

Walking as a means of changing an environment

Thursday 2:15 PM- 5:15 PM BLAKE HALL 128

Prerequisites: None

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Course Description

New Jersey's cities, townships and suburbia are literally car-driven and thus not really designed for an everyday use that wants to stay in tune with a healthy, sustainable and inspiring environment, where community building social interactions like chatting or playing are fostered. This seminar will focus on the cultural techniques of walking and experiencing and show how powerful and transformative the knowledge gained from walking can be. Students who take this class will learn what it means to develop a "landscape approach" to design and planning, how to "read" their environments and gain awareness on how to build a society where equity and sustainability are not just buzzwords. They will understand how subversive and how enriching walking and observing can be.

We will study texts by the US landscape architect Diane Jones Allen, who showed how US suburbia planning practices discriminate people of color and that walkability is key to emancipation, by US geographer J. B. Jackson, who discovered the vernacular landscape, by French philosopher Michel de Certeau, who reflects on walking as a subversive spatial practice, by US writer Rebecca Solnit, who gives as a field guide to getting lost, by Swiss macroeconomist and design critic Lucius Burckhardt, who playfully named his "sciences of walking" *Strollology*, by US city planner Jeff Speck, who advocates for the "Walkable City" and by Austrian author and 2019 Literature Nobel Prize Peter Handke, who writes about his walking experiences in the periphery.

We will study the history of the "promenade" in gardens and city boulevards, do a sketch walk, and, as a final project, choreograph a "March to Rutgers Gardens", one of the most precious resources of SEBS that is totally cut off from the campus, because it is exclusively accessible by car. Throughout the course, you will keep a notebook as walking, sketching, and reading diary, where you will also take your notes during class. The content of the notebook will be an important part of your final grade as will be your involvement in the preparation of the march.

Learning Goals and Learning Objectives

By the end of this course students will be able to

Learning Goal 1: Assess an environment differently by walking.

Learning Goal 2: Understand what is at stake in a community, both in the way we live together and how the built environment looks like, if walkability is not guaranteed.

Learning objectives associated with Goal 1:

- Through guided walking assignments that are supported by assigned readings by writers and scholars, students will gain knowledge how to read an environment
- Insights in the history and theory of walking will widen student's perspective towards urban planning and urban policies like transportation.

Learning objectives associated with Goal 2:

- Through guest lectures, readings, and own walks in underserved communities, students will gain knowledge about the challenges of a built environment that does not encourage walking.
- The organization of the March to Rutgers Gardens will make students aware of the consequences if an important resource like Rutgers Gardens can only be reached by car.

SAKAI

Please make sure to check the class Sakai website regularly. All assigned reading material and all necessary information will be uploaded and regularly updated.

Reading Assignments

You are expected to complete assigned readings and exercises before the start of class and give your personal reflection on the text. Thus, it is essential that you commit to coming to class prepared and that you fully participate in class discussions and assignments.

All necessary texts will be uploaded to SAKAI by the instructor. The assignments might change according to upcoming proposals from students and the teacher throughout the development of the course.

Accommodations for Students with Disabilities

Please follow the procedures outlined at <https://ods.rutgers.edu/students/registration-form>. Full policies and procedures are at <https://ods.rutgers.edu/>

Absence Policies

Students are expected to attend all classes; if you expect to miss one or two classes, please use the University absence reporting website <https://sim.rutgers.edu/ssra/> to indicate the date and reason of your absence. An email is automatically sent to me.

Course Evaluation

Final Grades include: A (90-100%), B+ (86-89%), B (80-85%), C+ (76-79%), C (70-75%), D (60-69%), F (less than 60%)

Keeping your writing and reading diary, with weekly assignments and participation in class presentations and discussions

(see syllabus for individual steps and points) 70%

Preparation of and participation in the March to Rutgers Gardens on May 2 30%

Extra credit: we will announce occasional relevant lectures on campus and give extra credit for attendance. Downgrading will be effective if students use cell phones during classes, surf in the Internet or doing other work not related to the actual class.

Learning goals assessment: Student ability to communicate and place course material in context are assessed in student-led class discussions, written assignments in your walking diary, and in oral presentation. The percentage score on these assessments will determine the level of mastery: >90% outstanding; 80-89% good; 70-79% satisfactory; <69% unsatisfactory.

Schedule of Classes: Dates, Topics and Assignments

	Thursday – Blake Hall 128
W 1	<p>January 23</p> <p>Handout: Tentative syllabus - discussing the program, adjusting dates, if needed. Getting to know each other: Please present yourself (where did you grow up, where do you live now, how many minutes do you walk per day and where) and your expectations of the class.</p> <p>Handing out the notebooks—your walking, reading and writing diary.</p> <p>Introduction and introductory readings: The Relevance and Dimensions of Walking (Artistic, Political, Social, Environmental)</p> <p>Documentary: Figure in the Landscape: A Conversation with J.B. Jackson, 2008</p> <p>Assignment 1 for presentation in class on January 30: Build a minimum of 15min of continued walking into your daily schedule (no phones, no headphones) and be aware of your environment, what you see, whom you see, how you interact with other people. What do you experience? Keep a daily diary (dates!) with your impressions. Present 3 min in class on January 30. 5 points.</p> <p>Reading Assignments 1 for January 30: Peter Handke, <i>Slow Homecoming</i>, 1985, pp.1-40. Peter Handke, <i>The Lesson of Mont Sainte Victoire</i>, pp. 201-211. Please do not read the texts at the last minute but sometimes within the first days of your walking diary (FR-MO). Write in your notebook what you think about the texts, what you like, and, should you find the texts difficult to follow: why? Does the reading influence your walking and your awareness of your surroundings? Be ready to present in class. 5 points.</p>
W 2	<p>January 30</p> <p>Student feedback from the first week with the walking diary</p> <p>Lecture: Walking, Writing, Designing: Landscape Architects’ interest in Peter Handke</p> <p>Class discussion on Peter Handke and his perception of landscape Student feedback on their reading experience and their attentiveness to landscape</p>

	<p>Walking in the Terrain Vague and Periphery: Extracts of Wim Wenders "Wings of Desire", 1987 (Screenwriter Peter Handke) Movie info by Rotten Tomatoes (98% rating): Damiel (Bruno Ganz) and Cassiel (Otto Sander) are angels who watch over the city of Berlin. They don't have harps or wings and they prefer overcoats to gossamer gowns. They can travel unseen through the city, listening to people's thoughts, watching their actions and studying their lives. While they can make their presence felt in small ways, only children and other angels can see them. They spend their days serenely observing, unable to interact with people, and they feel neither pain nor joy. One day, Damiel finds his way into a circus and sees Marion (Solveig Dommartin), a high-wire artist, practicing her act; he is immediately smitten. As he watches her, Damiel makes a decision: he wants to be human, and he wants to be with Marion, to lift her spirits and to share her pain. Wim Wenders' <i>Wings of Desire</i> is a remarkable modern fairy tale about the nature of being alive.</p> <p>Assignment 2 for presentation in class on February 20 Write down what you think about the film extracts you saw in the notebook, do it on the day of class. Keep your writing diary and note down if the readings by Handke or the fact that you have watched the film change the way you look at your surroundings while walking. Do one walk of about 20min somewhere in the periphery before the next class on February 13. Be sure to be safe and look for company when walking. Describe your experience of walking within a terrain vague, within a periphery. Be ready to share your experience on February 20. 5 points</p> <p>Reading Assignment 2 for February 13: Rebecca Solnit, "Open Door", in: <i>A Field Guide to Getting Lost</i>, 2005, pp. 2-25. Write a short summary of what Solnit understands as "Getting Lost". Write down a memory about getting lost and describe it as vividly as you can. 5 points</p>
W 3	February 6 (NO CLASS; COMPENSATION FOR MAY 2)
W 4	<p>February 13</p> <p>Gathering at Alexander Library, Special Collection and looking at Maps and Cartographic Material of the Rutgers New Brunswick Campus and NJ with librarian Albert King Meeting point: 2:30pm (or 2:45pm, depending on your classes) Entrance of Alexander Library, 169 College Ave, New Brunswick, NJ 08901 We might need to split up in two groups. Who can go when?</p> <p>Reading Assignment 3 for February 20: Jim Taranto (Master Thesis) <i>Revealing Edges: Connecting Rutgers Gardens to Cook Campus at a Pedestrian Scale</i>, 2013 (attention: 89 pages!) 10 points due to the scope of the reading assignment.</p>

	<p>Read the master thesis carefully; make notes of the parts you find most interesting. Be prepared to present content during our walk on Cook Campus, through the Cow Tunnel on February 20, in preparation of the March to Rutgers Gardens</p>
W 5	<p>February 20 Walking on Cook Campus through the Cow Tunnel, dress accordingly (good, rainproof walking shoes, rain gear, good wind proof jacket, cap, gloves etc.) Meeting at Blake 128 to start the class; Students present their terrain vague - periphery walking experience from their walking diary OR their getting lost memory (3 min each)</p> <p>Afterwards: we go out. During the walk: discussion on what "stations" we could do where, discussion of Taranto's Thesis, brainstorming what we could do during the march, who should march.</p> <p>Assignment 3 for February 27. Form in groups of 4 (one group of 5) Come up with three ideas of what you would like to do during the march / what focus the stations could put on. Who should be invited to march and how can we reach these people? 5 points</p>
W 6	<p>February 27</p> <p>Discussion in class - Student bounce ideas Choreographing a March to Rutgers Gardens, Who, What, How, When? Important: Jim Taranto's Master Thesis should be an important source for your ideas and the discussion!</p> <p>Establishing a list of contents, timeline, list of tasks, distributing responsibilities, etc.</p> <p>Reading Assignments 4 and Assignment 4 for the class of March 5 Smart, Michael J. "Walkability, transit, and body mass index: A panel approach" <i>Journal of Transport and Health</i>, 2018, (8), pp. 193-201. Ralph, Kelice, Iacobucci, Evan et al. "Editorial Patterns in Bicyclist and Pedestrian Crash Reporting", in: <i>Transportation Research Record</i> 2019, Vol. 2673 (2), pp. 663-671.</p> <p>1. Prepare each 3 questions for David Tulloch & Michael J Smart</p> <p>Jeff Speck, <i>Walkable City. How downtown can save America, one step at a time</i>, New York: North Point Press, 2013</p> <p>2. Read all the introduction (pp. 13-35) and the overview of "The Ten Steps of Walkability" (pp. 67-72). Then form groups of 2 (1 group of 3 or one person alone) and prepare for each to read and present ONE chapter of the 10 Steps to the class on March 5. 10 points</p>

W 7	<p>March 5</p> <p>Walkability as social and political factor</p> <p>Guest lecture by David Tulloch, Associate Professor in Landscape Architecture, School of Environmental and Biological Science Walking and GIS</p> <p>Michael Smart, Associate Professor, Edward J. Bloustein School of Planning and Public Policy (TBC)</p> <p>Class Discussion of the Reading Assignments</p> <p>Class Presentation of the 10 Steps of Walkability</p> <p>Reading Assignment and Assignment 5 for March 12: Michel de Certeau, "Walking in the City" (Chapter 7 in Part III Spatial Practices), in <i>The Practice of Everyday Life</i>, Berkely and LA: University of California Press, 1988, pp. 91-110. Keep your walking diary and reflect on how walking can be a subversive practice (write min. 2 pages about this in your notebook). Be ready to present in class on March 12. 5 points</p>
W 8	<p>March 12</p> <p>Walking as a subversive act</p> <p>Class Discussion on Readings by Michel de Certeau</p> <p>Guest Lecture by Megan Lotts, Rutgers Art Librarian Walking Artists, Walking Performances</p> <p>Reading Assignment 6 and Assignment 6 for March 26 for March 26 Selected chapters from: 1. Diane Jones Allen, <i>Lost in the Transit Desert. Race, Transit Access, and Suburban Form</i>, New York: Routledge, 2017 In the context of this reading, please select an underserved neighborhood for a walk of at least 20 minutes length. Write down your impressions. Be ready to present in class on March 26th. Prepare 3 Questions you would like to ask Diane Jones Allen. 2. Lucius Burckhardt, <i>Why is Landscape Beautiful? The Science of Strollology</i>, edited By Markus Ritter and Martin Schmitz, Berlin, Basel, Boston: Birkhäuser, 2015.</p>

	<p>After reading Burckhardt, try strolling in your neighborhood for at least 30min. Write down your experience. Be ready to present in class on March 26th. 10 points</p>
W 9	March 19 Spring Break. NO CLASS
W 10	<p>March 25 (important) Landscape Architecture Common Lecture by Diane Jones Allen, Program Director for Landscape Architecture, the College of Architecture Planning, and Public Affairs at the University of Texas at Arlington, IFNH, Room 101, 4pm-5:15pm. You are strongly encouraged to attend. 5 points extra credit for attendance.</p> <p>March 26 Class Presentations and Discussion Diane Jones Allen - Lost in the Transit Desert Lucius Burckhardt - Strollology. Can Walking be a Science?</p>
W 11	<p>April 2</p> <p>Sketchwalk with Ellen Fallon Senechal, graduate student of landscape architecture (trained by Urban Sketcher Prof. Richard Alomar) Please dress accordingly (good, rainproof walking shoes, rain gear, good wind proof jacket, etc.) Meeting point TBD</p> <p>Assignment 7 for April 16 Have images or drawings ready for button making on April 16. 5 points (Detailed instructions will be given on March 12 by Art Librarian Megan Lotts)</p>
W 12	April 9 (NO CLASS; COMPENSATION FOR MAY 2)
W 13	<p>April 16</p> <p>2:30pm Meeting at the Art Library, 71, Hamilton Street Crafting Buttons and Signalization for the March to Rutgers Gardens</p> <p>Reading Assignment 7 for April 23 Selected texts by John Brinckerhoff Jackson (see folder on SAKAI) Selected texts by Dieter Kienast (see folder on SAKAI) 5 points</p>
W 14	<p>April 23</p> <p>Class discussion of the Reading Assignments Walking in the Everyday Landscape vs Walking in a Garden</p>

	<p>Getting ready for the March</p> <p>Save the date: April 25 Rutgers Day - promoting the March - spreading the word</p>
W 15	<p>April 30</p> <p>Getting ready for the March Last To Do's</p> <p>Save the date: MAY 2: MARCH TO RUTGERS GARDENS</p>

Regular Classes End on Monday, May 4, 2020

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- properly acknowledge all contributors to a given piece of work.
- make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of impermissible materials or impermissible collaboration.
- obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions.
- treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.
- uphold the canons of the ethical or professional code of the profession for which he or she is preparing.
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- all student work is fairly evaluated and no student has an inappropriate advantage over others.
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University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld. See also: <http://academicintegrity.rutgers.edu/>