

## **Making Room: Climate Crisis = Housing Crisis**

Housing is essential to human life and a human right. The design, configuration, location and cost of housing profoundly influences the health and wealth of all people. This course introduces students to an enormous challenge facing practitioners: how to house a growing population in a turbulent environment. Throughout the semester, we will investigate the stresses of environmental flux and the tools of climate response through the lens of housing need. We will reflect upon the tensions of two interrelated crises that are often treated separately. Given the urgent need for action, we will employ Marshall Gans's [framework for public narratives: Self, Us, Now](#) to connect our design and policy explorations to an argument for transformation.

We will use a combination of case studies from the field of practice as well as readings in policy, social science, and real estate. We will familiarize ourselves with the economic and ecological forces that imperil the safety and stability of residential communities as well as a variety of adaptation interventions. Our considerations will include issues of tenure, “managed retreat”, infrastructure and forms of ecological and social regeneration. From issues of regulation: flood maps, and building code, socio-economic tools, and financial implements. We will focus on the assumptions and decisions in climate policy that may reinforce or replicate conditions of housing vulnerability. Therefore, we will pay special attention to spatial injustices such as racial segregation and economic inequality which shape exposure to climate risk and housing insecurity. Our discussion will center marginalized voices, including low-income, indigenous, and communities of color and the multi-generational implications of insecurity and forced migration.

Although my professional experience is rooted in North America, students are encouraged to bring into the classroom experiences, interests, and challenges rooted in other geographies.

### **Course Requirements:**

We will use the class's lived experiences to frame our exploration of the social, economic, political, and environmental forces that shape the location, design, and form of housing. Our perspective will be multi-scalar: starting from a single home, to a neighborhood, to the region. Each student will develop their own housing narrative. The class will then work in small teams to establish a shared set of values for urban housing. Once formed, groups will use those values to propose design and policy strategies for proposals that address housing opportunity and climate justice: this can vary in scale from a single home to the block, city and/or region, or policy proposals such as new legislation for climate-just housing. In so doing, students will develop a nuanced understanding of these relationships with climate shocks and stresses.

The class's assignments are scaffolded, and build upon each other, such that there are deliverables nearly every week. Although there will be formal presentations for the midterm and the final, this scaffolding is structured to alleviate pressure during crunch periods and allow for natural iteration and revision, but less pressure at any given point.

### **Assignments:**

1. Assignment 1: For September 16: Create a sketch that reflects your personal understanding of "self" in relation to housing. Share a single or set of housing/residential experiences that have shaped who you are today. This could be a reflection on a specific place where you have lived (home or neighborhood, for example) or a place you have visited but has influenced your personal and professional perspective as a burgeoning professional in the built environment. You will briefly present this sketch in class (2 minutes).
2. Assignment 2: For September 23: Visit a housing development or building (from [List of NYC-area Housing Developments to Visit](#)) and create a sketch that illustrates the ecological and atmospheric forces on the people who live there.
3. Assignment 3: For September 30: Visit a second housing development or building, that differs in scale from your prior assignment, and create a sketch that illustrates the economic forces on the people who live there.
4. Assignment 4: For October 14: Working in teams, reflect on your case studies and establish a shared understanding and vocabulary for the climate housing challenges you have learned about. This is preparation for the midterm.
5. Midterm: For October 22: Working in Teams: Select a case study, either from your work earlier in the semester or one that reflects your own housing and climate interests. Present the ecological, atmospheric, economic, and social forces, and the housing and its residents ability to respond to those pressures. **Presentations will also be shown at at Resilient Communities: Development and Displacement Along the New York/New Jersey Bight conference on Saturday October 25 from 9am-5:00 pm..**
6. Assignment 6: For November 1: Reflecting on the midterm, articulate a shared set of values and experiences to establish a vision for a climate just housing future.
7. Final: Working in Teams: Due December 2. Moving from your group's set of values: propose an intervention that furthers housing opportunity and recognizes existing or future climate threats.

The class's work will be compiled into a single volume for virtual (and potentially physical) sharing.

**Class Topics, Readings and Speakers subject to Change.**

**Class 1:**

introductory presentation + Logistics

*In Class Readings*

*Marshall Gans: Self Us Now*

Assignment 1: Personal sketch “story of self”

How does a place/home/neighborhood where you have lived reflect place, culture, values, and ecology? Can you create a “story of Self” that can communicate a sense of identity, values, or aspirations in relation to homes and places where you have resided? Prepare a 1 minute presentation for class next week.

**Class 2:** Lecture: Price, Place, and Choice: Environmental capacity and economic captivity

Required Preparation: Listen to Reveal, Podcast:

<https://revealnews.org/podcast/the-tide-is-high/>

*Marshall Gans: Self Us Now*

*Bloom, Sarah: The Yellow House (excerpt published in the New Yorker, August 17, 2015)*

Class discussion: Story of Self + Housing

**Class 3:** Where we live: Housing form, typology, and location

Required:

Preface: Dwelling Type and Social Change in the American Metropolis in Plunz. (1990). A history of housing in New York City: dwelling type and social change in the American metropolis. Columbia University Press. (9 pages)

Gladwell, M. (2006). MILLION-DOLLAR MURRAY. In The New Yorker (Vol. 81, Issue 46, pp. 96–96). Conde Nast Publications, Inc.

Fishman, R. (2018). The Global Crisis of Affordable Housing: Architecture Versus Neoliberalism. *Architectural Design*, 88(4), 22–29. <https://doi.org/10.1002/ad.2317>

Recommended: Pfeifer, & Brauneck, P. (2015). *Housing Typologies*. Birkhäuser Verlag GmbH.

Students Present Assignment 1 “story of self”

## **Class 4: People + Place: Building Homes, Building Context, Building Connections**

Optional:

Bourland. (2021). *Gray to green communities : a call to action on the housing and climate crises*. Island Press.

### **Potential Guest Speaker**

Assignment 2: First Case study due.

## **Class 5:Lecture: Checks and Balances: the role of codes**

Required: Read [Enterprise Keep Safe Manual](#) + [Guide for MultiFamily Buildings](#)

## **Class 5: Climate Gentrification**

**Required:**

Anguelovski, Connolly, J. J. T., Pearsall, H., Shokry, G., Checker, M., Maantay, J., Gould, K., Lewis, T., Maroko, A., & Roberts, J. T. (2019). Why green “climate gentrification” threatens poor and vulnerable populations. *Proceedings of the National Academy of Sciences - PNAS*, 116(52), 26139–26143.

Tedesco, Keenan, J. M., & Hultquist, C. (2022). Measuring, mapping, and anticipating climate gentrification in Florida: Miami and Tampa case studies. *Cities*, 131, 103991. <https://doi.org/10.1016/j.cities.2022.103991>

Assignment 3 Due.

## **Class 7:Midterm Prep Midterm**

## **Class 8:Buyouts**

A.R. Siders. (2013). [“Anatomy of a Buyout Program -- New York Post-Superstorm Sandy.”](#) 16th Annual Conference on Litigating Takings Challenges to Land Use and Environmental Regulations. New York, NY: Vermont Law School.

## **Class 9: Midterm**

## **Class 10: Spatial Justice, Infrastructure**

## **Class 11: Ownership + Equitable development**

Guest speaker

**Class 12: Final Prep**

**Class 13: Final Review**

**GRADING RUBRIC**

**Class Participation:** 40%

**Discussion Leadership:** 10%

**Midterm:** 25%

**Final:** 25%

**Grades are determined by:**

	<b>Very good (High Pass)</b>	<b>Good (Pass)</b>	<b>OK (Low Pass)</b>	<b>Fail</b>
Overall	Student work and participation addresses all of the basic content and makes a sophisticated argument that is memorable and imaginative	Addresses almost all of the basic content + Active participant	Addresses some basic content. Minimal class participation.	Addresses a small amount of basic content (one item) and/or numerous digressions/errors. Does not participate in class sessions.
Participation	Deeply engaged in course conflict. Able to respond and articulate multi-faceted arguments. Responsive and dynamic.	Actively engaged; able to articulate and respond to sophisticated arguments.	Present but sometimes unfocused. May make arguments that are anecdotal or repetitive.	Not an active participant or unaware that the conversation has evolved.
Argument	Argument (text, graphic) is coherent, well organized, has a clear visual and written hierarchy, relevant to the task, interesting, adequately justified, and memorable—engages the reader/viewer with a lively mind; Implementable	Argument is coherent, well organized, relevant to the task, interesting, with adequate justification	Argument is fairly coherent, relevant to the task, and well organized with some evidence and qualifications	Some confusion/vagueness/parts that don't make sense/missed the point

Sources	Sources are cited (using author/date page); an interesting variety of sources used critically	Sources are cited; some are used critically	Some sources are missing	Sources are not cited
Writing	Writing largely free from errors; competently executed; memorable.	Perhaps (but not necessarily) some writing errors, but none critical for comprehension	More than a few writing errors that may impede comprehension	Many careless writing errors that may impede comprehension
Collaboration	Demonstrated leadership in creating and maintaining productive project management. Not only organized, adaptive, and systemic; but able to articulate productive methods for group problem-solving and decision making.	Organized, adaptive, and systemic. Able to articulate roadblocks with accuracy.	Performs tasks but perhaps unable to coach others.	Lost, disengaged and or unresponsive.
Graphics	Competently executed; memorable	Perhaps some problems with execution but conveys a message well.	Some confusions or problems with execution that affect comprehension	Many careless errors or paucity of content.

**ACADEMIC INTEGRITY**

You are expected to adhere to high standards of academic integrity as outlined in GSAPP’s [honor system](#). Helpful resources on how to avoid plagiarism may be found on the GSAPP’s plagiarism policy [website](#).

**Discussion Leadership:**

Students will rotate being prepared to prompt discussion for at least two class sessions. This will entail a deep reading of the materials assigned for the class, and preparation of questions, concerns, or additional ideas around the theme each week. Please be creative in finding ways to provoke a thoughtful conversation with your peers. Sign up [here](#).