



CITIES

and our Urbanizing World

A Workshop for Educators

JULY 31-AUGUST 3, 2017

Global Studies Outreach at Harvard University

Urbanization | Throughline Questions

1

What is a city?

2

How have cities developed across the globe? How has the rise of urbanization affected rural areas?

3

What opportunities and challenges does urbanization bring around the world?

4

What roles do the public and private sectors play in the process of urbanization?

5

How does urbanization impact local communities, families, and individuals?

This workshop was made possible in part by a Title VI National Resource Center Grant from the U.S. Department of Education.

Welcome!

On behalf of the Global Studies Outreach Committee, we are pleased to welcome you to Harvard University for our 2017 summer workshop for educators, “**Cities and Our Urbanizing World.**” As Edward Glaeser so precisely put it, “On a planet with vast amounts of space...we choose cities.”* Why do so many people choose to live in urban spaces? Is it really a choice for most? The reality is that more people are living in or moving to cities than ever before, and this migration from the rural to the urban presents challenges and opportunities that require the participation of individuals, communities, organizations, businesses, and governments (local, national, and multinational). The goal of the 2017 summer workshop for educators will be to investigate and make sense of these challenges and opportunities as a learning community and consider how best to communicate them to our students.

In order to support deep conversations around curriculum and pedagogy in addition to content, we have partnered again this year with Project Zero, a research group based at the Harvard Graduate School of Education. Guided by their mission to understand and enhance high-level thinking and learning across disciplines and cultures in our nation’s schools, Project Zero will help to provide the pedagogical underpinning to this year’s workshop, drawing upon their diverse research initiatives, including “Teaching for Understanding,” “Making Thinking/Learning Visible,” and “Educating for Global Competence.

In your program booklet you will find the **agenda** for the workshop, a list of **fellow participants** and related **learning groups**, **speaker biographies**, and information about the **sponsoring centers**. Following the workshop, we welcome your feedback so that we can continue to provide enriching professional development opportunities for educators at all levels across the country."

We want to **thank you for your tremendous efforts in globalizing your curriculum** and for the work put into developing your unit ideas before, during, and after the workshop. We look forward to working with you to see your ideas through to completion!

Sincerely,

Jorge Espada

Harvard University Asia Center

Susan Holman

Global Health Education and Learning Incubator

Carol Ann Litster

Center for Middle Eastern Studies

Cris Martin

Davis Center for Russian and Eurasian Studies

Nthatsi Quella

Center for African Studies

* Edward Glaeser, *Triumph of the City: How Our Greatest Invention Makes us Richer, Smarter, Greener, Healthier and Happier* (United Kingdom: Macmillan, 2011), 1.

Agenda

DAY 1 | Monday, July 31, 2017

- 8:00–8:30 am **Breakfast**
- 8:30–9:30 am **Welcome, Introduction, and Orientation**
Cris Martin
Outreach Director, Davis Center for Russian and Eurasian Studies
- 9:30–9:45 am **Opening Remarks**
Karen Thornber
Professor of Comparative Literature, and East Asian Languages and Civilizations;
Victor and William Fung Director, Harvard University Asia Center;
Chair, Harvard Asia Center Council
- 9:45–11:15 am **Keynote: Urbanization as Opportunity**
Brandon Fuller
Associate Director, Marron Institute, New York University
- 11:15–11:30 am **Break**
- 11:30–12:30 pm **Mapping Cities, Questions and Perspectives:
An Interactive Exploration**
Veronica Boix-Mansilla
Principal Investigator, Project Zero
- 12:30–1:15 pm **Lunch**
- 1:15–2:45 pm ***Central-East European Cities after 1990:
Challenges and Contradictions**
Sonia Hirt
Dean of the School of Architecture, Planning and Preservation, University of
Maryland
- 2:45–3:00 pm **Break**
- 3:00–4:15 pm ***Urbanization and Healthy Cities with a Focus on Asia**
Ann Forsyth
Professor of Urban Planning, Graduate School of Design, Harvard University
- 4:15–4:30 pm **Reflection and Synthesis**

* in Tsai Auditorium (S010)

DAY 2 | Tuesday, August 1, 2017

8:00–8:30 am	Breakfast
8:30–9:15 am	Pedagogies for Global Learning (in Learning Groups)
9:15–10:45 am	*The Story of Nasima: Understanding Intersectionality in Urban Slums in Bangladesh Alayne Adams Associate Professor of International Health, Georgetown University
10:45–11:00 am	Break
11:00–12:00 pm	*The City We're In: Local Perspectives on Urbanization in an Old American City Dennis Benzan Attorney; Former Vice Mayor of Cambridge, MA Samuel Gebru Candidate for Cambridge City Council
12:00–12:30 pm	Checking in on Our Maps (in Learning Groups)
12:30–1:15 pm	Lunch
1:15–2:45 pm	*What is Urban Informality—And How Does It Affect Maternal-Newborn Health in the City? Lynn Freedman Professor of Population & Family Health, Columbia University
2:45–3:00 pm	Break
3:00–4:15 pm	Cities and Urbanization in Rich and Poor Countries: Differences and Similarities Juan Pablo Chauvin Doctoral Fellow, Center for International Development, Harvard University
4:15–4:30 pm	Reflection and Synthesis

* in Tsai Auditorium (S010)

DAY 3 | Wednesday, August 2, 2017

8:00–8:30 am	Breakfast
8:30–9:15 am	Pedagogies for Global Learning (in Learning Groups)
9:15–10:30 am	Evaluating Urbanization Patterns in Arabian Gulf Cities Kais Samarraï Director of Urban Planning with Economic Cities Authority, Kingdom of Saudi Arabia
10:30–10:45 am	Break
10:45–12:15 pm	From Cities to Urbanism: Post-Socialist and Post-Industrial Julie Buckler Professor of Slavic Literatures, Harvard University
12:15–1:00 pm	Lunch
1:00–1:30 pm	*Unfathomable Markets of Opportunity: A View from Joburg Thireshen Govender Director, Architect and Urban Designer, Urban Works; Unit Leader, Graduate School of Architecture, University of Johannesburg
1:30–2:30 pm	*Informal Formalities: Urbanization of the Developing World David Cook Independent Scholar
2:30–4:15 pm	Learning through Objects: A Visit to the Harvard Art Museum
4:15–4:30 pm	Reflection and Synthesis

* in Tsai Auditorium (S010)

Project Zero (PZ) is an educational research group at the Harvard Graduate School of Education composed of multiple, independently sponsored research projects. Since 1967, PZ has examined the development of learning processes in children, adults, and organizations. Today, Project Zero's work includes investigations into the nature of intelligence, understanding, thinking, creativity, ethics, and other essential aspects of human learning. Their mission is to understand and enhance high-level thinking and learning across disciplines and cultures and in a range of contexts, including schools, businesses, museums, and digital environments. Over the past year, PZ has worked alongside the Global Studies Outreach Committee, lending their expertise and ideas during the development of this workshop and the conception and the development of the Globalizing the Classroom Fellowship Program.

DAY 4 | Thursday, August 3, 2017

- 8:00–8:30 am **Breakfast**
- 8:30–9:15 am **Pedagogies for Global Learning (in Learning Groups)**
- 9:15–10:30 am ***Building Urban Resilience in the MENA Region:
The Context of Climate Change, Conflict and Displacement**
Nuha Eltinay
Director of Urban Planning and Sustainable Development,
Arab Urban Development Institute
- 10:30–10:45 am **Break**
- 10:45–11:45 am ***Piloting Tools to Teach World Health across Disciplines (Discussion)**
Susan Holman
Senior Writer, Global Health Education and Learning Incubator, Harvard University
- 11:45–12:15 pm **Lunch**
- 12:15–2:00 pm **Making Our Learning and Thinking Visible (Activity)**
Joan Soble
Veteran Teacher, GSOC Consultant
- 2:00 pm **Evaluations**

* in Tsai Auditorium (S010)



Participants

Julian Kenneth Braxton

The Winsor School
Boston, MA

Gustavo Carrera*

Buckingham Browne & Nichols School
Cambridge, MA

Ellen Ciarlone

Saint Agnes School
Arlington, MA

Brad Clarke

Gould Academy
Bethel, ME

Beth Coleman

International School of the Americas
San Antonio, TX

Richard Donnelly

Bedford High School
Bedford, MA

Kristen Erickson

Greenwich Academy
Greenwich, CT

Joanna Feliz

Hamilton Grange Middle School
New York, NY

David Figueroa-Ortiz

The Lawrenceville School
Lawrenceville, NJ

Luke Freeman

ISA - San Antonio
San Antonio, TX

Jessica Fundalinski

George Washington Middle School
Alexandria, VA

Cynthia Garza*

Ecole Bilingue de la Nouvelle Orleans
New Orleans, LA

Matthew Grimes

Charlestown High School
Boston, MA

Chris Herbert

Lincoln-Sudbury Regional High School
Sudbury, MA

Jean Jackson

Orange High School
Orange, NJ

Vanessa Janes

Dearborn STEM
Boston, MA

Colette Kang

East Bay Innovation Academy
Oakland, CA

Robert Kaulfuss

Middlesex Community College
Bedford, MA

Andrew Kerr*

Roxbury Prep High School
Boston, MA

Florent Lacroix*

Lycée Français de New York
New York, NY

***Globalizing the Classroom Fellows**

Sarah Lederman

Spence School
New York, NY

Jess Meyer*

San Marcos High School
San Marcos, TX

Nitzan Resnick*

The Sage School
Sharon, MA

Kerri Lorigan

Watertown Middle School
Watertown, MA

Heidi Miller

Middlesex Community College
Lowell, MA

Naima Robinson

Westbury High School
Westbury, NY

Cynthia Marland*

Bristol Community College
Fall River, MA

Beatrice Motamedi*

Global Student Square
Oakland, CA

Kelly Saunders*

Nicolet High School
Glendale, WI

Bryce Mattie

The Bromfield School
Harvard, MA

Julie Oxenhandler

Afya Public Charter School
Baltimore, MD

Torna Omar Soro

Bunker Hill Community College
Boston, MA

Susanna McConnell*

Westlake High School
Austin, TX

Anna Parker

Milford High School
Milford, NH

Amy Tordone

Downingtown East High School
Exton, PA

Tatiana McKinney

Trinity Prep
Winter Park, FL

Elaine Priovolos

Needham High School
Newton, MA

Flavia Vidal

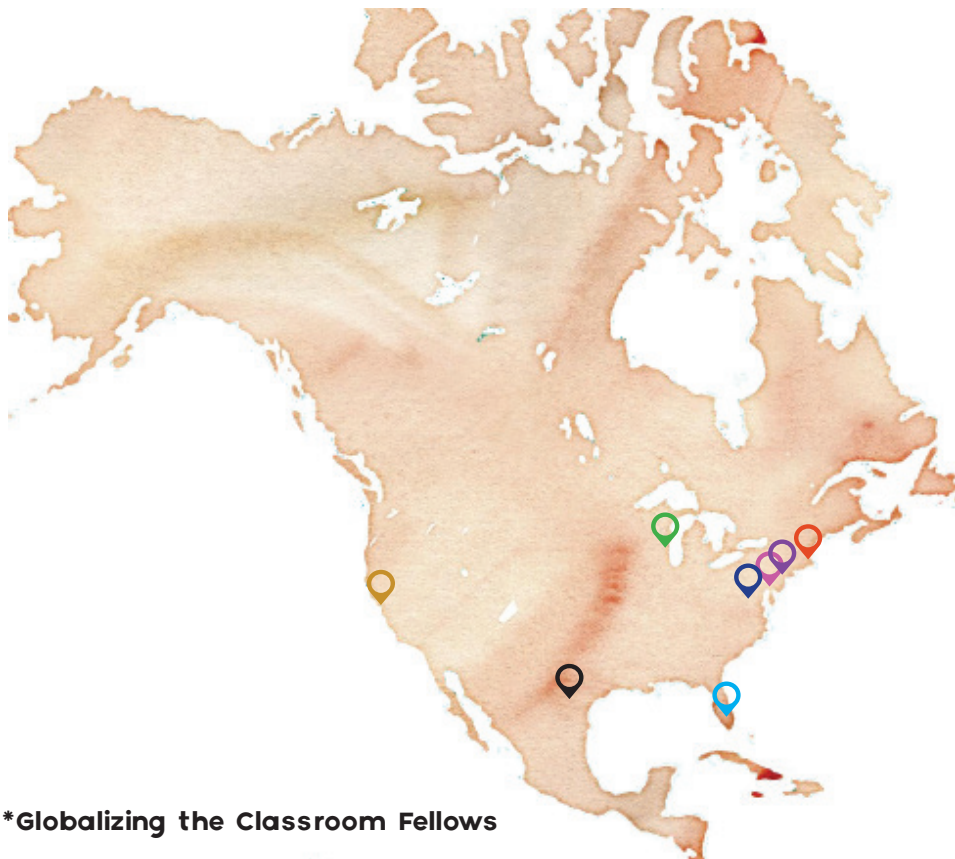
Phillips Academy
Andover, MA

Kerry McMenemy

Saint Agnes School
Arlington, MA

Ellen Resnek

Downingtown East High School
Exton, PA



***Globalizing the Classroom Fellows**

Learning Groups

Learning Group 1

Gustavo Carrera
Cynthia Garza
Andrew Kerr
Florent Lacroix
Cynthia Marland
Susanna McConnell
Jess Meyer
Beatrice Motamedi
Nitzan Resnick
Kelly Saunders

Learning Group 2

Julian Braxton
Kristen Erickson
Robert Kaulfuss
Heidi Miller
Ellen Resnek
Torna Soro
Amy Tordone
Flavia Vidal

Learning Group 3

Brad Clarke
Beth Coleman
David Figueroa-Ortiz
Matthew Grimes
Chris Herbert
Vanessa Janes
Elaine Priovalos

Learning Group 4

Richard Donnelly
Jessica Fundalinski
Jean Jackson
Colette Kang
Bryce Mattie
Tatiana McKinney
Julie Oxenhandler
Naima Robinson

Learning Group 5

Ellen Ciarlone
Joanna Feliz
Luke Freeman
Sarah Lederman
Kerri Lorigan
Kerry McMenamy
Anna Parker

Speaker Biographies

Alayne Adams

**Associate Professor of International Health,
Georgetown University**

Dr. Alayne Adams is an Associate Professor in the Department of International Health at Georgetown University. Her research activities focus on urban health governance and service delivery, community engagement and health, adolescent nutrition, slum health, and the social determinants of health and health equity. From 2010 to 2016, Dr. Adams was based in Bangladesh, working in senior positions within the icddr,b and the James P. Grant School of Public Health, BRAC University.

Dennis Benzan

Attorney; Former Vice Mayor of Cambridge, MA

Specializing in personal injury and family law, Attorney Dennis A. Benzan, has extensive experience in immigration law, criminal law, and civil litigation. Licensed in the Commonwealth of Massachusetts, Dennis A. Benzan has overseen cases from city/town, higher court, and federal jurisdictions.

Attorney Benzan received his B.A. in Political Science from Howard University in 1996, a Spanish Certification from the University of Salamanca, Spain in 2003, and his J.D. from Roger Williams University School of Law in 2004. His family migrated from Puerto Rico and the Dominican Republic to Cambridge, Massachusetts in the 1960's. Providing great service and instilling comfort to the people he helps is of the utmost importance to him, especially in cases where language is a potential barrier. He works tirelessly to ensure his clients understand their rights and obtain successful outcomes.

Veronica Boix-Mansilla

**Principal Investigator, Project Zero,
Harvard University**

Veronica is a Principal Investigator at Project Zero, Harvard Graduate School of Education, where she also chairs the Future of Learning Institute. With a background in cognitive science and education, her research and writings examine how to prepare our youth to understand today's independent world and participate in it in informed and responsible ways. Veronica directs the Interdisciplinary and Global Studies Project (IdGlobal). With her team, she examines the conditions that enable individuals to carry out quality disciplinary and interdisciplinary work and develop their global competence. Her most current research focuses on the role of new media and quality journalism in the development of global competence among youth in the U.S. and abroad; the pedagogical tools and professional dispositions that enable teachers to nurture global competence in increasingly diverse classrooms; and the development of innovative approaches in global competence assessment. Her research advances knowledge, usable frameworks and tools that directly inform practice in interdisciplinary and global education—including quality teaching, learning, curriculum design, assessment, teacher preparation, program development and research evaluation. Veronica serves as an advisor at a variety of institutions including the Asia Society, Association of American Colleges and Universities, Council of Chief State School Officers, the Socio-Environmental Synthesis Center, the International Baccalaureate, Harvard Center for Religious Literacy, WorldSavvy, and Global Kids, among others. She teaches at the Harvard Graduate School of Education and has taught at the University of Buenos Aires. She is the author of multiple papers and books including *Educating for Global Competence: Preparing our youth to engage the world* (2011) with Tony Jackson.

Julie Buckler

Professor of Slavic Literatures, Harvard University

Julie Buckler, Samuel Hazzard Cross Professor of Slavic and Comparative Literature, works on the literature, performing arts, cultural life, and urban environments of Russia, with a focus on the imperial period and its legacies in Soviet and post-Soviet Russia. She has spent her academic career at Harvard, appointed as a junior professor in 1996 and awarded tenure by the Faculty of Arts and Sciences in 2003.

Buckler is the author of two award-winning books: *The Literary Lorgnette: Attending Opera in Imperial Russia* (Stanford, 2000) and *Mapping St. Petersburg: Imperial Text and Cityscape* (Princeton, 2005). Buckler has also co-edited a collection of essays, *Rites of Place: Public Commemoration in Russia and Eastern Europe* (Northwestern, 2013). Her current book project is titled *Cultural Properties: The Afterlife of the Imperial in Soviet and Post-Soviet Russia*. She is also co-editing a volume of collected essays titled *Thinking Through Performance in Russian Culture*, which brings the theoretical and interdisciplinary subfield of Performance Studies to bear on a diverse range of performative phenomena in Russian culture, past and present. And finally, Buckler is developing contemporary urban fieldwork and research projects on the enormous Izmailovo Vernisazh souvenir and antiquarian market in Moscow and the post-socialist post-industrial Polish city of Łódź.

Buckler has been co-principal investigator for a 4-year Harvard-wide Mellon Foundation grant (2013-2017) titled “Reconceptualizing the Urban” that seeks to integrate the humanities into urban studies more broadly, as it is practiced in the fields of urban planning and design, architecture, the social sciences, and public policy. She co-led a year-long seminar for fellows and grad students at the Davis Center for Russian and Eurasian Studies—“Mapping Cultural Space across Eurasia”—that resulted in a digital platform showcasing student projects. She has also created a new Arts & Humanities divisional “Pathways” course called “The Urban Imagination,” which integrates digital humanities tools for curating, annotating, and mapping into its assignment structure.

Juan Pablo Chauvin

Doctoral Fellow, Center for International Development, Harvard University

Juan Pablo Chauvin is a Doctoral Fellow at the Center for International Development and a PhD candidate in Public Policy at Harvard. His research focuses on Development Economics and Urban Economics, with an emphasis on the role of productive structures and human capital in the development of cities, regions and countries. In the past he has been a Consultant with the World Bank, OECD, the German Technical Cooperation Agency (GIZ), and other institutions, working on diversification and economic growth policies in Oman, Bahrain, Malaysia, South East Europe and Ecuador. He has also been an instructor and teaching fellow in economics and statistics at the Harvard Kennedy School, and held teaching positions at Ecuadorian universities. He holds a B.A. in economics and a B.A. in sociology from Universidad San Francisco de Quito, a master's in public policy (local development) from FLACSO-Ecuador and a master's in public administration in international development from Harvard.

David Cook

Independent Scholar

David Cook recently graduated (2017) with a master's degree in architecture from Wentworth Institute of Technology, from which he previously obtained his Bachelor of Science in architecture. The beginning of his master's program brought him to Benin, along with 10 other students, to observe and investigate the societal relationships between the “formal” city of Cotonou and its neighboring “informal” settlement of Akpakpa-Dodomey and the lake-village settlement of Ganvie. During this trip they were accompanied by their Fulbright Scholarship professor, John Ellis, who has been there for just about a year doing his own research, as well as a Wentworth graduate and their resident host, Habib Meme, who both helped them with their travel and research.

Nuha Eltinay

Director of Urban Planning and Sustainable Development, Arab Urban Development Institute

Nuha Eltinay is the director of urban planning and sustainable development at the Arab Urban Development Institute (AUDI). Nuha obtained her B.Sc. with honours in architecture in 2005 and M.A. in spatial planning from the University of Westminster in 2010, while formally associated with the British Royal Town Planning Institute as Licentiate member. Since starting her Ph.D. research degree at London South Bank University in March 2016 (in the Construction Management and Economics program), Nuha aims to implement the Sendai Framework for Disaster Risk Reduction in the MENA Region in contexts of climate change, conflict, and migration. Using the HABITAT III New Urban Agenda and Sustainable Development Goals, Nuha's professional expertise is focused on strengthening AUDI's regional and local impact on the Arab Cities Development Strategy 2017-18 programs (e.g. Child Friendly Cities Urban Planning Principles, DRR for Urban Resilience, and Smart Cities Youth Urban Innovation).

Ann Forsyth

Professor of Urban Planning, Graduate School of Design, Harvard University

Trained in planning and architecture, Ann Forsyth works mainly on the social aspects of physical planning and urban development. The big issue behind her research and practice is how to make more sustainable and healthy cities. Forsyth's contributions have been to analyze the success of planned alternatives to sprawl, particularly exploring the tensions between social and ecological values in urban design.

Several issues prove to be the most difficult to deal with in planning better places and provide a focus for some of her more detailed investigations: suburban design, walkability, affordable housing, social diversity, and appropriate green space. In doing this work she has created a number of tools and methods in planning—an urban design inventory, GIS protocols, health impact assessments, and participatory planning techniques.

Forsyth is also a reflective practitioner/theorist and has created several new ways of understanding social

and intellectual diversity in planning and design. Her education includes a B.Sc. in architecture from the University of Sydney, M.A. in urban planning from UCLA, and Ph.D. in city and regional planning from Cornell.

Lynn Freedman

Professor of Population & Family Health, Columbia University

Lynn P. Freedman is Professor of Population and Family Health at the Mailman School of Public Health at Columbia University. She currently directs the Mailman School's Averting Maternal Death and Disability (AMDD) Program, a global program of research, policy analysis, and technical support that, since 1999, has worked with UN agencies, NGOs, and governments in more than 50 countries in Asia, Africa, and Latin America to reduce maternal mortality. Before joining the faculty at Columbia University in 1990, Prof. Freedman worked as a practicing attorney in New York City. She has published widely on issues of maternal mortality and on health and human rights, with a particular focus on gender and women's health. She also serves on the advisory boards of maternal health projects and human rights projects with programs in Asia, Sub-Saharan Africa and Latin America. She received a law degree (J.D.) from Harvard University, a Master of Public Health (M.P.H.) from Columbia University, and a bachelor's degree (B.A.) from Yale University.

Brandon Fuller

Associate Director, Marron Institute, New York University

Brandon Fuller is deputy director and research scholar at the Marron Institute of Urban Management at New York University. The Marron Institute focuses on actionable urban research, collaborating with municipalities and other jurisdictions to improve the health, safety, mobility, and inclusiveness of urban areas. At the moment, the Marron Institute has four major research programs in environmental health, city planning, criminal justice, and public sector performance and innovation.

Fuller chairs the Board of Directors for Refugee Cities, a non-profit dedicated to expanding the options of displaced people by promoting special-

status settlements in which they can engage in meaningful, dignifying, and rewarding work. He is an adjunct scholar in the Niskanen Center's immigration department. Fuller is also an advisor to Utopia, an urban planning and design firm focused exclusively on slums.

Prior to joining NYU, Fuller was director of Charter Cities, a non-profit founded by World Bank Chief Economist Paul Romer and focused on the potential for new cities to advance reform in rapidly urbanizing countries. Before that, Fuller was part of Aplia, an education technology start-up founded in the San Francisco Bay Area. Aplia provides interactive online problem sets and experiments designed to increase student effort and engagement in brick-and-mortar college courses. Fuller started his career as an adjunct professor of economics at his alma mater, the University of Montana in Missoula.

Samuel Gebru

Candidate for Cambridge City Council

A proud resident of Cambridge, Massachusetts, Samuel has demonstrated broad passion for and leadership in community organizing, policy work and advocacy on a range of issues. While at Cambridge Rindge and Latin School (CRLS), he launched Youth View Cambridge, the student-run television news magazine, and co-led the successful multicultural student campaign to recognize a Muslim holiday on the Cambridge Public Schools District's official calendar. He has worked on municipal and state election campaigns and served as a legislative intern to Massachusetts State Senator Steven A. Tolman, the current president of Massachusetts AFL-CIO.

Samuel serves as founder and managing director of Black Lion Strategies, a consulting practice that works to strengthen U.S.-Ethiopia relations, and as executive producer of Boston Ethiopia Week, a new annual celebration of Ethiopia and Ethiopian Americans in the Boston area. He is frequently invited for local and international media appearances and speaking engagements on issues including the African immigrant community in Massachusetts, Ethiopian affairs and U.S.-Ethiopia policy.

Samuel founded and led the Ethiopian Global Initiative from 2006-2016. Based in the U.S., the nonprofit convened change makers in Ethiopia and abroad. The Initiative's mission was to serve

as a catalyst and connector, working to create an environment where passionate and innovative young leaders could discuss and seek solutions to Ethiopia's most pressing challenges.

Samuel serves on the Board of Directors of the Cambridge Community Center, a multi-service organization and frontline resource for children, youth and families. Committed to supporting youth leadership, he launched the annual Samuel M. Gebru Leadership Award at CRLS, recognizing a graduating senior for broad experience in and passion for public service. He was previously board secretary of the CRLS Alumni Association and a board member of Africans in Boston, where he advocated on behalf of African immigrants in Massachusetts. Samuel served on the Artist Selection Committee for Cambridge's Prince Hall Memorial, honoring Prince Hall, the noted African American scholar, abolitionist and founder of Black Freemasonry.

Samuel was previously appointed to serve as the first youth on the Executive Committee of the Cambridge Family Policy Council, an intergovernmental and multi-sector city board chaired by the Mayor that recommends policies on children, youth and families to the City Council. He helped develop the Council's strategic plan, served on its Youth Involvement Subcommittee and participated in three delegations representing the city at conferences of the National League of Cities. He was part of the Youth Involvement Subcommittee's widely endorsed campaign to lower the voting age in Cambridge's municipal elections to 17. Although the effort failed in the Massachusetts Legislature, Samuel remains a consistent advocate for youth leadership and civic participation.

Samuel was born in Sudan to two Ethiopian parents and raised in Cambridge since moving with his mother in 1995 at age three. He is Ethiopian Orthodox Christian and multilingual. In his spare time, Samuel enjoys reading and writing, traveling and exploring new cuisines.

Thireshen Govender

Director, Architect and Urban Designer, Urban Works; Unit Leader, Graduate School of Architecture, University of Johannesburg

Thireshen Govender (1978, South Africa) is an architect and urban designer practicing in Johannesburg, South Africa. His deep curiosity in emergent spatial

patterns, particularly in new democracies, informs the nature of projects he undertakes through his practice and investigations in teaching. As a creative, he seeks to find alternative and relevant ways for space to meaningfully represent South African values whilst simultaneously speculating towards its democratic aspirations. A strong belief in the reciprocity between space and society drives his work. He founded UrbanWorks in 2008 in Johannesburg to critically engage with these themes through projects of varied scales, agencies and disciplines. He also teaches in at the Graduate School of Architecture at the University of Johannesburg.

Sonia Hirt

Dean of the School of Architecture, Planning and Preservation, University of Maryland

Sonia Hirt is Dean and Professor at the School of Architecture, Planning and Preservation at the University of Maryland. She was previously Professor in the College of Architecture and Urban Studies at Virginia Tech, where she also served as Associate Dean for Academic Affairs. During her sabbatical in 2010-11, Hirt was a Visiting Associate Professor at the Graduate School of Design of Harvard University, where she taught Urbanism in Europe and served as critic at large. Hirt has seventy five scholarly and professional publications in the areas of history and theory of urban form, urban design and urban planning. Her emphasis is on culture, institutions and the built environment. Hirt is the author of *Zoned in the USA: The Origins and Implications of American Land-Use Regulations* (Cornell University Press, 2014); *Iron Curtains: Gates, Suburbs and Privatization of Space in the Post-socialist City* (Wiley-Blackwell, 2012); and *Twenty Years of Transition: The Evolution of Urban Planning in Eastern Europe and the Former Soviet Union, 1989-2009* (UN-HABITAT, 2009, with K. Stanilov). *Iron Curtains* received the Honorable Mention for the 2013 Book Prize in Political and Social Studies by Harvard University's Davis Center for Russian and Eurasian Studies, awarded by the Association for Slavic, East European and Eurasian Studies. *Zoned in the USA* received the Honorable Mention for the 2015 Best Book Prize by the Urban Affairs Association. Hirt is also the editor of *The Urban Wisdom of Jane Jacobs* (Routledge, 2012 and 2014, with D. Zahm) and the co-editor of the *Journal of Planning History* (with N.

Bloom). Her funding sources include: the National Endowment for the Humanities, the American Council of Learned Societies, the Graham Foundation for Advanced Studies in the Fine Arts, and the American Association of University Women.

Susan Holman

Senior Writer, Global Health Education and Learning Incubator, Harvard University

Susan Holman is senior writer at the Global Health Education and Learning Incubator at Harvard University. She holds master's degrees from Tufts Friedman School of Nutrition Science and Policy, and Harvard Divinity School, as well as a Ph.D. from Brown. Her research interests focus on the history of medicine, public health, and social justice as it relates to religion and health; she is author of six books, three from Oxford University Press. At Harvard since 2007, she works with faculty, staff, and students on diverse writing projects connecting global health across disciplines, and serves on the Incubator's leadership team on projects ranging from publications and strategic planning, to faculty initiatives and web communications.

Kais Samarrai

Director of Urban Planning with the Economic Cities Authority, Kingdom of Saudi Arabia

Kais Samarrai is the director of urban planning with the Economic Cities Authority (ECA) in the Kingdom of Saudi Arabia. He is responsible for all planning related functions in all economic cities and economic zones in the Kingdom. Among them, King Abdulla Economic City and Knowledge Economic City in Madina. Prior to joining the ECA he was an executive director for planning and design with LEAD Development in Abu Dhabi where he developed a new vision for Masdar City Phase 5.

From 2010–2015, Kais was the director of the Urban Development Department for the Abu Dhabi Urban Planning Council in the UAE, responsible for all development approvals and managing the growth in the capital and all cities and towns in the Eastern and Western regions. Kais was a member of the senior management team for three strategic projects: the Capital Framework Plan Update 2030, Abu Dhabi LRT/Metro project, and the Victoria-Seychelles Island

Framework Plan & Masterplan.

Kais worked as development manager with Intergulf Development Group in Vancouver, Canada, where he managed key projects in Vancouver and Calgary, Canada and San Diego, USA. Kais has a master's degree in urban planning from McGill University and a bachelor's degree in architecture from Baghdad University. He has over 27 years of experience in regional and city planning, property development, urban design and architecture. In addition, Kais is an affiliate professor with NYU University-Abu Dhabi, teaching urban planning since 2015. Human-focused and sustainable economically viable planning and development are the core principals that guide his practice and research.

Joan Soble

Veteran Teacher, GSOC Consultant

Joan Soble is a career educator who consults in and beyond the United States with schools and organizations seeking to foster engaged student and teacher learning as well as student achievement. After more than thirty-four years as a school-based educator, Joan retired in 2013 from Cambridge Rindge and Latin School (CRLS) in Cambridge, MA, where she taught English language arts and supported the faculty's professional learning. Joan's twenty-one-year association with Project Zero (PZ) at the Harvard Graduate School of Education began when she was a research-teacher with the Teaching for Understanding Project, extended through her association with the Making Learning Visible Project, and is currently focused on its Interdisciplinary and Global Studies Project. In 2012, Joan was the Massachusetts recipient of the National Education Association Foundation/California Casualty Award for Teaching Excellence and a Pearson Foundation Global Learning Fellow. In her blog, "Joan Soble: So Already... : A Blog about Moving Forward and Staying Connected" (soalready.blogspot.com), Joan often writes about issues in education.

Sponsoring Centers



HARVARD UNIVERSITY
ASIA CENTER

The **Harvard University Asia Center** was founded on July 1, 1997, as a university-wide interfaculty initiative with an underlying mission to engage people across disciplines and regions. The Center sponsors a number of seminars, conferences, lectures, and programs during the academic

year including the annual Tsai Lecture, the Modern Asia, Southeast Asia, and Islam in Asia seminar series, the Ezra F. Vogel Distinguished Visitors Program, and the Asia Vision 21 conference. In addition to its award-winning publications program, the Center issues a weekly bulletin featuring Asia-related events at Harvard and in the greater Boston area, as well as an online newsletter. The Asia Center funds student research and study in Asia as well as the activities of Asia-focused student organizations. In addition, the Asia Center is designated a Title VI National Resource Center for East Asia by the U.S. Department of Education.

asiacenter.harvard.edu



CENTER FOR
AFRICAN STUDIES
HARVARD UNIVERSITY



The **Center for African Studies (CAS)** is the umbrella organization for all things Africa-related at Harvard University. In 2010 and 2014, CAS was designated a National Resource Center for African Studies through the United States Department of Education. The Center serves as an intellectual hub, connecting students, faculty, and members of the wider Africanist community with shared interests through seminars, workshops and conferences throughout the academic year. CAS also funds student and fellows research and travel in Africa through research grants and internships programs.

africa.harvard.edu

CMES

THE CENTER FOR
MIDDLE EASTERN STUDIES
HARVARD UNIVERSITY

The **Center for Middle Eastern Studies** was established in 1954 to support research and teaching on the Middle East and has produced generations

of scholars with a profound understanding of and active engagement in the region. At the core of the Center's mandate is the pursuit of firsthand knowledge about the Middle East based on literacy in its languages and a deep understanding of its diverse politics, cultures, and histories.

cmes.fas.harvard.edu



The **Davis Center for Russian and Eurasian Studies** is the intellectual home of Harvard scholars and students with an interest in this critical region of the world. Our mission is fourfold:

- To generate and disseminate original research and scholarship on Russian and Eurasian studies.
- To promote the training of graduate and undergraduate students interested in the region.
- To create and sustain a community of scholars at all levels of academic achievement.
- To ensure that society at large benefits from the exchange of information and ideas at the Davis Center.

daviscenter.fas.harvard.edu



The **Global Health Education and Learning Incubator** at Harvard University inspires and supports innovative learning, teaching, and dialogue about cutting-edge, multidisciplinary global challenges. We foster and evaluate new pedagogical tools and instructional strategies that bridge disciplinary fields, educational spaces, and

groups of learners. Through the deliberative design of inclusive learning spaces—to gather, to collaborate, to spark unexpected discussions—the Incubator encourages transformative thinking across disciplines while breaking down conceptual and geographic boundaries.

gheli.harvard.edu

Notes

The Global Studies Outreach Committee is comprised of the Asia Center, the Center for African Studies, the Center for Middle Eastern Studies, the Davis Center for Russian and Eurasian Studies, and the Global Health Education and Learning Incubator at Harvard University. Many thanks to Project Zero for their collaboration in preparing this workshop. Learn more at globalstudiesoutreach.harvard.edu.