Fall 2020
We know that you may be taking courses at multiple locations this semester. If you are enrolled in this course 100% remotely and are not a Go Local/Study Away student for this course site, please make sure that you’ve completed the online academic orientation via NYU Classes so you are aware of site-specific support structure, policies and procedures. Please contact the site academic staff (dc.academics@nyu.edu) if you have trouble accessing the NYU Classes site.

If you are attending in person, you will be assigned a seat on the first day and are expected to use that seat for the entire semester due to NYU COVID-19 safety protocol. Please note that you are expected to attend every class meeting in-person; however, this may change during the drop/add period if in-person student registration increases significantly or at any point during the semester if local COVID-19 regulations require additional physical distancing.

Instructor Information
- Victoria Kiechel, Architect and LEED AP; Faculty, Global Environmental Politics Program, School of International Service, American University
- Email: vk37@nyu.edu
- Telephone: 202-957-5763
- Office hours: by Zoom by appointment on Fridays and at other times upon request

Course Information
- Wednesdays 1:15 – 4:15 pm, in-person or by Zoom, with link accessible in the left-hand tool bar in our NYU Classes site
- NYU DC academic calendar

Course Overview and Goals
Course Description
In the wake of coronavirus and the Black Lives Matter movement, his field-intensive course explores the concept of urban “greening” by seeking to understand how built form, environment, culture, and politics intersect in cities, and how to activate this understanding to achieve the social and ecological change we need in this moment. The primary outcome of our learning will be a collaboratively-developed proposal for a specific green project for local implementation in Washington, DC. Our emphasis is on practice and activism, and secondarily, theory as it serves practice and activism.
Several questions are at the heart of our work. As we look at comparative global case studies, we will ask, “What does it mean to *green* a city? How can *greening* be defined and applied broadly as a universal practice, and not just as an activity for the privileged few?” In the course of our local field work, we will ask, “What does it mean to *green* Washington, DC? How can we respond effectively to the changing ecology, culture, and politics of this place and time, and address the issues of Washington, DC’s racialized past, in order to achieve a more equitable future?” In workshops and fieldwork, we will explore and apply tools of analysis from the fields of urban planning, policy, activism, sustainable design, and the social and environmental sciences during the course of the semester.

**Upon completion of this course, students will be able to:**

- Know and practice principles and theories of urban ecology and urban social activism.
- Create and implement research, policy, and actions for improving urban ecological and social health, broadly conceived.
- Apply skills learned to the problems of cities and their human and non-human inhabitants.

**Course Requirements**

**Class Participation**

You are expected to attend class in person or remote synchronously. Your active participation in class and attendance will be reflected in this part of the course requirements.

Please thoughtfully add your voice to class discussions. Meaningful participation in class is defined as (1) weekly evidence of familiarity, in discussion and or through the chat window in Zoom, with the readings and concepts underlying them; (2) evidence of contributions to collaborative projects.

**Assignments 1 and 2**

Collaborative work in pairs on assignments scaffolding to final project.

**Assignment 3**

Case study development and presentation.

**Culminating Assignment and Presentation**

Collaborative development of final greening project and presentation.

**Assigned Readings**

All readings will be available as hyperlinks or as PDFs as posted to Classes.

**Grading of Assignments**

The grade for this course will be determined according to the following formula:
Letter Grades
Letter grades for the entire course will be assigned as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
<th>Percent</th>
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<tr>
<td>A</td>
<td>4.00</td>
<td>94-100</td>
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<td>A-</td>
<td>3.67</td>
<td>90-93</td>
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<td>B+</td>
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<td>B-</td>
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<td>C-</td>
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<td>D+</td>
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View Grades
Midterm and final grades will be posted through Albert.

Primary Sources
Please note the following: (1) all readings will either be posted as PDFs to our Classes site, or available through hyperlinks in the “Topics and Assignments” table of this syllabus; (2) the
Topics and Assignments table lists these readings in abbreviated form, by author and title, for the sake of concision. Sources include the following books:


Resources

- **Access your course materials:** [NYU Classes](nyu.edu/its/classes)
- **Databases, journal articles, and more:** [Bobst Library](library.nyu.edu)
- **Assistance with strengthening your writing:** [NYU Writing Center](nyu.mywconline.com)
- **Obtain 24/7 technology assistance:** [IT Help Desk](nyu.edu/it/servicedesk)

Course Schedule

Topics and Assignments (note field workshops [every other week through October] and expect appearances by two or more guest speakers over Zoom)

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topics and Assignment Due Dates</th>
<th>Readings</th>
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<tr>
<th>Week/Date</th>
<th>Topics and Assignment Due Dates</th>
<th>Readings</th>
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</table>
| Session 4 30-Sept-20 | Closing “the climate gap”: global and local theories and models of equitable development. **Field workshop.**  
1. Biophilia and global health for all  
2. Social equity and the climate gap  
3. Equity across the species  
| Session 5 7-Oct-20 | Making cities work like nature: green and blue infrastructure  
1. The concept of “ecosystem services”  
<p>| Session 7 21-Oct-20 | Design workshop. | Stanford d.school <a href="https://dschool.stanford.edu/">Design Thinking</a> Bootleg deck, and as posted to Classes. |</p>
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| **Session 8**<br>28-Oct-20 | **Field workshop.** Greening ecological and public health  
1. Infectious disease and sanitary infrastructure  
2. Remediation of soil, air, and water  
3. The physical and mental greening of urban humans  
4. Endangered urban species  
4. DC Health People 2020 Leading Health Indicator (LHI) Dashboard [https://dchealth.dc.gov/node/1294361](https://dchealth.dc.gov/node/1294361) |
| **Session**<br>10-11-Nov-20 | **Case study presentations**  
Readings to be determined by presenters (each of you: one short article or blog post). | |
| **Session 11**<br>18-Nov-20 | Urban buildings and infrastructure in the context of climate change  
3. Living Building Challenge (LBC) and Leadership in Energy and Environmental Design (LEED) materials as uploaded to Classes. |
Course Policies

Hygiene/Physical Distancing Policies
- Students will be assigned/choose a seat on the first day of class. For NYU COVID-19 Safety protocols, please use the same seat for the duration of the semester.

Attendance and Tardiness
Studying at Global Academic Centers is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. To ensure the integrity of this academic experience, class attendance at the centers or online through NYU Classes if the course is remote synchronous/blended, is expected promptly when class begins. Unexcused absences will affect students' semester participation grade. If you have scheduled a remote course immediately preceding/following an in-person class, you may want to discuss where at the Academic Center the remote course can be taken. Students are responsible for making up any work missed due to absence. Repeated absences in a course may result in failure.

[Include this if your course will have excursions/trips]
Please note that for classes involving a field trip or other external visit, transportation difficulties are never grounds for an excused absence. It is the student's responsibility to arrive at the announced meeting point in a punctual and timely fashion. Staff members may always be reached by cell phone for advice regarding public transportation.

Reporting Absences:
1. Report the absence to NYU DC Academics via the [online absence form](#).
2. Contact your instructor of the class(es) affected.
3. Follow up with NYU DC Academics (dc.academics@nyu.edu) to provide any necessary documentation regarding the absence.

Absences can ONLY be excused if they are reported using the form above (this is a key step, but there may be other conditions—see below—such as providing documentation, as well).

You can use the online Absence Form to report absences for both medical and non-medical reasons (see below).

- Students should NOT approach their class instructor for an excused absence (you need to consult with a member of the Academics team instead). However, students should contact their class instructor to discuss catching up on missed work.
- Students are responsible for making up any work missed due to absence. This means they should initiate email and/or office hour discussions to address any missed lectures and assignments and arrange a timeline for submitting missed work.

Medical Absences:
- If you are unable to attend a class due to ill health, you must provide details of your illness and class(es) missed to NYUDC staff using the online Absence Form WITHIN 24 HOURS of your first missed class.
- Please do not use the form to report a medical emergency or to request urgent assistance. In a medical emergency, call 911 and ask for an ambulance. NYU DC staff are available and happy to offer additional support, whatever time of day, especially if you’re hoping to make a doctor’s appointment. If you would like to speak to a member of staff to request support with a medical problem, please call the NYU Washington, DC emergency phone.

Non-Medical Absences:
- If you have to miss class for an unavoidable, non-medical reason you must provide use the online Absence Form at least SEVEN DAYS PRIOR to the date(s) in question.
- If in doubt about whether your reason might be approve-able, please speak to a member of the NYUDC Academics staff (dc.academics@nyu.edu).
- NYU DC adheres to the [University Calendar Policy on Religious Holidays](#).

NYU DC staff carefully monitor student attendance and absence records. In most cases, full completion of the online Absence Form will be sufficient to excuse your absence. However, in certain circumstances (such as a missed examination/presentation or missing multiple days of class) you will need to provide additional information and arrange a meeting with a member of NYUDC academics team about your absence before it can be excused.

**Classroom Etiquette/Expectations**

- For Zoom participation, please be mindful of your microphone and video display during synchronous class meetings. Ambient noise and some visual images may disrupt class time for you and your peers.
- If you are not using your cell phone to follow the lesson, cell phones should be turned off or in silent mode during class time.
- Make sure to let your classmates finish speaking before you do.
- Please do not eat during class and minimize any other distracting noises (e.g. rustling of papers and leaving the classroom before the break, unless absolutely necessary).
• If deemed necessary by the study away site (i.e. COVID related need), synchronous class sessions may be recorded and archived for other students to view. This will be announced at the beginning of class time.
• Students should be respectful and courteous at all times to all participants in class. Consider using the chat function or “raise hand” function in order to add your voice to class discussions especially if leaving the video on presents challenges.

Final Exams (not applicable to this course)

Final exams must be taken at their designated times. Should there be a conflict between final exams, please bring it to the attention of the site Academic representative as soon as this is known to facilitate alternate arrangements. Final exams may not be taken early, and students should not plan to leave the site before the end of the finals period.

Late Assignment

1) Written work due in class must be submitted during the class time to the professor.
2) Late work should be emailed to the faculty as soon as it is completed.
3) Late work will be reduced for a fraction of a letter grade (e.g., A to A-, A- to B+, etc.) for every day it is late, including weekends.
4) Written work during the semester that is submitted 5 days after the submission date (including weekends) without an agreed extension fails and is given a zero.
5) Students who arrive to class late for an exam do not have automatic approval to take extra time to complete the exam.
6) Students who miss an exam (including the final) without previously arranged permission will receive a zero on that exam.
7) Assignments due during finals week that are submitted more than 3 days without previously arranged extensions will not be accepted and will receive a zero. Any exceptions or extensions for work during finals week must be discussed with the Site Director.

Incomplete Grade Policy

An “incomplete” is a temporary grade that indicates that the student has, for good reason, not completed all of the course work. This grade is not awarded automatically nor is it guaranteed; rather, the student must ask the instructor for a grade of “incomplete,” present documented evidence of illness, an emergency, or other compelling circumstances, and clarify the remaining course requirements with the instructor.

In order for a grade of “incomplete” to be registered on the transcript, the student must fill out a form, in collaboration with the course instructor and the academic administration at the site; it should then be submitted to the site’s academic office. The submitted form must include a deadline by which the missing work will be completed. This deadline may not be later than the end of the following semester.

Academic Honesty/Plagiarism

As the University's policy on "Academic Integrity for Students at NYU" states: "At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others." Students at Global Academic Centers must follow the University and school policies.
The presentation of another person’s words, ideas, judgment, images, or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism.

NYU DC takes plagiarism very seriously; penalties follow and may exceed those set out by your home school. All your written work must be submitted as a hard copy AND in electronic form to the lecturer. Your lecturer may ask you to sign a declaration of authorship form.

It is also an offense to submit work for assignments from two different courses that is substantially the same (be it oral presentations or written work). If there is an overlap of the subject of your assignment with one that you produced for another course (either in the current or any previous semester), you MUST inform your professor.

For guidelines on academic honesty, clarification of the definition of plagiarism, examples of procedures and sanctions, and resources to support proper citation, please see:

- NYU Academic Integrity Policies and Guidelines
- NYU Library Guides

**Religious Observances**

Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. This is for the holiday only and does not include the days of travel that may come before and/or after the holiday.

Students must notify their professor and the local Academics team in writing via email at least 7 days before being absent for this purpose.

**Inclusion, Diversity, Belonging and Equity**

NYU is committed to building a culture that respects and embraces diversity, inclusion, and equity, believing that these values – in all their facets – are, as President Andrew Hamilton has said, “…not only important to cherish for their own sake, but because they are also vital for advancing knowledge, sparking innovation, and creating sustainable communities.” At NYU DC, we are committed to creating a learning environment that:

- fosters intellectual inquiry, research, and artistic practices that respectfully and rigorously take account of a wide range of opinions, perspectives, and experiences; and
- promotes an inclusive community in which diversity is valued and every member feels they have a rightful place, is welcome and respected, and is supported in their endeavors.

**Moses Accommodations Statement**

Academic accommodations are available for students with documented and registered disabilities. Please contact the Moses Center for Student Accessibility (+1 212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance. Accommodations for this course are managed through the site sponsoring the class once you request it.
About Your Instructor

The goal of my practice as an architect, professor, and researcher is to activate social change to improve the well-being of all. I pursue this goal by creating programs, policies, architectural and urban form, and forums for student engagement and experiential learning.

In addition to being an academic fellow and instructor at NYU DC, I teach sustainable design and urbanism at American University’s (AU) School of International Service in Washington, DC (https://www.american.edu/sis/faculty/kiechel.cfm). The inaugural recipient of AU's Most Innovative Green Teacher of the Year award, I created and lead the hands-on, local-scale sustainable design practicum for AU's graduate students, an alternate to writing the Master of Arts thesis.

I serve as architect to people and institutions in need of affordable sustainable design. For the Washington, DC Capitol Hill School Libraries Project, I designed the library for Maury Elementary School and I am the architect for the Mexican-American Legal Defense and Educational Fund's Washington, DC offices near 16th and K Streets, NW. Recent work includes an affordable Living Building Challenge house for a dense urban site in Washington, DC, a Biophilic home created to meet onsite all of its energy and potable water, and a measure of its food supply, needs.

In my work for the Cadmus Group, an environmental consultancy, I enable the creation of high-performing new and existing buildings, cities, and the policies that support them. As project manager, my clients have included the U.S. Green Building Council, U.S. EPA's ENERGY STAR program, the Appalachian Regional Commission, the Smithsonian Institution, the States of Wisconsin and Arkansas, Arlington County, Virginia, and TripAdvisor, the world's largest travel website.

Finally, I gratefully acknowledge the people and institutions that have helped and continue to help me on my path: the universities from which I graduated (Yale College, Oxford University, and the Harvard University Graduate School of Design), the Rhodes Scholarship and the Rhodes Trust for funding and other support, three personal mentors of abiding influence (Rafael Moneo, architect; David Broder, journalist; and Eric Stanley, Rawlinson and Bosworth Professor of Anglo-Saxon at Oxford), my dear family (parents Walter and Mary Kiechel, brothers Walter and Conrad Kiechel, and children Laura Kiechel Reston and James Kiechel Reston), my friends and neighbors, and my beloved students. Eternal thanks and love to you all.