



## **Term-I (2018-19)**

### **Faculty Profile**

**Course title-** Vulnerability and Built Environment



**Dr. Renu Desai**

She is a senior research fellow at the Centre for Urban Equity, CEPT University. She holds a PhD in architecture from the University of California, Berkeley. Her research examines urban transformation, urban informality and housing in Indian cities, with a focus on questions of equitable development and urban citizenship.

In Ahmedabad, she has studied the intersections of urban redevelopment, globalization and politics; the dynamics around slum eviction and resettlement; water and sanitation access and politics; gender mobility; and seasonal labour migration focusing on migrants' multilocal lives and urban policy. She has also carried out research on sanitation in Mumbai's informal settlements and on informal housing and land tenures in Nagpur and Guwahati.

Renu has published several book chapters and journal articles on her research, and is co-editor of *Urbanizing Citizenship: Contested Spaces in Indian Cities* (New Delhi: Sage 2012). She has also taught qualitative research methods and urban history with a focus on the nineteenth century to the present as visiting faculty at CEPT University.



**ANANT  
NATIONAL  
UNIVERSITY**  
॥ प्रज्वालितो ज्ञानमयः प्रदीपः ॥

**A N A N T  
FELLOWSHIP**  
SOLUTIONARIES FOR THE BUILT ENVIRONMENT

## **Course Name: Vulnerability and the Built Environment**

**Faculty Name: Renu Desai**

**Number of credits: 1**

### **1) Course brief / Abstract:**

What are the social and economic vulnerabilities existing in our built environments? What factors and dynamics produce them? What role does the built environment play in producing and shaping different vulnerabilities? How do socially and economically vulnerable groups experience the built environment and how do they contribute to shaping the built environment as they cope with and seek to reduce their vulnerability? This course explores these questions through short lectures, reading-based seminar discussions, and mapping exercises. It helps students build frameworks to critically analyse and understand the relationship between different social and economic vulnerabilities and the built environment, and begin to link this to interventions in the built environment by different actors, particularly the state, but also the private-sector and civil society.

Engagement with the reading material, participating in discussions in class, and doing the in-class exercises and two assignments is mandatory.

### **2) Course Objectives:**

- Sensitize students to the vulnerabilities that exist in the spaces and environments created by human actions.
- Equip students with frameworks to critically analyze and understand the dynamics and processes that produce vulnerabilities in the built environment and how different vulnerable groups shape the built environment.
- Encourage students to critically analyse interventions that aim to address different vulnerabilities and create more equitable environments.

### **3) Prerequisites:**

The student should take this course with an openness to different viewpoints, respect for their classmates and their views, and determination to engage rigorously and critically with the topic and lecture/reading material. Reading all of the assigned reading material is mandatory – if the student is struggling to complete the readings, they should discuss with the faculty during the course and not at the end.

#### 4) Learning Outcomes:

The course would help students develop empathy for vulnerable groups and teamwork through the assignments. The critical frameworks developed through the course would also feed into how students approach problem-solving.

#### 5) Schedule:

<i>Day</i>	<i>Session 1 (Duration: 1 hour)</i>	<i>Session 2 (Duration: 1 hour)</i>	<i>Session 3 1 hour</i>
<b>1. September 14</b>	<i>Introduction and Concepts</i> <i>Themes covered:</i> <ul style="list-style-type: none"> <li>• <i>Defining and conceptualizing vulnerability</i></li> <li>• <i>Discussing kinds of vulnerabilities</i></li> <li>• <i>Why should these different vulnerabilities matter?</i></li> </ul> <i>In-class exercise on identifying and analyzing vulnerabilities in relation to the built environment</i> <i>Introduction of the course objectives, session-wise themes, expectations (participation, readings, assignments), forming groups for Assignment 1.</i>		
<b>2. September 17</b>	<i>Poverty, informality and housing related vulnerabilities</i> <i>Themes covered:</i> <ul style="list-style-type: none"> <li>• <i>Poverty related vulnerabilities in urban areas, focusing on the housing spaces of the urban poor</i></li> <li>• <i>Dynamics leading to informal housing spaces and related vulnerabilities</i></li> </ul> <i>Student presentations of the readings</i> <i>In-class mapping exercise of housing related vulnerabilities and dynamics leading to them</i>		
<b>3. September 18</b>	<i>Poverty, informality and housing related vulnerabilities (continued)</i> <i>Themes covered</i> <ul style="list-style-type: none"> <li>• <i>Dominant lenses and discourses through which informal housing spaces are viewed.</i></li> <li>• <i>Alternative lenses through which to view informal housing spaces.</i></li> <li>• <i>Relationship of environmental discourses and practices, climate change, and housing related vulnerabilities faced by the poor</i></li> <li>• <i>Why should these vulnerabilities matter?</i></li> </ul> <i>Student presentations of the readings</i> <i>Revisiting Sept 17th in-class mapping exercise of housing related vulnerabilities and dynamics leading to them</i>		

<p><b>4.</b> <b>September</b> <b>19</b></p>	<p><i>Informal labour / work, the built environment and vulnerabilities related to livelihood spaces</i></p> <p><i>Themes covered:</i></p> <ul style="list-style-type: none"> <li>• <i>Concepts: informal sector, unorganized sector, informal labour/work – and locating informal work(ers) in India's political economy and examining their role in cities</i></li> <li>• <i>Informal work(ers) in public spaces (using the example of street vendors and waste pickers)</i></li> <li>• <i>Dominant lenses and discourses through which these public workspaces and informal workers are viewed, dominant practices through which these workers/workspaces are approached, and the resulting vulnerabilities</i></li> <li>• <i>The home as a space of (informal) work and housing approaches – and related vulnerabilities</i></li> <li>• <i>Why should these vulnerabilities matter?</i></li> </ul> <p><i>Student presentations of the readings</i></p> <p><i>In-class mapping exercise to understand informal work, their spaces and related vulnerabilities</i></p>	
<p><b>5.</b> <b>September</b> <b>20</b></p>	<p><i>Migrants and vulnerabilities in the built environment</i></p> <p><i>Themes covered:</i></p> <ul style="list-style-type: none"> <li>• <i>Understanding migration and migrants – data and discourses</i></li> <li>• <i>Dynamics of vulnerability among different migrant groups</i></li> <li>• <i>Seasonal and circular migrants, the spaces they inhabit, the nature of their occupations / livelihoods, and related vulnerabilities in the built environment</i></li> </ul> <p><i>Student presentations of the readings</i></p>	
<p><b>6.</b> <b>September</b> <b>24</b></p>	<p><i>Caste and religion-based vulnerabilities in the built environment</i></p> <p><i>Themes covered:</i></p> <ul style="list-style-type: none"> <li>• <i>Caste- and religion-based spatial segmentation in Indian cities and discrimination in terms of access to urban resources (housing, water etc)</i></li> <li>• <i>Dynamics leading to such segmentation and discrimination</i></li> <li>• <i>Vulnerabilities arising from such discrimination and segmentation</i></li> <li>• <i>Why should these vulnerabilities matter?</i></li> </ul> <p><i>Student presentations of the readings</i></p>	
<p><b>7.</b> <b>September</b> <b>25</b></p>	<p><i>Gendered built environments, Sexual orientation &amp; vulnerabilities</i></p> <p><i>Themes covered:</i></p> <ul style="list-style-type: none"> <li>• <i>Relevant concepts and current debates around gender and sexual orientation</i></li> <li>• <i>Ways in which built environments are gendered, experiences of built environments based on gender and sexual orientation, spatial practices of different genders and persons of different sexual orientations</i></li> <li>• <i>Gender-based and sexual orientation-based exclusions and vulnerabilities in the built environment</i></li> </ul>	

	<ul style="list-style-type: none"> <li>• <i>Why should these vulnerabilities matter?</i></li> <li>• <i>What could be done to reduce these vulnerabilities?</i></li> </ul> <i>Student presentations of the readings</i>	
<b>8. October 4</b>	<i>Intersections of vulnerabilities</i> <i>Themes covered:</i> <ul style="list-style-type: none"> <li>• <i>Concept of Intersectionality</i></li> <li>• <i>Differentiated experiences and vulnerabilities within the poor; among women of different classes and castes; etc</i></li> </ul> <i>Student presentations of the readings</i> <i>In-class exercise:</i> <i>What would the built environment look like if gendered experiences and needs were prioritised?</i> <i>Introduction of Assignment 2</i>	
<b>9. October 9</b>	<i>Age related vulnerabilities</i> <i>Themes covered:</i> <ul style="list-style-type: none"> <li>• <i>Vulnerabilities faced by children in the built environment, and vulnerabilities faced specifically by children in poverty</i></li> <li>• <i>Vulnerabilities faced by the elderly in the built environment</i></li> <li>• <i>Factors that create these vulnerabilities</i></li> <li>• <i>Why should these vulnerabilities matter?</i></li> </ul> <i>Student presentations of the readings</i>	
<b>10. October 11</b>	<i>Disability and the built environment</i> <i>Themes covered:</i> <ul style="list-style-type: none"> <li>• <i>Vulnerabilities faced by the disabled / differently abled</i></li> <li>• <i>Factors that create these vulnerabilities</i></li> <li>• <i>Why should these vulnerabilities matter?</i></li> </ul> <i>Interaction with invited guest (if possible)</i>	
<b>11. October 15</b>	<i>Student group presentations of Assignment 2 (weightage 50 marks)</i>	

## 6) Assignment Brief and Evaluation criteria:

<b>Class Participation</b>	<b>20 marks</b>	<i>What constitutes class participation:</i> <i>Participation in the class, by engaging with the lecture material AND the assigned readings (10 points)</i> <i>Doing the in-class exercises, and if called upon, to present the output of the exercise in class (10 points)</i>		
<b>Assignment</b>	<b>Weightage</b>	<b>Group/ Individual</b>	<b>Brief about the assignment</b>	<b>Form of Output</b>
<b>I.</b>	<b>15 marks</b>	<b>Group</b>	<i>10-minute Group presentation of the readings for one session. (all members of the group should be involved in the presentation, which should involve summarising key points of the</i>	<i>Presentation</i>

			<i>readings, sharing the group's views on the readings, and raising 2-3 questions for open discussion)</i>	
	<i>15 marks</i>	<i>Individual</i>	<i>Each member of the group to write a 800-1000 word response on two readings assigned for the session for which they are doing a group presentation.</i>	
<b>II.</b>	<i>50 marks</i>	<i>Group</i>	<p><i>10-minute Group presentation on any one vulnerable group, the vulnerabilities they face in the built environment, the dynamics that results in these vulnerabilities, what would the built environment look like if the experiences and needs of this group were prioritised to reduce their vulnerability?</i></p> <p><i>The presentation must include use of relevant visual material (e.g maps, photos, graphics etc). Preferably the presentation should not be a powerpoint but should be prepared on A-2 / A-1 sheets (to be discussed during class on October 4th).</i></p> <p><i>Preferably all group members should participate in making the verbal presentation. If this is not possible, contribution of each member to the assignment and making of the presentation panels should still be clear.</i></p>	<b>Presentation</b>

### 7) Grading Rubric:

<b>Grade</b>	<b>Expectation</b>
<b>A</b>	<p>Besides expectations mentioned for the A- grade:</p> <ul style="list-style-type: none"> <li>Outstanding grasp of concepts and analytical frameworks, and outstanding evidence of critical thinking</li> </ul>
<b>A-</b>	<ul style="list-style-type: none"> <li>Outstanding clarity, articulation and rigour of views and ideas during the class discussions and in the two assignments. There should also be evidence of grasp of concepts and analytical frameworks in these assignments.</li> <li>Doing all the assigned readings, based on which there should be active participation in the class in discussions on the readings.</li> <li>Serious engagement and effort during the in-class exercises.</li> <li>Critical thinking.</li> </ul>
<b>B+</b>	<ul style="list-style-type: none"> <li>Good clarity and articulation of views and ideas during the class discussions and in all assignments. There should be evidence of an effort to grasp concepts and analytical frameworks in these assignments.</li> <li>Doing all the assigned readings, based on which there should be active participation in the class in discussions on the readings.</li> <li>Serious engagement and effort during the in-class exercises.</li> </ul>

<b>B</b>	<ul style="list-style-type: none"> <li>Reasonable articulation of views and ideas during the class discussions and in all assignments. There should be evidence of an effort to grasp concepts and analytical frameworks in atleast one of the assignments.</li> <li>Doing at least 70-80% of the assigned readings, based on which there should be active participation in the class discussions on the readings</li> <li>Serious engagement and effort during the in-class exercises.</li> </ul>
<b>B-</b>	<ul style="list-style-type: none"> <li>Reasonable articulation of views and ideas during the class discussions</li> <li>Doing both assignments with atleast one assignment being done well.</li> <li>Doing at least 50-60% of the assigned readings, based on which there should be participation in the class discussions on the readings</li> <li>If not comfortable with participating actively in class, there should still be moderate participation. Also other evidence of doing the assigned readings (e.g. referring to them where relevant during the in-class exercises, referring to them in the assignments)</li> </ul>
<b>C+</b>	<ul style="list-style-type: none"> <li>Satisfactory articulation of views and ideas during the class discussions</li> <li>Both assignments should be done and at least one of the two assignments should be satisfactory.</li> </ul>
<b>C</b>	<ul style="list-style-type: none"> <li>Doing at least 50% of the assigned readings, based on which there should be moderate participation in class discussions of the readings or other evidence of having done the readings.</li> <li>If there is evidence of effort to do the work, then would give C+</li> </ul>
<b>C-</b>	<ul style="list-style-type: none"> <li>If effort is also not seen then would give a lower grade than C+.</li> </ul>
<b>D+</b>	<ul style="list-style-type: none"> <li>Minimum acceptable level of understanding of the course material.</li> </ul>
<b>D</b>	<ul style="list-style-type: none"> <li>If there is evidence of effort to do the work, then would consider giving D+</li> </ul>
<b>D-</b>	<ul style="list-style-type: none"> <li>However, if effort is also not seen then would give a lower grade.</li> </ul>
<b>F</b>	<ul style="list-style-type: none"> <li>Unacceptable level of understanding of the course material</li> </ul>

## 8) Samples of expected work:

*No samples*

## 9) Reading list and references:

### Session 1

1. TBD

### Session 2

1. TBD
2. TBD

### Session 3

1. U. Ramanathan (2006). "Illegality and the Urban Poor," *Economic and Political Weekly* 41:29, pp. 3193-3197.
2. Excerpts from V. Watson (2009). "The Planned City Sweeps the Poor Away...: Urban Planning and 21<sup>st</sup> Century Urbanisation," *Progress in Planning* 72, pp. 151-193.

### Session 4

1. Excerpts from S. Bhowmik (2010). *Street Vendors in the Global Urban Economy*, Delhi: Routledge.
2. J. Anjaria (2006). "Street Hawkers and Public Space in Mumbai," *Economic and Political Weekly* 41:21.
3. Excerpts from K. Gill (2012). *Of poverty and plastic: scavenging and scrap trading entrepreneurs in India's urban informal economy*, OUP.

4. Chikarmane, P. (2012). "Integrating waste pickers into municipal solid waste management in Pune, India," Women in Informal Employment Globalizing and Organizing (WIEGO), WIEGO Policy Brief (Urban Policies) No. 8.

#### Session 5

5. D. Mosse et al (2005), "On the Margins of the City: Adivasi Seasonal Migration in Western India" *Economic and Political Weekly* 40:28.
6. M. Jha and Pushpendra (2015), "Homeless Migrants in Mumbai: Life and Labour in Urban Space," in Cities, Rural Migrants and the Urban Poor – II, Mahanirban Calcutta Research Group, pp. 1-14.

#### Session 6

1. TBD
2. TBD – on the status of caste and religious segmentation in Indian cities and implications
3. N. Anand. (2012). "Municipal Disconnect: On Abject Water and its Urban Infrastructures," *Ethnography*, pp. 487-509.

#### Session 7

1. Chapter from H. Jarvis et al (2009). *Cities and Gender*, London: Routledge.
2. TBD
3. TBD

#### Session 8

1. TBD – on intersectionality
2. A. Anand and G. Tiwari (2006). "A Gendered Perspective of the Shelter-Transport-Livelihood Link: The Case of Poor Women in Delhi," *Transport Reviews*, 26:1, pp. 63-80.
3. V. Ayyar (2013). "Caste and Gender in a Mumbai Resettlement Site," *Economic and Political Weekly: Review of Women's Studies*, Vol. XLVIII, No. 18.

#### Session 9

1. Excerpts from NIUA (2016). *Status of Children in Urban India: Baseline Study 2016*, National Institute of Urban Affairs, New Delhi.
2. E. Riggio (2002). "Child-friendly Cities: Good Governance in the Best Interests of the Child," *Environment and Urbanization* 14:3, pp. 45-58.
3. TBD
4. TBD

#### Session 10

1. TBD
2. TBD

### 10) Resources and course requirements:

*Each student should come to class with 2-3 A3 sheets for the in-class exercises, one or more colour sketch-pens to work with on the in-class exercise, and pins to pin these sheets up.*

## Annexure

### Anant Fellowship Grading Rubric

Grade	Grade Point	Numerical Score
A	4	90-100
A-	3.7	85-89
B+	3.3	80-84
B	3	75-79
B-	2.7	70-74
C+	2.3	65-69
C	2	60-64
C-	1.7	55-59
D+	1.3	50-54
D	1	45-49
D-	0.7	40-44
F	0	<40

#### *What Grades Mean*

- A, A- : Excellent quality and full mastery of the subject. A grade of 'A' means extraordinary distinction.
- B+, B, B- : good comprehension of the module material, a good command of the skills needed to work with the module material, and the Fellow's full engagement with the module requirements and activities.
- C+, C, C- : adequate comprehension of the module material and the skills needed to work with the module material. Indicates the Fellow has met the basic requirements for completing assigned work and participating in class activities.
- D+, D, D- : barely satisfactory work indicating minimal command of the module materials and minimal participation in class activities.
- F : unsatisfactory and unworthy of module credit towards the degree.