COURSE DESCRIPTION

1. GENERAL

SCHOOL	ENVIRONMENT, GEOGRAPHY AND APPLIED ECONOMICS		
DEPARTMENT	GEOGRAPHY		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE		**SEMESTER**	6
COURSE TITLE	**SUSTAINABLE, SAFE AND RESILIENT CITIES**		

TEACHING ACTIVITIES STRUCTURE	**TEACHING HOURS PER WEEK**	**NUMBER OF CREDITS ALLOCATED (ECTS)**
Theory courses- Seminars/ Student works progress evaluation	3	5

TYPE OF COURSE	Elective course of scientific specialization and skills development
PREREQUISITES	-
LANGUAGE OF INSTRUCTION	GREEK
COURSE OFFERED TO ERASMUS STUDENTS	YES IN ENGLISH (If required)
(URL)	

2. EXPECTED LEARNING OUTCOMES

Learning outcomes
The course "Sustainable, Resilient and Safe Cities" is structured by theory courses and seminars focusing on the preparation of the group assignment which students will effectuate/make. The purpose of the course is to deepen out the principles, criteria and programs for the development of sustainable, resilient and safe human settlements (cities, refugee camps), with a specific focus on the recovery period after environmental, man-made, housing and health crises. The principles and criteria of social and environmental justice as well as of equal access to resilience resources are the cornerstones of this vision. In the context of the course and the preparation for the student written assignment, the students: 1) familiarize themselves with the criteria, tools and methods for diagnosing development problems in urban areas and cities from the point of view of sustainable development, social resilience and safety, 2) practice into the interpretation and analysis of the above problems (environmental, social, economic, institutional) according to the principles and criteria of sustainable development, social resilience and social innovation, 3) recognize good and bad practices in urban development, resilience and safety programs in light of conservation of natural and cultural capital, intra-generational and intergenerational equity, eradication of poverty and social exclusion, environmental and housing justice, protection of basic human rights (including the right to housing and the city,

especially after crises), the satisfaction of basic needs, the assurance of an open, broadly participatory governance system, etc.,
4) are able to leverage old and new innovative tools and processes to correct these problems and advance the goal of urban sustainable development, resilience and safety before and after crises, and
5) understand the city's relationship with safety – both as an individualized and a collective condition – in light of a multidimensional and multi-level combination of socio-economic and physical parameters.

The semester student assignment includes presentations of student work.

General knowledge and skills

Theoretical knowledge
Critical and analytical thinking
Promotion of free, creative and inductive thinking
Autonomous work
Work in an interdisciplinary environment, in the sense that knowledge from various scientific areas is required and utilized
Search, analysis and synthesis of data and information
Collective work experience

3. COURSE PROGRAMME

Program of course lectures

- The concept of sustainable development and its contradictions
- Economic, social, cultural, environmental and political dimensions of Sustainable Development
- Rio and Johannesburg Conferences, Agenda 21, United Nations 2030 Agenda for Sustainable Development
- The concept of (urban) resilience
- Social sustainability, social resilience, urban governance
- Strategic and local planning for urban sustainable development and resilience
- Issues of environmental/climate/housing justice, sustainable mobility, energy saving, environmental and cultural protection, participatory decision-making, co-production and coordination of projects
- The concept of vulnerability and safety
- Protection-recovery-reconstruction planning
- Networking, advocacy and alliances for the promotion of sustainable, resilient and safe cities
- Community architecture and (re)building of human settlements after "natural" and humanitarian crises
- National and European policies of urban sustainable development and resilience
- Sustainable, resilient and safe cities: case studies from Greece, Europe and the USA.

The student group work

The course assignment focuses on the analysis of current or completed projects, actions, texts or policy plans that promote/have promoted sustainability, resilience or safety objectives in the context of a Neighborhood, Municipal District or Municipality taking into account the wider context of social, economic, political, environmental, urban planning characteristics of the area under study.

4. EDUCATIONAL and LEARNING METHODS - EVALUATION

<table>
<tr><td>TYPE OF LECTURES</td><td>• Direct contact in the courses and seminars</td></tr>
<tr><td>ICT USE</td><td>Use of electronic infrastructure and software Internet-e-class.</td></tr>
<tr><td>TEACHING STRUCTURE</td><td>
<table>
<tr><th>Activity</th><th>Semester work burden</th></tr>
<tr><td>Lectures</td><td>30</td></tr>
<tr><td>Seminars</td><td>9</td></tr>
<tr><td>Group work</td><td>30</td></tr>
<tr><td>Individual work</td><td>56</td></tr>
<tr><td>Total Course</td><td>125</td></tr>
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<tr><td>ASSESSMENT METHODS</td><td>Assessment language: Greek

Assessment methods:

1. Successful development of a paper in written (print) form (60%)
2. Oral public presentation of the paper (40%)

The evaluation criteria are included in the Course Guide which is distributed at the beginning of the semester and is also uploaded on e-class.</td></tr>
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5. RECCOMENDED REFFERENCES

Βασενχόβεν Λ., Σαπουντζάκη Κ., Ασπρογέρακας Ε., Γιαννίρης Η., Παγώνης Θ. (2010), *Χωρική Διακυβέρνηση: Θεωρία, Ευρωπαϊκή Εμπειρία και η Περίπτωση της Ελλάδας,* Εκδόσεις Κριτική, Αθήνα.

Δελλαδέτσιμας, Π. (2009), *Ασφαλείς Πόλεις*, Αθήνα: Εξάντας.

Καυκαλάς, Γ., Βιτοπούλου, Α., Γεμενετζή, Γ., Γιαννακού, Α., & Τασοπούλου Α. (2016), *Βιώσιμες Πόλεις – Προσαρμογή και Ανθεκτικότητα σε Περιόδους Κρίσης*, Αποθετήριο «Κάλλιπος».

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Byrne, J., & MacCallum, D. (2020). Transgressing borders: Imagining environmental justice in spatial planning. *Planning Across Borders in a Climate of Change*, 189-204.

Davoudi, S., Shaw, K., Haider, L. J., Quinlan, A. E., Peterson, G. D., Wilkinson, C., ... & Davoudi, S. (2012). Resilience: a bridging concept or a dead end? "Reframing" resilience: challenges for planning theory and practice interacting traps: resilience assessment of a pasture management system in Northern Afghanistan urban resilience: what does it mean in planning practice? Resilience as a useful concept for climate change adaptation? The politics of resilience for planning: a cautionary note: edited by Simin Davoudi and Libby Porter. *Planning theory & practice*, 13(2), 299-333.

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Mega V.P. and Petrella R. (eds) (1997), *Utopias and realities of urban sustainable development: New alliances between economy, environment and democracy for small and medium sized cities,* Conference proceedings, Official Publications of the European Communities.

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Paidakaki, A., & Parra, C. (2018). "Housing for all" at the era of financialization; can (post-disaster) cities become truly socially resilient and egalitarian?. *Local Environment*, 23(10), 1023-1040.

Paidakaki, A., De Becker, R., De Reu, Y., Viaene, F., Elnaschie, S., & Van den Broeck, P. (2021). How can community architects build socially resilient refugee camps? Lessons from the Office of Displaced Designers in Lesvos, Greece. *Archnet-IJAR: International Journal of Architectural Research*, 15(3), 800-822.

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