



ES/AT/US315 URBAN DESIGN AND SUSTAINABILITY
IES Abroad Milan

DESCRIPTION:

Four momentous changes occurring within the first two decades of the 21st century are having a lasting effect on our planet: (1) More people now live in cities than in the countryside, unprecedented in human history; (2) there is now scientific consensus that human activity is a powerful, adverse contributor to climate change; (3) a new energy revolution is underway — replacing the previous model created by the Industrial Revolution — that is based on a search for alternative, renewable energy generation and sustainable living; (4) the COVID-19 pandemic has fundamentally challenged our appreciation of how cities can and should function and, as a result, added a new dimension to our notion of sustainability. The intention of this course is to research the myriad consequences of these radical changes to the city and explore how urban design is adapting to address these changes to create more sustainable cities and communities. Our health crisis and our environmental crisis turn out to be linked in interesting ways. Although we will address many types of cities worldwide, the main urban case study will be Milan.

CREDITS: 3

CONTACT HOURS: 45

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: none

METHOD OF PRESENTATION:

- In class lectures with visual content,
- discussions,
- site visits,
- and Moodle will be used to enhance students' learning experiences.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Course engagement - 10%
- Assignments - 15%
- Midterm Exam - 20%
- Group Research Project and Presentation - 30%
- Final Exam - 25%

Course Engagement

An essential part of the learning will be done in class through discussions and presentations of case studies. Students are expected to participate actively in these discussions and contribute their experiences and learning from the assigned readings, assignments, and lecture material.

Assignments

Students are expected to complete individual and group challenges and exercises. These tasks are designed to reinforce the learnings from each class session, establishing both a solid knowledge base and a practical foundation for the final group project.

Midterm and Final Exams

Both exams consist of multiple-choice and open-ended essay questions based on the course material, required readings, and class discussions. The Midterm exam will focus on the content covered during the first half of the semester. It will include three multiple-choice questions and four essay questions, primarily assessing the understanding of the concepts discussed.



The Final exam will include three multiple-choice questions covering material from the first half of the semester. Additionally, it will have two essay questions focusing on the main concepts introduced in the second half of the semester and two essay questions aimed at evaluating analytical and practical knowledge of the topics covered in the second half of the semester.

Group Research Project and Presentation

Students will be introduced to a project site in Milan, where they will analyze its urban elements, considering their current social and environmental sustainability and health impacts. They will develop both short-term and long-term solutions to improve the site through tactical and permanent interventions, taking into account the various aspects of urban design and its impact covered in the course. Students will compile their research, analysis, and proposed solutions into a single presentation, which will be presented in the final class session as a 15-minute group presentation.

LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:

- explain the problems facing cities during the next few decades and some proposed solutions to these problems, whether they are technical, political, social, economic, or aesthetic;
- describe Italian approaches to green or sustainable design, having seen a variety of examples of progressive architecture and urbanism in Milan;
- evaluate the varieties of urban transformation in other cities, using Milan as a comparative model;
- demonstrate how the principal forces of human occupation, positive and negative, affect contemporary urban development;
- and understand the ideas in the emerging debate about how the post-pandemic city has been transformed, and how disease will play a factor in the design and organization of cities in the future.

ATTENDANCE POLICY:

As a member of our class community, you are expected to be present and on time every day. Attending class has an impact on your learning and academic success. For this reason, the IES Abroad Milan attendance policy allows for the following number of absences, which are intended to be used for physical and mental health reasons:

- THREE (3) absences in each Italian language course,
- TWO (2) absences in each Area Studies course,
- ONE (1) absence in each seminar course or course meeting 1 day a week,
- ZERO (0) absences in each course of individual music instruction.

Every absence beyond this allowance will automatically result in a penalty of 2 percentage points off the final grade. SEVEN (7) absences will result in a failing grade in Italian language and Area Studies courses. FOUR (4) absences will result in a failing grade in seminar or 1-day-a-week courses. Failure to attend a scheduled exam, test, quiz, or presentation will automatically result in an F grade on that assessment.

ACADEMIC INTEGRITY:

Students are expected to abide by the IES Abroad Code of Academic Integrity. All work submitted by a student for academic credit should constitute the student's own original work. Any work submitted for academic credit may be subject to review by a textual similarity detection service for the detection of plagiarism and AI usage.

CONTENT:

Session	Content	Assignments
Week 1 <i>Session 1</i>	Course introduction + Creative session - Framing the main contents of the course and exploring the student's expectations and motivations - Presentation of team members	
Week 1 <i>Session 2</i>	Sustainability and Urban Design - Sharing session: Participatory discussion on the reading and watching list - Urban design definition - Urban design concepts - The big picture of sustainability: What are SDGs, and how do they relate to urban design? - Sustainability in the context of urban design and built environment	Reading and watching list: - Kevin Lynch, "the image of the environment" in the Image of the City (pp. 1-13)- <i>Mandatory</i> The Power of Architecture Bill Chomik TEDxCalgary- <i>Mandatory</i>
Week 2 <i>Session 1</i>	Fossil Fuels and Climate Change - Sharing session: Participatory discussion on the reading and watching list - Why city design matters? - What causes climate change and what are its impacts - Cities as contributors to climate change and cities' vulnerabilities to climate impact - Tool-learning session: - Looking at root causes - Crisis and opportunity: From challenge to action - Participatory discussion on possible solutions	Reading and watching list: - Consumerism, Self-Creation, and Prospects for a New Ecological Consciousness by Clive Hamilton (Article, 5 Pages) - <i>Mandatory</i> - Cities and Climate Change: Making the Links Sara Hughes TEDxUofT - <i>Mandatory</i> - Bill McKibben, "A Very Hot Year," in The New York Review of Books, March 12, 2020. (5 pages)- <i>Recommended</i> - Thomas L. Friedman, "Today's Date: 1 E.C.E. Today's Weather: Hot, Flat, and Crowded," in Hot, Flat, and Crowded 2.0 (New York: Picador, 2009). (pp. 63-84)- <i>Recommended</i>
Week 2 <i>Session 2</i>	Case Studies: Las Vegas vs New York City—H2O Agonistes - Sharing session: Participatory discussion on the reading list; students sharing their research findings with the class - City design and climate change: Climate mitigation and climate adaptation through design - Case study presentation - Climate mitigation: Walkability, density, compact building models - Climate adaptability: flooding vs. Water scarcity	Assignment: Group challenge #1 Based on your group choice, look at either New York or Las Vegas. Investigate the specific climate issues faced by the city, the strategies implemented to mitigate or adapt to these challenges, and the architectural and urban design solutions that support these efforts. Based on your findings, create a 7–9 slide presentation that outlines your research and insights. Be prepared to present your findings to your colleagues in a clear and concise 5-minute presentation. Reading and watching list: Want to fight climate change? Try making it easier to walk - <i>Mandatory</i>

	- o Social structures: building communities to face climate crisis • Participatory discussion: Why do we need to “think globally” and “act locally”?	• <u>Why turning cities into ‘sponges’ could help fight flooding-</u> <i>Mandatory</i> • Nicole Huber and Ralph Stern, “Las Vegas—From Excess to Environment,” in Return of Landscape, Donata Valentien, ed. (Berlin: Jovis Verlag, 2010). (pp. 161-171) - <i>Recommended</i> • David Owen, “Embodied Efficiency,” in Green Metropolis (New York: Riverhead Books, 2009). (pp. 203-47) – <i>Recommended</i>
Week 3 <i>Session 1</i>	High-performance sites • Sharing session: Participatory discussion on the watching list • Context Forgotten: The Rise of Archi-stars and Signature Buildings • The Role of context in the built environment’s sustainability • Tool-learning session: Analyzing urban context and components • Participatory discussion: Does your city design respect its context?	Reading and watching list: • Contextual Design; Creating Connection and Calm Shane Coen TEDxWilmington- - <i>Mandatory</i> • Barefoot Social Architecture: Towards a Sustainable Urban Future Yasmeen Lari TEDxLCWU - <i>Mandatory</i> • The Promise – Architect BV Doshi – <i>Recommended</i> • Lisa Hescong, “Necessity,” in Thermal Delight in Architecture (Cambridge: MIT Press, 1985). (pp. 1-17)- <i>Recommended</i> • Carol J. Burns, “High-Performance Sites,” in Site Matters: Design Concepts, Histories, and Strategies (New York: Routledge, 2005). (pp. 297-310)- <i>Recommended</i>
Week 3 <i>Session 2</i>	Course-related trip (Sent for approval) Milan’s Green and Sustainable Transformation	Reading list: • Laura Storm, ed., “Cities,” chapter of Guide to Sustainability: Exploring the Sustainable Society of Tomorrow (Copenhagen: Project Green Light, 2011). (pp. 40-69) -<i>Mandatory</i>
Week 4 <i>Session 1</i>	The Comfort Zone/Low-Tech vs. High-Tech Design • Sharing session: Students sharing their research findings with the class • Learning from the past: A look at vernacular Architecture and Design and thermal comfort • Participatory discussion: What is the current situation, and how do we balance thermal comfort and design? • Participatory discussion: How high-tech design is impacting the city, the people, and the environment?	Assignment: Individual challenge #1 Analyze and reflect on Milan's development over the past 100 years, drawing on insights from the field trip and what you have learned in class so far. In your analysis, address the following questions: Are these changes sustainable? How do they impact Milan’s climate adaptation and mitigation efforts? What improvements would you suggest to enhance their positive impact? Who benefits from these changes? How accessible are these spaces for all Milanese residents, particularly those from marginalized communities? How can cities ensure that sustainable development addresses not only environmental goals but also social equity? Be sure to provide specific examples and connect your reflections to the concepts and frameworks discussed in class. You may choose one of the following mediums for your

		submission: 1. Written Essay (500 words) 2. Short Video with Explanation (2-3 minutes) 3. PowerPoint Presentation (5-7 slides) 4. Any other creative format that effectively communicates your understanding Reading and watching list: • Lisa Heschong, "Necessity," in Thermal Delight in Architecture (Cambridge: MIT Press, 1985). (pp. 1-17)- <i>Recommended</i> • Reyner Banham, The Architecture of the Well-tempered Environment (Second Edition, Chicago: University of Chicago Press, 1984). - <i>Recommended</i>
Week 4 <i>Session 2</i>	Urban Ecology • Sharing session: Students sharing their research findings with the class • The role of Nature in cities • Participatory discussion: Living in harmony with nature vs. controlling nature • Urban ecology and urban resilience • Examples and best practices	Assignment: Group challenge #2 Based on your understanding of the last session presentation, research two modern architectural examples in similar climatic conditions. In one example, thermal comfort is achieved through low-tech design strategies (key-words contemporary vernacular), while in the other, it is achieved through high-tech (LEED-certified buildings) solutions. Compare and contrast these examples, examining the advantages and disadvantages of each approach in a 7-10 page presentation. You will present your findings in the class. Your analysis should include the following: <i>Introduction: Provide a brief overview of both case studies.</i> <i>Environmental Sustainability: Which case study is more environmentally sustainable? Explain your reasoning.</i> <i>Social Sustainability: Which case study is more socially sustainable? Provide examples to support your answer.</i> <i>Climate Adaptation: Which example addresses the climate challenges of its region more effectively?</i> <i>Contextual Integration: Which example better respects and responds to its local context? How?</i> Reading list: • Rem Koolhaas, "Junk Space," in Content (Köln: Taschen, 2004). (pp. 162-171) - Recommended • Timothy Beatley, "Why Study European Cities?" introduction to Green Cities of Europe (Washington DC: Island Press, 2012). (pp. 1-28) - Recommended • Michael Sorkin, "Eutopia Now!" Harvard Design Magazine (Nr. 31), Fall/Winter 2009. (pp. 6-21) - Recommended • Mike Davis, Planet of Slums (New York: Verso, 2006). - Recommended

Week 5 <i>Session 1</i>	Milan Ecology/Policy Practices • Sharing session: Participatory discussion on the reading list • Introduction to Milan's PGT • Nature-based solutions, ecological networks, and railway parks • Circularity and Sustainability through urban regeneration projects and Community gardens • Eco-friendly urban mobility and mobility sharing programs • Participatory discussion: How can we create nature-based solutions where various pillars of sustainability are respected?	Reading list: • Robin Wall Kimmerer, "Learning the Grammar of Animacy," in Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants (Minneapolis: Milkweed Editions, 2013). <i>Mandatory</i> • <u>The global movement to restore nature's biodiversity</u> Thomas Crowther-<i>Mandatory</i> • <u>3000-year-old solutions to modern problems</u> Lyla June TEDxKC- <i>Mandatory</i> • Burdett Ricky and Deyan Sudjic, eds., The Endless City (London: Phaidon, 2007). - <i>Recommended</i>
Week 5 <i>Session 2</i>	Case Studies: Dubai vs Lagos—Instant and Mega-Cities • Sharing session: Students sharing their individual challenge with the class • Case study presentation and discussion on challenges of rapid urbanization • Participatory discussion: Is Dubai's model of development sustainable? Can Lagos overcome its infrastructural challenges through informal sector growth? What is the solutions? • Recap and Q&A about mid-term exam	Reading list: • Mike Davis, "Sand, Fear, and Money in Dubai," in Evil Paradises: Dreamworlds of Neoliberalism (New York: The New Press, 2007). (pp. 48-68) - <i>Mandatory</i> • George Packer, "The Megacity: Decoding the Chaos of Lagos," in The New Yorker, November 13, 2006. (pp. 64-75) - <i>Mandatory</i> • Mathias Agbo, Jr., "Letter from Nigeria: Covid and the African City," in Common Edge, June 8, 2020. (6 pages) - <i>Recommended</i>
Week 6 <i>Session 1</i>	Midterm	
Week 6 <i>Session 2</i>	Environmental Inequity and Justice • Review and Recap on the mid-term exam • Sharing session: Participatory discussion on the reading and watching list • Participatory discussion: Why do we need equity and justice in an urban context? • Equitable development vs. gentrification • Hostile architecture and urban design vs. looking at the root cause • Racial segregation and redlining • Participatory discussion: Top-down or bottom-up? How to look for solutions.	Reading and watching list: • Bryan Lee Jr., "America's Cities were Designed to Oppress," Bloomberg CityLab, June 3, 2020. (5 pages) -<i>Mandatory</i> • <u>What we don't understand about gentrification</u> Stacey Sutton TEDxNewYork -<i>Mandatory</i> • Anthony Flint, "The Destiny of Density: Affordability, Equity, and the Impacts of an Insidious Virus," The Lincolnist, The Lincoln Institute of Land Policy, June 24, 2020. (pp. 8-15) - <i>Recommended</i> • <u>How to Revitalize a Neighborhood -- Without Gentrification</u> Bree Jones TED- <i>Recommended</i>

Week 7 <i>Session 1</i>	Inclusive Urbanism • The current state of cities: Are today's cities inclusive? • Participatory discussion: Why do we need inclusive urbanism? Students sharing their thoughts based on the group exercise #3 • Universal design, inclusive design, participatory design • Cities for all: How to design cities for belonging • Participatory discussion: Impacts of Social sustainability on the City's environmental and economic sustainability and vice versa	Assignment: Group challenge #3 Engage in meaningful conversations with a group of your choice to gather insights into their preferences, needs, and challenges concerning public spaces. Compile your findings into a document. In the next session, you are going to use this information to decide with your group mates how to design public spaces for your specific group of persons.
Week 7 <i>Session 2</i>	Sustainable Futures for the 21st-Century City • Sharing session: Students sharing their ideas with the class and discussing the possible sustainable solutions for the 21st century based on their watching list • Looking outside of the box, what are the root causes of climate change, inequality, and poverty? • Development, urban development, and sustainability • The importance of zooming in and out when solving world problems	Reading and watching list: • <u>How we can design timeless cities for our collective future-Mandatory</u> • Michael Specter, "The Climate Fixers" in The New Yorker, May 14, 2012. (7 pages) - <i>Recommended</i> • Kyle Chayka, "How the Coronavirus will Reshape Architecture," The New Yorker, June 17, 2020. (16 pages) - <i>Recommended</i> • Dunham-Jones Ellen and June Williamson, Retrofitting Suburbia: Urban Design Solutions for Redesigning Suburbs (New Jersey: John Wiley & Sons, 2009). - <i>Recommended</i>
Week 8 <i>Session 1</i>	Sanitation and Public Health in the 19th Century • Participatory discussion: Students sharing their thoughts based on the reading and watching list: "Is health the absence of disease?" • Public health definition evolution since the 19th century • Participatory discussion: Is public health a social justice issue? Discussing the importance of participation and inclusion in achieving public health in cities • Interconnectedness and Environmental psychology: the impact of architectural spaces on people's physical and mental health ○ Healthy housing and public space ○ Food security, obesity, and urban design ○ Mental health, community, and urban design ○ Safety, crime rates, and urban design • Best practices presentation	Reading and watching list: • <u>Healthy and thriving cities demand social, economic, human and planetary well-being</u> By WHO (World Health Organization) -<i>Mandatory</i> • <u>Public Health As An Urban Solution Leana Wen TEDxBaltimore</u> -<i>Mandatory</i> • Thomas Fisher, "Frederick Law Olmsted and the Campaign for Public Health," in Places Magazine, November 2010. (4 pages) - <i>Recommended</i>

Week 8 <i>Session 2</i>	The Urban Impact of Covid-19 - Participatory discussion: Students sharing their thoughts based on the reading list: "How have pandemics shaped and changed cities?" - The impacts of Covid 19: Case studies from around the world - Crisis and change: Pandemics pushing for agile urban and policy changes - Creation of group project teams - Recap: Analysis and synthesis in urban design	Reading list: - Richard Florida, "The Lasting Normal for the Post-Pandemic City," Bloomberg CityLab, June 25, 2020. (9 pages) -<i>Mandatory</i> - Elizabeth Kolbert, "Pandemics and the Shape of Human History," in The New Yorker, March 30, 2020. (9 pages) -<i>Recommended</i> - Meehan Crist, "What the Coronavirus Means for Climate Change," The New York Times, March 27, 2020. (4 pages) – <i>Recommended</i>
Week 9 <i>Session 1</i>	Milan's Urban Planning after Covid 19 - Sharing session: Participatory discussion on the watching list - Public space and participatory approaches to urban design - Low-cost redevelopment and tactical urbanism in Milan - Consultation on the Group projects	Group project: Step 1 - Initiation of group project work (neighbourhood level analysis) Reading and watching list: - The Place Man documentary (2024) -<i>Mandatory</i> <u>The human scale documentary (2012)</u> -<i>Recommended</i> - Patrick Sisson, "What is a 15-Minute City?" City Monitor, September 21, 2020 (7 pages) -<i>Recommended</i>
Week 9 <i>Session 2</i>	Course-related trip (Sent for approval) Exploratory walk within Milan's Participatory projects Walking tour through Milan's participatory projects (2h)	Reading list: Jeff Speck, Walkable Cities (New York: Farrar, Straus and Giroux, 2012) - <i>Recommended</i>
Week 10 <i>Session 1</i>	Final project site visit and study - Students sharing the individual challenge with the class - Project site visit and data collection (via Monte Rosa) - Street level analysis - Consultation on group projects	Group project: Step 2 - Completion of the neighbourhood level analysis/ - initiation of street level analysis Individual challenge #2 During the field study trip, we passed through many spaces. Some were existing urban environments, while others were recent interventions, such as those under the Piazze Aperte project. Your task: Journal your feelings as we move through these different spaces. For each space, note: - What you felt (emotionally, physically, mentally) - What factors may have contributed to that feeling

		(both spatial—e.g. scale, noise, seating, vegetation—and non-spatial—e.g. social interaction, memory, movement patterns, personal associations) Use your notes to create a collage presentation, or any other creative format (e.g. photo journal, mind map, audio commentary, etc.) that brings your reflections together. We'll present and discuss your observations during the next session.
Week 10 <i>Session 2</i>	Urban Design and Sustainability – Solutions for a Better Future? • Innovation and why we need it • The evolution of world views • Consultation on group projects	Group project: Step 3 • Completion of analysis and synthesis process • Initiation of design process
Week 11 <i>Session 1</i>	Working on the final presentation	Group project: Step 4 • Development of urban design solutions (strategy, tactical, permanent)
Week 11 <i>Session 2</i>	Final presentation and discussion on final exam • Group presentations • Class discussion and review of the course concepts	

COURSE-RELATED TRIPS:

*Please note that guest lectures and course-related trips are subject to change based on the availability of lecturers or guides

- **Exploratory walk within Milan's Green and Sustainable Transformations**
- **Exploratory walk within Milan's Participatory projects**

REQUIRED READINGS AND VIEWINGS:

The required readings and viewings are noted above in the syllabus. The readings will be available as PDF downloads from Moodle, and the viewings will be accessible through clickable links in both the syllabus and Moodle.

- Kevin Lynch, "the image of the environment" in the Image of the City (pp. 1-13)
- Thomas L. Friedman, "Today's Date: 1 E.C.E. Today's Weather: Hot, Flat, and Crowded," in Hot, Flat, and Crowded 2.0 (New York: Picador, 2009). (pp. 63-84)
- Lisa Heschong, "Necessity," in Thermal Delight in Architecture (Cambridge: MIT Press, 1985). (pp. 1-17)
- Laura Storm, ed., "Cities," chapter of Guide to Sustainability: Exploring the Sustainable Society of Tomorrow (Copenhagen: Project Green Light, 2011). (pp. 40-69)
- Robin Wall Kimmerer, "Learning the Grammar of Animacy," in Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants (Minneapolis: Milkweed Editions, 2013)
- Bryan Lee Jr., "America's Cities were Designed to Oppress," Bloomberg CityLab, June 3, 2020. (5 pages)
- Healthy and thriving cities demand social, economic, human and planetary well-being By WHO (World Health Organization)
- Elizabeth Kolbert, "Pandemics and the Shape of Human History," in The New Yorker, March 30, 2020. (9 pages)
- Richard Florida, "The Lasting Normal for the Post-Pandemic City," Bloomberg CityLab, June 25, 2020. (9 pages)

- The Power of Architecture | Bill Chomik | TEDxCalgary
- The global movement to restore nature's biodiversity | Thomas Crowther
- What we don't understand about gentrification | Stacey Sutton | TEDxNewYork
- How we can design timeless cities for our collective future | Vishaan Chakrabarti
- Public Health As An Urban Solution | Leana Wen | TEDxBaltimore
- The Place Man documentary (2024)

RECOMMENDED READINGS:

The recommended readings is intended to help students gain a deeper understanding of the topics discussed in class throughout the semester and assist with their research for individual and group assignments.

- Bill McKibben, "A Very Hot Year," in The New York Review of Books, March 12, 2020. (5 pages)
- Carol J. Burns, "High-Performance Sites," in Site Matters: Design Concepts, Histories, and Strategies (New York: Routledge, 2005). (pp. 297-310)
- Reyner Banham, The Architecture of the Well-tempered Environment (Second Edition, Chicago: University of Chicago Press, 1984)
- Rem Koolhaas, "Junk Space," in Content (Köln: Taschen, 2004). (pp. 162-171)
- Timothy Beatley, "Why Study European Cities?" introduction to Green Cities of Europe (Washington DC: Island Press, 2012). (pp. 1-28)
- Michael Sorkin, "Eutopia Now!" Harvard Design Magazine (Nr. 31), Fall/Winter 2009. (pp. 6-21)
- Mike Davis, Planet of Slums (New York: Verso, 2006).
- Burdett Ricky and Deyan Sudjic, eds., The Endless City (London: Phaidon, 2007)
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- George Packer, "The Megacity: Decoding the Chaos of Lagos," in The New Yorker, November 13, 2006. (pp. 64-75) -
- Mathias Agbo, Jr., "Letter from Nigeria: Covid and the African City," in Common Edge, June 8, 2020. (6 pages) -
- Nicole Huber and Ralph Stern, "Las Vegas—From Excess to Environment," in Return of Landscape, Donata Valentien, ed. (Berlin: Jovis Verlag, 2010). (pp. 161-171)
- David Owen, "Embodied Efficiency," in Green Metropolis (New York: Riverhead Books, 2009). (pp. 203-47)
- Anthony Flint, "The Destiny of Density: Affordability, Equity, and the Impacts of an Insidious Virus," The Lincolnist, The Lincoln Institute of Land Policy, June 24, 2020. (pp. 8-15)
- Michael Specter, "The Climate Fixers" in The New Yorker, May 14, 2012. (7 pages)
- Kyle Chayka, "How the Coronavirus will Reshape Architecture," The New Yorker, June 17, 2020. (16 pages) -
- Dunham-Jones Ellen and June Williamson, Retrofitting Suburbia: Urban Design Solutions for Redesigning Suburbs (New Jersey: John Wiley & Sons, 2009).
- Thomas Fisher, "Frederick Law Olmsted and the Campaign for Public Health," in Places Magazine, November 2010. (4 pages)
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