

Rutgers, The State University of New Jersey
Landscape Architecture
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Architecture, Inequality, Landscapes of Justice

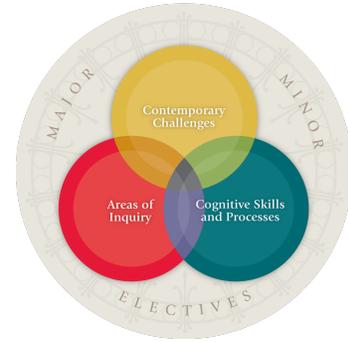
Anita Bakshi

Spring 2021

Fridays 12:35 – 3:35

Synchronous Online

ab1332@sebs.rutgers.edu



COURSE DESCRIPTION

From this seminar participants will gain an understanding of how the built environment is created and the stratified composition of the contemporary city. The course explores the production of the physical terrain, including housing, public space, environmental systems, transportation, and other and infrastructure. We will look at the connection between these material manifestations and social justice issues by exploring how the city constructs inequality, disparity, access, wealth, safety, health, and identity. The course investigates the various means, systems, and technologies through which these are constructed, especially taking in to account power. How is power distributed in the planning process, and what actions and techniques are citizens using to take control of this process?

The first few weeks are spent looking closely at divided cities, where such dynamics are rendered obvious and explicit; the same phenomena are then later explored in the environments that surround us today in New Jersey and New York. We will discuss a number of spatial practices, including planning, redevelopment, heritage management, urban security, the privatization of public space, and various other mechanisms of division and exclusion. We will consider terms that are commonly used to discuss urban questions, including: 'power and resistance,' the 'right to the city,' and 'shared space.' Each topic area / lecture module concludes with a discussion of possibilities and strategies for intervention.

Main Learning Goal: CCd - Analyze contemporary issues of social justice.

Learning Goals

- Gain an understanding of the social, cultural, economic, and political forces underlying urban planning and development.
- Recognize the role of urban planning and redevelopment practices in dividing urban populations, including their effects on the inclusion or exclusion of certain populations and the nature of planned and unplanned 'shared space.'
- Engage in investigations of the construction of urban systems and think critically about how spaces are represented.

EVALUATION

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|--------------------------------|-----|------------------|
| Class Assignments | 10% | Due: every week |
| Student DISCUSSIONs | 20% | Due: every week |
| City Guide Rough Draft | 10% | Due: early March |
| City Stratifications Guidebook | 30% | Due: early April |
| Presentations | 10% | Due: early April |
| Final Guidebook | 20% | Due: April 30 |

Class Assignments

Each student will be required to present on the assigned readings once during the course of the semester. Presentations will be 5-7 minutes long. These should not be a summary of the entire reading, but a presentation of points the student found to be important. Connections should be made between the readings and contemporary urban issues in the town that the student is exploring for their City Guide, or to New Jersey / New York more broadly. A number of small, in-class assignments will be given throughout the semester – these are listed for each week in the Class Schedule.

Student DISCUSSIONs

Short weekly DISCUSSION posts will focus on specific questions or issues from the readings. These will also help you prepare the larger assignments, as you will be asked to connect your chosen research site with the lectures and readings through the DISCUSSION posts. DISCUSSIONs will be graded based on on-time completion of the post, the coverage of required topics as listed in the DISCUSSION post assignment, and connection made to the assigned readings.

City Stratifications Guidebook

Using maps, images, and text create a 10-page 'Travel Guide' of your home town or other selected town/neighborhood of interest in New Jersey or New York City. In addition to information about urban history and important tourist sites, **add** other layers of information about how health, safety, inequality, identity, or wealth (and other relevant layers) have been created and are expressed in your city. To do this, you will need to consult scholarly accounts, local newspapers, and census data. In addition, you might take photographs, visit the local historical society, speak with local community organizations, or speak to family members about their memories. One visit to a **virtual** local meeting in your town is required. This could be a council meeting, planning board meeting, zoning board meeting, design review meeting, or cultural heritage commission meeting. Use the images, text, maps, and quotations in your guidebook. This will be presented in class.

Presentations

10-minute presentations will be scheduled for the middle of the semester. Students will present their 'travel guide' and paper topics for class discussion.

Final Guidebook

A final City Guidebook PDF, with an expanded section (3-5 additional pages) will be due at the end of the semester.

Academic integrity policy

Violations include: cheating, fabrication, plagiarism, denying others access to information or material, and facilitating violations of academic integrity. Rutgers academic integrity site: <http://academicintegrity.rutgers.edu/>

City Stratifications Guidebook

For inspiration, look at some examples of existing city guides, and think about how you can adjust the format to work for the particular social justice story (or stories) you think it is important to tell.

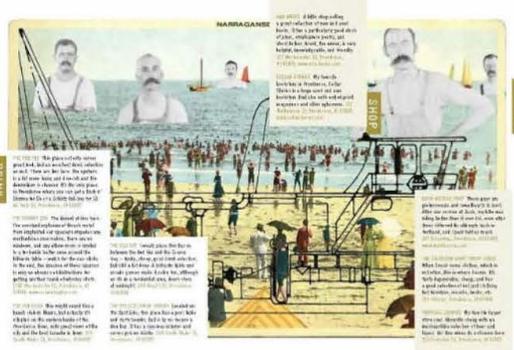
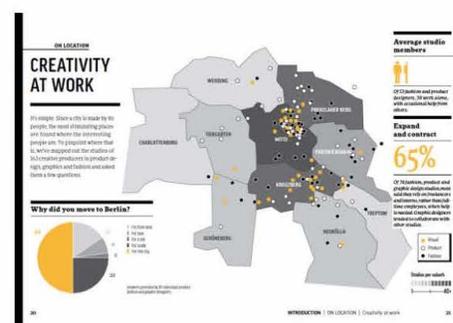
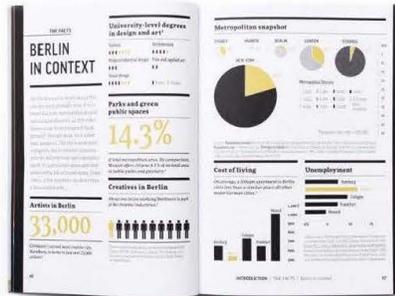
[Wildsam Guides](#)

[CITIX60 City Guide](#)

[Le Cool's Weird and Wonderful Guides](#)

[Graphic USA: An Alternative Guide to 25 Cities](#)

[The Design Guide Series](#)



COURSE SCHEDULE

ARCHITECTURE & INEQUALITY Spring 2021

| PLANNING | | | | | |
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| <p>WEEK 1 Jan.22</p> | <ul style="list-style-type: none"> • How do cities become divided? • What is the history of urban segregation? • How is division instituted in cities today ? <p>LECTURE</p> <p>Introduction</p> <p>Mechanisms of Exclusion and Control</p> <p>Divided Cities & Conflict Infrastructure in Jerusalem, Beirut, Nicosia, Istanbul</p> <p>Discussion of Technology – The Decade that Tech lost its Way</p> <p>Sign up for article presentations for the next weeks USING DISCUSSION POST</p> | | | | |
| <p>WEEK 2 Jan.29</p> | <ul style="list-style-type: none"> • Do/ how much do people want to share space? • Are cities today becoming more or less segregated? • How is urban citizenship created and communicated? How is the message delivered of who belongs? • What does the right to the city mean? <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>LECTURE</p> <p>Shared Space</p> <p>Citizenship & Belonging</p> <p>Redevelopment Projects</p> <p>Spaces of Consumerism</p> </td> <td style="width: 50%; vertical-align: top;"> <p>READINGS</p> <p>Nezar Alsayyad & Ananya Roy. Medieval Modernity: On Citizenship and Urbanism in a Global Era, 2006. <i>Space and Polity</i>, Vol. 10, No. 1, Pages 1–20.</p> <p>David Harvey. The Right to the City, 2008. <i>The New Left Review</i>. Pages 23-40.</p> <p>OPTIONAL : James Holston & Arjun Appadurai. <i>Cities & Citizenship</i>. 1999. Pages 1-17.</p> <p>IN CLASS PRESENTATIONS</p> <p>Students Present on the Readings / Discussion of DISCUSSION posts</p> <p>IN CLASS EXERCISE</p> <p>In small groups look at the provided map of New Brunswick and the Rutgers campus. Discuss / diagram where people share space. Use text or colors to indicate <i>who</i> is sharing space. Where do different groups come together? Where do they prefer to remain separate? Obviously COVID has changed many aspects of sharing space – what do you think will be lasting?</p> </td> </tr> <tr> <td style="vertical-align: top;"> <p>DISCUSSION POST</p> <p>Write two paragraphs about what you think the “right to the city” means. Based on your own experiences, how do you think people want to share space in New Jersey ? Reference the concept of “Medieval Modernity” and how it connects to places that you have experienced. Has / how has COVID changed how people want to share space.</p> </td> <td></td> </tr> </table> | <p>LECTURE</p> <p>Shared Space</p> <p>Citizenship & Belonging</p> <p>Redevelopment Projects</p> <p>Spaces of Consumerism</p> | <p>READINGS</p> <p>Nezar Alsayyad & Ananya Roy. Medieval Modernity: On Citizenship and Urbanism in a Global Era, 2006. <i>Space and Polity</i>, Vol. 10, No. 1, Pages 1–20.</p> <p>David Harvey. The Right to the City, 2008. <i>The New Left Review</i>. Pages 23-40.</p> <p>OPTIONAL : James Holston & Arjun Appadurai. <i>Cities & Citizenship</i>. 1999. Pages 1-17.</p> <p>IN CLASS PRESENTATIONS</p> <p>Students Present on the Readings / Discussion of DISCUSSION posts</p> <p>IN CLASS EXERCISE</p> <p>In small groups look at the provided map of New Brunswick and the Rutgers campus. Discuss / diagram where people share space. Use text or colors to indicate <i>who</i> is sharing space. Where do different groups come together? Where do they prefer to remain separate? Obviously COVID has changed many aspects of sharing space – what do you think will be lasting?</p> | <p>DISCUSSION POST</p> <p>Write two paragraphs about what you think the “right to the city” means. Based on your own experiences, how do you think people want to share space in New Jersey ? Reference the concept of “Medieval Modernity” and how it connects to places that you have experienced. Has / how has COVID changed how people want to share space.</p> | |
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| <p>WEEK 3 Feb.5</p> | <ul style="list-style-type: none"> • Who builds the city? • What actual role do designers and planners play? • Where is there room for resistance / the ability to change normal modes of spatial production? | | | | |

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| | <p>LECTURE Planning & Power Building the Corporate Downtown Power and Planning Community Engagement Strategies Action Research /Planners Stories</p> | <p>READINGS</p> <p>John Forester, <i>The Deliberative Practitioner: Encouraging Participatory Planning Processes</i>, 1999. Chapter #5, Pages 115-153.</p> <p>Laura Lawson, et.al., <i>Design as Democracy: Techniques for Collective Creativity</i>, 2017. Intro & Chapter #1, Pages 1-44.</p> <p>OPTIONAL - Anastasia Loukaitou-Sideris & Tribid Banerjee. <i>Urban Design Downtown: Poetics and Politics of Form</i>. 1998. Chapter #3, Pages 73-99.</p> <p>IN CLASS PRESENTATIONS Review Conflict in Cities Briefing Papers (8 4-page pamphlets) in small groups. Present key findings and connections to local landscapes at the end of class.</p> |
| <p>HOUSING, LAND & WEALTH</p> | | |
| <p>WEEK 4 Feb.12</p> | <ul style="list-style-type: none"> • What role does housing play in achieving the American dream ? • How is housing security or precarity distributed in the US today? • What historical legacies inform what housing looks like today? | |
| | <p>LECTURE Housing <i>de jure</i> Housing segregation Advanced Marginality and Housing Urban Outcasts / the ‘Hyperghetto’ Eviction / Subsidized Housing Case Studies: Texas Rapid Recovery Housing and Elemental’s Incremental Housing in Chile</p> | <p>READINGS</p> <p>Keeanga-Yamahtta Taylor. <i>Race for Profit: How Banks and Real Estate Industry Undermined Black Homeownership</i>. 2019. Chapter TBD.</p> <p>Matthew Desmond. <i>Evicted: Poverty and Profit in the American City</i>, 2017. Chapters #1-3. Pages 1-43</p> <p>Richard Rothstein, <i>The Color of Law: A Forgotten History of how our Government Segregated America</i>, 2017. Pages vii -14, and 39-57.</p> <p>IN CLASS PRESENTATIONS Students Present on the Readings / Discussion of DISCUSSION posts</p> <p>IN CLASS EXERCISE Visit the Mapping Inequality website. Zoom in to find the town you will be working on for your City Guidebook project. Examine the historic maps showing the history of redlining in the area. Is there any correlation between the redlined area and current conditions in the city today? Present your findings to the class. https://dsl.richmond.edu/panorama/redlining/#loc=5/39.1/-94.58</p> |
| <p>WEEK 5 Feb.19</p> | <ul style="list-style-type: none"> • Is gentrification inevitable? • Is green always good? • What role does architecture play in creating inequality? • Can people make personal choices that affect gentrification? Do we have a choice ? | |

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| | <p>LECTURE Gentrification Architecture & Inequality "There Goes the Neighborhood" Green Gentrification Case Study: Project Row Houses, Houston</p> | <p>READINGS Sharon Zukin, "How Brooklyn Became Cool" <i>Naked City</i>, 2010. Pages 35-61. Mindy Fullilove. <i>Root Shock</i>, 2017. Pages xv-20, and 52-70 Martin, Moore, & Schindler (eds). <i>The Art of Inequality: Architecture, Housing, and Real Estate</i>, 2015. Pages 10-31.</p> <p>IN CLASS PRESENTATIONS Students Present on the Readings / Discussion of DISCUSSION posts</p> <p>IN CLASS EXERCISE Look at the materials on the Urban Displacement Project website. What might deter gentrification? https://www.urbandisplacement.org</p> |
| <p>WEEK 6 Feb.26</p> | <ul style="list-style-type: none"> • Is it possible to create social housing in the USA? • How can land be taken out of the real estate market and kept in community land trusts? • How can designers create buildings and open space for new social formations? | |
| | <p>LECTURE Land Tenure Community Land Trusts Case Study: Dudley Street, Boston Case Study: South Bronx Unite Social Housing Case Study: BIGYard, Berlin Case Study: Alt Erlaa, Vienna</p> | <p>READINGS People's Policy Project. <i>A Plan to Solve the Housing Crisis through Social Housing</i>. 2018. (Policy Paper) Community Land Trusts in <i>Urban Omnibus</i>, 2018. Redesigning the Housing Market, in <i>Assemble Papers</i>, 2019.</p> <p>IN CLASS PRESENTATIONS Students Present on the Readings Discussion of DISCUSSION posts</p> <p>IN CLASS EXERCISE Breakout in small groups and discuss your own shared living experiences in dorms or apartments. Make bubble diagrams of the location of the private spaces and public spaces. Where did people gather? Where did they prefer to have more or less privacy? Can you transform your bubble diagrams into a proposal for your vision of how shared housing could work in New Brunswick? Or in the town you are exploring in your City Guidebook?</p> |
| <p>ENVIRONMENT & HEALTH</p> | | |
| <p>WEEK 7 March 5</p> | <ul style="list-style-type: none"> • How are communities affected by industrial pollution and contamination? • How does the public health landscape of American cities connect to a history of industrial zoning? • What are the connections between race and contamination? • How does contamination affect cultural practices and connections to the landscape? | |

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| | <p>LECTURE</p> <p>Environmental Justice</p> <p>History of Industrial Zoning Superfund Program New York City Public Health Native American Land and Laws Case Study: Ringwood, New Jersey</p> | <p>READINGS</p> <p>Julie Sze, <i>Noxious New York: The Racial Politics of Urban Health and Environmental Justice</i>, 2006. Chapter #2, Pages 49-90.</p> <p>Nick Estes, <i>Our History is the Future</i>, 2019 1 Chapter, Pages TBD.</p> <p>Anita Bakshi (Ed). <i>Our Land, Our Stories: Excavating Subterranean Histories of Ringwood Mines and the Ramapough Lunaape Nation</i>, 2019. Introduction, Pages 7-13.</p> |
| | <p>DISCUSSION POST</p> <p>Write two paragraphs about what you learned about the environmental justice movement. Which populations are affected most by pollution and contamination? What groups are making efforts to combat negative impacts of pollution? What protections are in place? What is being dismantled?</p> | <p>IN CLASS PRESENTATIONS</p> <p>Students Present on the Readings Discussion of DISCUSSION posts</p> <p>IN CLASS EXERCISE</p> <p>Divide into small groups and choose one section of the <i>Our Land, Our Stories</i> book. Carefully go through the drawings, maps, and diagrams in your section. Assess how the information is presented. Make a list of unexpected findings and then quickly research the connections between Ringwood and other New Jersey landscapes, or other American landscapes about which you find information on the “Climates of Inequality” website. http://climatesofinequality.org/about/#partners</p> <p>Are there any Superfund sites near you? Any drinking water reservoirs? Any communities concerned about contamination or remediation? Present your findings to the class.</p> |
| <p>WEEK 8 March 12</p> | <ul style="list-style-type: none"> • How does location affect public health? • What strategies can combat lack of access to healthy food in the city? • What does food justice mean and how can it be achieved? | |
| | <p>LECTURE</p> <p>Access to Healthy Environments</p> <p>Food Systems / Urban Agriculture Case Studies : Bronx, Via Verde Chicago Mobile Markets Detroit, Oakland Avenue Farm Health Care Provision Case Study: Alameda firehouse health clinics</p> | <p>READINGS</p> <p>Garrett Broad, <i>More Than Just Food: Food Justice and Community Change</i>, 2016. Chapter #2, Pages 33-60.</p> <p>IN CLASS PRESENTATIONS</p> <p>Students Present on the Reading Discussion of DISCUSSION posts</p> |
| | <p>DISCUSSION POST</p> <p>Write two paragraphs about public health or food justice issues in the town you are exploring for your City Guidebook. Take a look at local organizations working in New Brunswick and describe if any of their</p> | <p>DUE TODAY – ROUGH DRAFT OF CITY GUIDES</p> <p>IN CLASS EXERCISE - VOICETHREADS</p> <p>In class today present a rough draft of your City Stratifications Guidebook. Include a <i>minimum</i> of 4 printed pages from your guidebook. Watch and comment on VoiceThreads and then we will gather for a final discussion with suggestions for your classmates final Guidebooks.</p> |

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| | <p>programs would be useful in your town? Look at groups like: Elijah's Promise and the New Brunswick Community Food Alliance.</p> | |
| <p>SPRING BREAK March 13 – 21</p> | | |
| <p>WEEK 9 March 26</p> | <p>DUE TODAY – Draft #2 - CITY STRATIFICATIONS GUIDEBOOK VOICETHREADS IN CLASS PRESENTATIONS OF CITY STRATIFICATIONS GUIDEBOOK</p> | |
| <p>IDENTITY, DESIGN & REPRESENTATION</p> | | |
| <p>WEEK 10 April 2</p> | <p>• How much do architects, landscape architects, and urban planners know about people? • How can people and social practices become more central to design practice? • How do buildings structure social relations?</p> <p>LECTURE Society & Design Designing for People? How Architectural Education Works Architectural Drawing Technologies</p> <p>DISCUSSION POST Write two paragraphs about what you think the connections are between people and the built environment. How do buildings and urban spaces affect social life? Think back to the earlier lectures / discussions about sharing space and the connections between space and identity. How do design practices affect social life?</p> | <p>READINGS</p> <p>Anita Bakshi & Zaire Dinzey-Flores "Architecture & Sociology," 2019.</p> <p>Diane Harris, <i>Little White Houses: How the Postwar Home Constructed Race in America</i>, 2013. Pages 83-109</p> <p>OPTIONAL - Thomas Gieryn, "What Buildings Do," 2002.</p> <p>IN CLASS PRESENTATIONS 3 Students Present on the Readings</p> <p>IN CLASS EXERCISE We are in a strange time now of gathering / distancing in public space. Using Google maps revisit public spaces and explore how they have changed. You can take a screen shot on Google maps and then annotate over it to think back to where people would gather and how buildings influenced social life. You could look at the Rutgers campuses, George Street in New Brunswick, parks in New York City, or a public space in your town. Then, comment on the present moment. In this time of quarantine, what / where are people communicating or gathering?</p> |
| <p>WEEK 11 April 9</p> | <p>IN CLASS PRESENTATIONS OF CITY STRATIFICATIONS GUIDEBOOK VOICETHREADS</p> | |
| <p>WEEK 12 April 16</p> | <p>• What cultural work do images and renderings do? • How is the way that the built environment is drawn / modelled affect how it is built and who it is built for? • How do maps create space? What do they reveal and what do they hide? • How can social practices be mapped?</p> | |

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| | <p>LECTURE Representing Designed and Built Spaces The Cultural Work that Images Do Mapping Tech & Ethical Questions The Agency of Mapping Spatial Ethnography Critical Cartography</p> <p>DISCUSSION POST After doing the readings, take a look at a few maps online. Pick one or two maps and write about the kinds of abstraction that the map is engaging in. What are the power implications embedded in the map? Take a look at maps of the town you covered in your City Guidebook or the town that you will be exploring for your final paper (if it is different). What is represented in these maps? What is left out?</p> | <p>READINGS</p> <p>Annette Miae Kim <i>Sidewalk City: Remapping Public Space in Ho Chi Minh City</i>, 2015. Introduction, Pages 1-25; Critical Cartography Primer, Pages 113-149.</p> <p>James Corner. <i>The Agency of Mapping: Speculation, Critique and Invention</i>, 1999. Pages 231-252.</p> <p>OPTIONAL - Shannon Mattern, <i>Deep Mapping the Media City</i>, 2015. Pages 27-49.</p> <p>IN CLASS PRESENTATIONS 3 Students Present on the Readings Discussion of DISCUSSION posts</p> <p>IN CLASS EXERCISE At this point we have seen so many maps, charts, graphs, curves and other presentations of data about COVID (and social unrest / protest movements?) in American cities. Take a look at graphic representations that you can find online. Could any of the techniques you read about be used for different kinds of representations? What is being left out of the representations of the Corona Virus and protest movements ? Here are a few examples:</p> |
| <p>WEEK 13 April 23</p> | <ul style="list-style-type: none"> • How should we commemorate difficult and contested histories? • Can memorials be designed to be part of active practices and as tools of community organizing? • Whose heritage is commemorated? • Can one memorial reflect multiple viewpoints? <p>LECTURE Memorials Statue Removal / Addition? Memorial as Participation, Performance, or as Community Organizing Tool. Civil War Memorials Native American Memorials Slave Trade Memorials</p> <p>DISCUSSION POST What is your opinion about the recent debates about statue removal? Is the answer adding in more new statues? Should the memorial landscape in American reflect multiple viewpoints and the histories of different groups? Think about one particular history you think should be commemorated. Using the “Modes of Engagement” presented in Bakshi’s text, describe a couple ideas for commemorating this history.</p> | <p>READINGS</p> <p>TBD – Recent Article about memorial changes</p> <p>Anita Bakshi. <i>Topographies of Memories</i>. 2017. Chapter #6. Pages 209-259.</p> <p>Southern Poverty Law Center. <i>Whose Heritage? A Report on Public Symbols of the Confederacy</i></p> <p>OPTIONAL: Karen E. Till. <i>The New Berlin: Memory, Politics, Place</i>, 2005. Chapter #3, Pages 63-105.</p> <p>IN CLASS PRESENTATIONS 3 Students Present on the Readings Discussion of DISCUSSION posts</p> <p>IN CLASS EXERCISE Develop some (very quick & very rough) ideas for a memorial in the city you worked on for your Guidebook. OR - you could choose to take on COVID19 / BLM Protests - how would you memorialize this period of time we are living through now? Do a quick sketch or diagram or list of ideas. You can incorporate design elements and techniques from the examples presented in today’s lecture or in the readings.</p> |

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| | | When you are done, take a picture, go to the Lecture Voicethread and click EDIT and add in your pictures to the end of the VT and then speak for a minute or two (use voice comment) to describe your project. |
| WEEK 14 April 30 | Last Day of ClassTying it all together... DUE TODAY – Final City Stratifications Guidebook | |