).*  
*"Designing Cities for Women and Children", E. Kail*  
*"Urban Transportation and Social Equity", J. Levine, in Carmon and Feinstein eds, (2013).*  
*"Spatial Justice: Derivative but Causal of Social Injustice", P. Marcuse (2010).*

Additional Reading Material:

- Jaime Lerner, Song of the City (TED talk)*  
*Curitiba, Story of City,*  
*Holding Ground: Dudley Street Neighborhood Initiative (film)*

*Redevelopment Plan leads to Controversy in Dharavi, Mumbai (film)*

Course/Module evaluation:

*End of year written/oral examination 0 %*

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*Presentation 20 %*  
*Participation in Tutorials 10 %*  
*Project work 0 %*  
*Assignments 30 %*  
*Reports 0 %*  
*Research project 40 %*  
*Quizzes 0 %*  
*Other 0 %*

*Additional information:*

*GLOCAL students from an international background are highly encouraged to register for this course!*