

PLA6909 **Heritage, Education, and Urban Resilience:
Building Alternative Futures in Port-au-Prince, Haiti**
Advanced HP/UP Studio
Fall 2017, Tuesdays 2:00-6:00pm, 300 Buell North

Erica Avrami
tel: (212)854-8235
eca8@columbia.edu

William Raynolds
tel: 720-352-4949
wfr2103@columbia.edu

Office hours by appointment

“...Saving the Gingerbread Houses in Port-au-Prince would represent the conservation of a powerful and unique symbol of urban planning and architecture... Recently Haiti has gone through political upheaval, periods of violence and natural disasters that have had devastating effects on every aspect of the country’s historical, cultural and natural heritage. The Gingerbread Houses have not been immune to this overall deterioration. But paradoxically, the situation has at least given us the opportunity to speak out and show once again our unique creativity. In this sense, culture in general remains a factor for social integration, in that it is a uniting force, situating us in terms of our history, our collective memory and the present time. In return, memory and history nourish culture in its infinite variety of expression and show the way forward into the future. Making this cultural wealth the subject of research, creation and education can be hugely beneficial in recreating Haiti’s social fabric. In a country whose developing citizenship is looking for roots, culture can help transform our relationship with ourselves, with others and with our surroundings.”

Michèle Duvivier Pierre-Louis, Executive Director of FOKAL and former Prime Minister of Haiti,
“Restoration and Social Value of the Historic Gingerbread Houses,” *Museum International*

“Heritage...is more than just an issue of preservation, it is an issue of *use*, and of value in the wider meaning, of benefits – we should worry more about function not form or fabric, be more accepting of change, more content to keep the often intangible fundamentals of the past’s material remains rather than its sometimes more superficial fabric.”

Graham Fairclough
“What Was Wrong With Dufton? Reflections on Counter-Mapping: Self, Alterity and Community,”
Who Needs Experts? Counter-mapping Cultural Heritage, John Schofield ed.

“Social resilience is often found in places that have experienced deep challenges...Their all-too-routine, painful experiences of disruptions build a deep cultural memory of resilience.”

Andrew Zolli & Ann Marie Healy,
Resilience: Why Things Bounce Back

Background

After the devastating earthquake of January 12, 2010, an historic area of Port-au-Prince suffered notably less damage than many other parts of the city, and its older structures, known as Gingerbread houses, were not as prone to collapse as more recently constructed architecture (especially reinforced concrete buildings). These late 19C to mid-20C structures are icons of Haiti’s rich past and serve as important elements of its urban form and functionality. The Gingerbreads serve a range of uses, and in Port-au-Prince, they are particularly concentrated in a 1+ square mile area of varying density, form, and fabric. Early assessments undertaken after the earthquake found that traditional construction techniques proved seismically-resistant, thereby preventing many Gingerbread structures from collapsing.

The Haitian governmental agency in charge of heritage, l'Institut de Sauvegarde du Patrimoine National (ISPAN), prioritized this historic area for international conservation assistance directly following the earthquake, due to the high significance of the Gingerbreads. However, such assistance has been extremely limited in the years since the earthquake, as the state endured five years of political paralysis under the administration of Michel Martelly (2011-2016). Preservation of individual Gingerbreads has fallen to NGOs and other private entities. World Monuments Fund (WMF) included the Gingerbreads on their World Monuments Watch, an advocacy platform to raise awareness for heritage at risk, in both 2010 and 2010. However the integrative function of the Gingerbread structures within the diverse urban environment and post-disaster context of Port-au-Prince has yet to be widely recognized.

A GSAPP advanced studio of UP, HP, and RED students undertook an assessment of the area in Fall 2015 (see [studio report](#)). The studio identified over 350 surviving Gingerbreads, concentrated in approximately ten nodes. As of 2015, 94% of the Gingerbreads were occupied, underscoring their enduring functionality within the urban context of Port-au-Prince. A key finding of the assessment was the integral, yet varying, role the Gingerbreads play in the built and social fabric of each node. Approximately two-thirds are still in residential use. The remainder of been adaptively reused for commercial and institutional purposes, with the largest percentage devoted to educational and cultural use. From university facilities to primary schools to arts institutions, the larger scale Gingerbreads and their generally sizable lots are highly conducive to educational adaptation. The 2015 studio found that such facilities have the potential to serve as vital anchor institutions within discrete neighborhoods/nodes.

However, despite their resilience and their cultural, economic, and environmental importance, over 400 Gingerbreads have been lost since the 1980s, more than fifty of which have been demolished or have fallen into ruin since the 2010 earthquake. There have been a number of factors contributing to this decline, including but not limited to the densification of Port-au-Prince in past decades, an increase in absentee property owners, decreased investment in maintenance, a lack of traditional building skills in the labor market, and limited availability of traditional construction materials, such as timber and lime.

Meanwhile, the area within and around the nodes recognized in 2015 has recovered faster than downtown Port-au-Prince, both because it suffered less damage from the earthquake overall and because it was less densely developed, offering opportunities to those looking to relocate from downtown. Land and property prices have been steadily rising in this area, and some Gingerbread owners, facing uncertainty in both the timeframe and cost necessary to restore their property, have elected to sell. Redevelopment of these lots generally involves removing the Gingerbread and replacing it with a new construction. Overall, there is discontinuity between the value and potential of the Gingerbreads and the changes afoot within the built environment of this historic and persistently dynamic area of Port-au-Prince.

Studio Aims and Scope

This studio will build upon the previous GSAPP assessment to explore the adaptive potential of Gingerbread heritage for educational and cultural purposes, specifically how the values of this heritage serve an integrative and catalytic function in relation to urban form and community resilience. While traditional preservation approaches would look to the conservation of original form and materiality, this studio will push beyond the binary option of “save or not save” by examining a range of scenarios for adapting and reactivating this heritage toward greater societal and environmental benefit.

This studio will focus largely on one of the aforementioned nodes: Pacot. Pacot is characterized by 25 Gingerbreads, of which nearly a third are abandoned, representing the highest concentration of

unoccupied Gingerbreads among all nodes in this historic area of Port-au-Prince. Most of the occupied Gingerbreads in the neighborhood/node are large private residences surrounded by imposing walls, creating an isolated pedestrian corridor cum experience along the streets. In contrast to these inhabited Gingerbreads, those that are uninhabited have high visual accessibility, significantly contributing to the streetscape, the connectivity of the neighborhood, and the view sheds afforded by Pacot's hilly terrain.

The Haitian Education and Leadership Program (HELP) has purchased two of these unoccupied Gingerbreads and their surrounding property, in order to develop a campus for its students, who are enrolled in various Port-au-Prince universities. MASS Design Group is currently developing a master plan for the campus, which seeks to retain the existing Gingerbreads and includes new facilities that will combine the traditional knowledge and forms of the Gingerbreads with innovative technology and design, thereby – in the words of former Prime Minister Michèle Duvivier Pierre-Louis -- building "Haiti's future to the dimensions of its past." The development of this new campus and its activation of the Gingerbreads represents an important opportunity for creative placemaking that can engage the community and strengthen urban resilience.

The study of Pacot will explore how the Gingerbreads on HELP's campus and others within the node can support such creative placemaking, beyond physical conservation. This examination will be augmented with comparative analyses of other nodes for which educational or cultural institutions serve as potential anchors, including the Rue du Travail (which includes the Maison Dufort) and Rue M (which includes the Maison Chenet and International School of Dance of Viviane Gauthier), where the Fondation connaissance et liberté (FOKAL) and others have invested in revitalizing Gingerbreads for such purposes. Since the cultural and educational programming at these three houses is currently at a point of inflection due to recent, current, or future conservation projects, the study will also consider the relative strengths and weaknesses of other cultural and educational institutions identified in the 2015 survey that are housed within a Gingerbread or have incorporated a Gingerbread into their campus.

This GSAPP studio will supplement these efforts by exploring their relationship to the broader built and social fabric of the neighborhood/node and proposing ways in which the reactivation of Gingerbread heritage for cultural and educational purposes might foster social engagement/inclusion, neighborhood accessibility (physical and visual), creative placemaking, and investment.

It is anticipated that the studio will include the following:

- Assessment of community needs, interests, resources, and players within Pacot (the new HELP campus neighborhood) – specifically through the development of community interview/focus group questions and protocols, and implementation in the field
- Additional interviews with the organizations and individuals engaged with the cultural/educational Gingerbreads in comparative nodes (Rue du Travail, Rue M, etc.)
- Interviews with the organizations and individuals engaged with additional cultural/educational institutions in Port-au-Prince
- Mapping and visual studies of the architectonic and spatial form of the nodes/neighborhoods under study, identifying opportunities and challenges for improved urban form through re-integration of the Gingerbreads (both occupied and unoccupied)
- Analysis of the availability of public space and use of the streetscape within these neighborhood contexts
- Additional geospatial data collection (as needed) and analysis of the Gingerbreads and the surrounding urban context
- Review and analysis of distribution of key educational and cultural facilities in the study area that do NOT involve a Gingerbread, but may play a role in strengthening the Gingerbread network

- Historical and socio-economic data review and analysis, with an eye toward building upon existing financing proposals for Gingerbread reuse and developing additional creative financing options and management strategies (such as ownership registries) for their reintegration at a neighborhood scale
- Comparative case studies to explore other examples of cultural/educational adaptation of historic properties and creative placemaking in Haiti and other contexts, including their funding strategies, integration within existing neighborhoods, tactics for community engagement, adaptations and reinvention of physical form, etc.
- Scenario planning to explore the wide range of options for preserving the values (not isolated to fabric) of Gingerbread heritage and maximizing societal benefits through contemporary use.
- Development of proposed interventions and/or programs that enhance the form and resilience of the neighborhood/community through reactivation of Gingerbread heritage for educational/cultural ends.

Learning Objectives and Didactic Method

This advanced studio seeks to develop student skills in mapping, assessing, and integrating cultural heritage as an instrumental component of sustainable urbanization, community development, and social-spatial justice. As a project-based studio, students work collaboratively to research, analyze, and propose recommendations for future action, compiling findings in a collective final report.

The studio is multi-disciplinary, engaging students from Historic Preservation, Urban Planning, and Real Estate Development. As an advanced studio, this course is a facilitated learning experience. Through independent and collective research, data collection, and analysis, the students will shape the direction of the study and its ultimate proposals, in consultation with studio collaborators (see below). Specific learning objectives include:

- Working collaboratively on a client-driven project and report
- Locating and aggregating relevant data resources
- Developing rapid survey and data collection methods appropriate to a challenging field environment
- Mapping and visualization of urban and heritage data
- Scenario planning to explore the range of options for preserving the values associated with the Gingerbreads, beyond their materiality and original form,
- Developing and effectively communicating proposals for the integration of heritage values within broader urban planning efforts.

The work of the semester will be compiled into a report (text and graphics) that will be prepared collaboratively by the students (see below). The findings and proposals incorporated in the report will be presented by the students at a final presentation on **Tuesday, December 12, 4-6pm**.

Travel

*The studio will involve a 1-week fieldwork mission to Port-au-Prince. Students are expected to **depart on Saturday, September 30 and to return on Saturday, October 7.***

Given the environment of Haiti, students should be prepared for challenging, though culturally fascinating, conditions in the field. A separate TRAVEL BRIEF has been compiled to help students prepare for the trip.

Collaborators

[Haitian Education and Leadership Program \(HELP\)](#) – HELP’s mission is to create, through merit and needs based scholarships, a community of young professionals and leaders who will promote a more just society in Haiti. HELP has purchased property, containing two gingerbread houses, within a prominent Gingerbread neighborhood that will serve as a new campus for its students. HELP students will work in tandem with GSAPP students during the studio’s fieldwork in Port-au-Prince.

[MASS Design Group](#) – MASS is an architecture firm based in Boston, MA and Kigali, Rwanda, that aims to improve people’s lives through design. Their work in the US and internationally focuses on leveraging architecture, as well as the design and construction processes, to become engines for better health, economic growth, and long-term sustainability. They are designing the masterplan for HELP’s new campus.

[Fondation connaissance et liberté \(FOKAL\)](#) – FOKAL is the Open Society Foundation in Haiti and has been promoting the revitalization of the Gingerbreads through the restoration of the Dufort and Chenet houses, which are serving as training hubs for local artisans in traditional construction techniques. They recognize the need to think beyond individual buildings if the neighborhood is to recover and develop sustainably.

[World Monuments Fund \(WMF\)](#) – WMF has advocated for the preservation of Haiti’s Gingerbread heritage through its World Monuments Watch. WMF also undertook one of the first assessments of damage in the historic area after the 2010 earthquake (see [assessment](#)) and have partnered with FOKAL in the training of artisans at the Maison Dufort (see [training report](#) and related [tech briefs](#)).

Course Requirements and Evaluation

Performance in the course will be evaluated on the following:

- Class participation
- Individual research, texts, and visuals/maps
- Contributions to: collective research/texts/visuals/maps, data management, development of field/survey/interview protocols, scenario planning, organizational and editorial management
- Fieldwork in Haiti (Sept 30 – Oct 7)
- Contributions to the Final Presentation
- Contributions to the Final Report
- *All students are required to complete IRB training by the start of the semester (see p. 11).*

Key Dates

Sept 19	Preparatory research reports due
Sept 30 – Oct 7	Fieldwork in Haiti
Oct 17	Scenario proposal abstracts due
Nov 14	Proposals due
Nov 21	Report contributions due
Dec 12	Final presentation
Dec 15	Finalized report contributions due to student editors
Dec 18	Final report due to faculty

Course Schedule

The following serves as a provisional week-by-week roadmap for the course. The studio and the schedule will evolve based on the data collected, findings, and student skills and capacities.

- Sept 5 Course Introduction
Course scope and deliverables, background information on project and partners, review of past efforts & available data, review of nodes of study, introduction to Kobo (field data collection program), travel preparation
- Preparatory Research - Individual & Group Assignments:
- Background Research (1-2 people)
- Architectural and urban history re: Gingerbreads
 - Post-earthquake efforts re: Gingerbreads
- Financing Tools (explanation) & Cases (illustrative re: Creative Placemaking and Heritage Adaptation/Reactivation for Educational/Cultural Use (1-2 people per topic)
- Diaspora bonds
 - Community bonds
 - Social impact bonds
 - Public private partnerships
 - Revolving loan funds and community lending
 - Revenue generating adaptations
- Gingerbreads & Urban Form (2+ people)
- Review and summary of GIS data and visual resources for study nodes and cultural/education Gingerbreads + analysis of distributions, typologies, etc.
 - Review of Quartier pour Haiti project
 - Exploration of additional visual & geospatial data to collect in the field re: urban form, use, etc.
 - Field survey & photography strategy/proposal
 - Kobo development
- Community Engagement (1-2 people)
- Resident (nodes) and institutional (educational/cultural) data collection needs
 - Illustrative cases (Parc Martissant, Jacmel placemaking project, others)
 - Interviews/community meeting strategy/proposal
 - Interview questions
 - Kobo development
- Sept 12 Group discussion and collective development of ideas for:
- Financing cases
 - Resident interviews/data collection
 - Educational/Cultural institution data collection
 - Data collection on urban form
 - Cases re: heritage that is not preserved through traditional physical strategies
- Crits re: individual and group research deliverables

- Sept 19 [Written reports on individual and group assignments due](#)
- Guest Discussant: Conor Bohan, HELP Executive Director (5-6 pm)
HELP aims and interests at new campus (institutional and community-oriented)
- Collective Development
- *Flyer*
 - *Familiarization with hand-held GPS units*
 - *Test/critique of Kobo field survey/interview forms*
 - *Review data collection protocols*
- Sept 25 Written assignments returned with faculty comments
- Collective Development
- *Survey refinement and development of French version for Haitian counterparts*
 - *Team divisions/ preliminary area assignments and survey plan*
 - *Travel info/emergency protocol*
- Sept 30 – Oct 7 Fieldwork in Haiti
- Oct 10 Fieldwork debrief
Data migration and compilation
Discussion of issues, trends, next steps, questions
Scenario planning exercise to explore range of options for heritage activation
Collective mapping of process forward in terms of analysis of data and development of proposals
- Oct 17 [Written abstracts of scenario proposal idea\(s\) due](#)
Brief in-class presentations of proposal idea(s) and linkages/groupings
- Oct 24 Scenario proposal abstracts returned with faculty comments
Scenario spectrum/options refinement
Preliminary report structure/components and table of contents
Final report tasks and assignments
- Oct 31 Scenario proposal development + Individual/group proposal crits with faculty
- Nov 7 *No Class*
- Nov 14 [Proposal texts/graphics due](#)
Brief presentations/discussion of contributions in class
- Nov 21 [All individual report contributions \(texts and images\) due](#)
Strategy for report integration
All students to read all contributions over Thanksgiving break
- Nov 28 Texts returned with faculty comments
Report integration strategy finalized, individual assignments updated
Final presentation development and assignments

- Dec 5 Final presentation run-thru with faculty
- Dec 12 Final presentation (to be confirmed)
- Dec 15 Final report texts and images due to student editors @ 12noon
- Dec 18 Final combined report texts and images due to professors @ 5pm

Readings and Resources

The following are intended to provide a **starting point** for student research.

On Course Reserves (PLA6909) in Avery Library:

Corvington, Georges. *Port-au-Prince au cour des an* – 4 volumes (volumes II & III most relevant).
Montreal: CIDIHCA, 2001-2007.

The Now Institute, Thom Mayne, et al. *Haiti Now*. The Now Institute, 2014.

FOKAL. *Espaces de Parole: Parc de Martissant*. 2014.

Phillips, Anghelen Arrington. *Gingerbread Houses : Haiti's Endangered Species*. Edition sponsored by Citibank, 1984

Pointl, Johannes, editor. *Destination sud, Haïti: une approche en réseau vers un tourisme durable = A nodal approach towards sustainable tourism*, Columbia University. Graduate School of Architecture, Planning, and Preservation, 2012.

School of Architecture, Planning, and Preservation, Urban Planning Program. *Haiti , basic needs, democracy, development* (3 vols.), Spring 1987.

Deeb, Robert, et al. *Ressources documentaries*. Port-au Prince: Atelier d'urbanisme, 1986.

Office national du tourisme et des relations publiques, Haïti. *Inventaire général des ressources touristiques*, 1984.

On Lion Drive:

Gingerbreads & Heritage

Michèle Duvivier Pierre-Louis. "Restoration and Social Value of the Historic Gingerbread Houses," *Museum International*, 62 (4), 2010.

Avrami, Erica (editor). *Preserving Haiti's Gingerbread Houses: 2010 Earthquake Mission Report*. New York: World Monuments Fund, 2011.

Devauges, Roland. "Une capitale antillaise: Port-au-Prince (Haïti)." *Les Cahiers d'Outre-Mer*. Tome VII (1954). pp 105-136.

Estime, Régine. *Les Dentelles d'Octave* (thesis). 1986.

Jardin, Lisandre. *Gingerbread: Patrimoine de Port-au-Prince?* (thesis). Université Libre de Bruxelles. 2014

Régulus, Samuel. "Haitian Heritages and the Need to Foster Cultural Diversity," *Museum International*, 62 (4), 2010.

Rigaud, Cadelon. "Promenades dans les rues de Port-au-Prince." Port-au-Prince: Cheraquit, 1927.

HELP Gingerbreads/Campus

Build Change, Existing Buildings Structural Assessment Report

MASS Design, Haitian Education leadership Program Campus Masterplan, April 11, 2017 Draft.

HELP Campus RFP

Draft Condition Report for 13 Rue Garoute

Financing for Gingerbread Heritage/Creative Placemaking

Dorsainvil, Daniel. *Saving the Gingerbread Architectural Heritage in Port-au-Prince: A Financial Strategy based on "Flagships."* FOKAL and The Open Society Institute.

Federal Reserve Bank of San Francisco. Creative Placemaking. *Community Development Investment Review*. Volume 10, Issue 2, 2014.

Kresge Foundation. Financing the Nexus of Arts and Community Development – convening Report. 2015. http://www.instituteccd.org/uploads/iccd/documents/financing_arts_and_culture.pdf

National Endowment for the Arts. *How To Do Creative Placemaking*. Washington, DC: NEA Office of Public Affairs, November 2016. https://www.arts.gov/sites/default/files/How-to-do-Creative-Placemaking_Jan2017.pdf

Reinvestment Fund. Targeting Investment in the Arts (Parts 1-4). 2016. <https://www.reinvestment.com/impact/research-publications/?topic=creative-economy>

Urban/Landuse Planning & Policy

Comité Interministériel d'Aménagement du Territoire (CIAT), *Lois et Règlements d'Urbanisme: Guide du Professionnel*, juillet 2013.

Peirce, Neal. "Creative Ideas for Ravaged Port-au-Prince," *Nation's Cities Weekly*. March 14, 2011.

Quartiers pour Haiti – project documentation.

Morne-à-Tuf - project documentation.

Jean Julien, Olsen. "Port-au-Prince: Historical Memory as a Fundamental Parameter in Town Planning," *Museum International*, 62 (4), 2010.

Irazábal , Clara. Revisiting Urban Planning in Latin America and the Caribbean. Regional study prepared for Revisiting Urban Planning: Global Report on Human Settlements 2009.

UN-HABITAT. *Strategic citywide spatial planning: A situational analysis of metropolitan Port-au-Prince, Haiti*. 2009.

Haiti Data

Anglade, Georges. Atlas critique d'Haïti / par Georges Anglade. Montréal, Québec : ERCE & CRC, 1982.

Global Facility For Disaster Reduction And Recovery (GFDRR). Haiti Profile.

Global Facility For Disaster Reduction And Recovery (GFDRR). Haiti Earthquake 2010: Recovery from a Mega Disaster (Recovery Framework Case Study), August 2014.

World Bank. *Social Resilience and State Fragility in Haiti*. Washington, DC: The World Bank, 2007.

IHSI + Herrera, Javier, et al. L'évolution des conditions de vie en Haïti entre 2007 et 2012: La réplique sociale du séisme.

Institut Haitien de Statistique et d'Information. Enquête sur les Conditions de Vie en Haïti (reports & appendices)

Earthquake Engineering Research Institute Reconnaissance Team. "Performance of Buildings in the Haiti Earthquake," *Building Safety Online*, April 2010.

Tobin, Kathleen. "Population Density and Housing in Port-au-Prince: Historical Construction of Vulnerability," *Journal of Urban History*. 39(5), 2013.

Resilience

Jha , Abhas K., Todd W. Miner, and Zuzana Stanton-Geddes (eds). *Building Urban Resilience Principles, Tools, and Practice*. Washington, DC: The World Bank, 2013.

Global Facility For Disaster Reduction And Recovery (GFDRR). *Community-led Partnerships for Resilience*. Washington, DC: The World Bank, 2015.

Global Facility For Disaster Reduction And Recovery (GFDRR). *Resilient Recovery: An Imperative for Sustainable Development*. Washington, DC: The World Bank, 2015.

Arnold, Margaret, and Sergio de Cosmo. *Building Social Resilience Protecting and Empowering Those Most at Risk*. Washington, DC: The World Bank, 2015.

Shah, Fatima, and Rederica Ranghieri. *A Workbook on Planning Resilience in the Face of Disasters*. Washington, DC: The World Bank, 2013.

World Bank. *Risk and Opportunity: Managing Risk for Development*. Washington, DC: The World Bank, 2013.

World Bank et al. *Open Data for Resilience Initiative - Field Guide*. June 2014.

Additional Links to Data Sources:

Geospatial resources:

<http://haitidata.org/>

FOKAL Gingerbread database:

https://creator.zoho.com/fokalproject/gingerbread-survey/login/zc_email=eca8@columbia.edu

https://creator.zoho.com/fokalproject/gingerbread-2/login/zc_email=eca8@columbia.edu

(password: Gingerbread2015)

Haiti data and programs:

<http://www.ihsi.ht/>

Resilience Cases:

<https://www.gfdrr.org/publications>

Historical Materials:

<http://sites.duke.edu/haitilab/>

Institutional Review Board (IRB) CITI Training – Human Subject Research

The online course is set up as a series of modules, most required and some elective. For your electives, please select Students in Research and International Research. For each module, you will be given text to read, then a series of questions to answer. All of the information needed to answer the questions is in the text, and you can do the training in multiple sittings.

First time users will need to complete the CITI registration using the following link: <http://www.citiprogram.org>

1. On the CITI Homepage, click "Register" and complete the registration. When selecting a password, be aware that CU staff have access to CITI passwords **so choose something other than your UNI password**. *Be sure to accurately enter your Columbia email and UNI to ensure you receive proper credit.*
2. When asked to "Select Curriculum," check "Human Subjects Protection Training" and answer the questions about your current and future research. *You will be conducting Social and Behavioral research. You will not be conducting research with minors, nor is this research FDA-regulated, so you can answer "no" to both.*
3. You will be directed to the Main Menu. Under Columbia University/My Courses you will see your Learner Group course; under Status it will say Not Started.
4. Click Enter; you will be directed to the Gradebook for your course.
5. Complete the Integrity Assurance Statement before beginning the course.
6. Complete all Required Modules and the indicated number of Elective Modules. **Note: you do not need to complete the entire course in one sitting.**

For answers to frequently asked questions, see: http://www.columbia.edu/cu/compliance/pdfs/HSP_FAQs.pdf