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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<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Class Assignments</td>
<td>10%</td>
<td>every week</td>
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<tr>
<td>Student Blogs</td>
<td>20%</td>
<td>every week</td>
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<tr>
<td>City Guide Rough Draft</td>
<td>10%</td>
<td>March 13</td>
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<tr>
<td>City Stratifications Guidebook</td>
<td>30%</td>
<td>March 27</td>
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<tr>
<td>Presentations</td>
<td>10%</td>
<td>March 27</td>
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<tr>
<td>Final Paper</td>
<td>20%</td>
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**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 give throughout the semester – these are listed for each week in the Class Schedule.

**Student Blogs**
Short weekly blog 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 blog posts. Blogs will be graded based on on-time completion of the post, the coverage of required topics as listed in the blog 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 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 Paper**
A final paper will be due at the end of the semester. The topic should build off of the initial explorations undertaken for the ‘City Stratification Guidebook’ and should propose interventions - using precedents and examples from the readings - to address the social justice issue(s) you choose to focus on.
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
CITIz60 City Guide
Le Cool's Weird and Wonderful Guides
Graphic USA: An Alternative Guide to 25 Cities
The Design Guide Series
### WEEK 1  Jan.24

- How do cities become divided?
- What is the history of urban segregation?
- How is division instituted in cities today?

**LECTURE**

**Introduction**

**Mechanisms of Exclusion and Control**

Divided Cities & Conflict Infrastructure in Jerusalem, Beirut, Nicosia, Istanbul

*Sign up for article presentations for the next weeks / Set up student blogs*

**IN CLASS EXERCISE**

Review Conflict in Cities Briefing Papers (10 4-page pamphlets) in teams of 2 or 3.

[https://www.urbanconflicts.arct.cam.ac.uk/publications/briefing-papers-english](https://www.urbanconflicts.arct.cam.ac.uk/publications/briefing-papers-english)

Present key findings and connections to local landscapes at the end of class.

In class readings of excerpts from *Strangers in Their Own Land*, from pages 135-151.

### WEEK 2  Jan.31

- 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?

**LECTURE**

**Shared Space**

Citizenship & Belonging

Redevelopment Projects

Spaces of Consumerism

**READINGS**


**BLOG POST**

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.

**IN CLASS PRESENTATIONS**

3 Students Present on the Readings / Discussion of blog posts

**IN CLASS EXERCISE**

In small groups look at the provided map of New Brunswick and the Rutgers campus. Make a bubble diagram of where people share space. Use different color markers or pencils to indicate who is sharing space. Where do different groups come together? Where do they prefer to remain separate?
### WEEK 3  
**Feb.7**

- 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?

**LECTURE**

**Planning & Power**
- Building the Corporate Downtown  
- Power and Planning  
- Community Engagement Strategies  
- Action Research and Planners  
- Stories

**READINGS**
  Chapter #3, Pages 73-99.
  Chapter #5, Pages 115-153.

**BLOG POST**

Write two paragraphs about how the techniques proposed by Forester and Lawson et.al. can address some of the issues that we discussed so far in class with planning practices. How do their suggestions address the power dynamics in the planning of the built environment?

**IN CLASS PRESENTATIONS**

3 Students Present on the Readings / Discussion of blog posts

**IN CLASS EXERCISE**

“Finding Yourself in the Census” – pages 32-35 from *Design as Democracy*.  
Log in to American Fact Finder and look up census data for New Brunswick.  
[https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml](https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml)

### HOUSING, LAND & WEALTH

### WEEK 4  
**Feb.14**

- 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?

**LECTURE**

**Housing**
- *de jure* 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

**READINGS**
  Chapter #2, Pages 43-91.
  Pages vii -14, and 39-57.

**BLOG POST**

Write two paragraphs about the origins of housing inequality and precarity in the rental market today. Are Waquant and Desmond in agreement about what is wrong with where housing is located and allocated? What kinds of protections should be put in place for renters today?

**IN CLASS PRESENTATIONS**

3 Students Present on the Readings / Discussion of blog posts

**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](https://dsl.richmond.edu/panorama/redlining/#loc=5/39.1/-94.58)
### Week 5
**Feb. 21**

- 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?

**Lecture: Gentrification**
- Architecture & Inequality
- "There Goes the Neighborhood" Green Gentrification
- Case Study: Project Row Houses, Houston

**Readings**

**Blog Post**
Write two paragraphs about how gentrification unfolds over time. According to Fullilove, what are the psychological and social impacts of large-scale neighborhood change? What role does architecture play? What role do our own personal tastes and habits of consumption play in this process, as we seek out what is “cool”?

**IN Class Presentations**
3 Students Present on the Readings / Discussion of blog posts

**IN Class Exercise**
In small groups visit the Economic Policy Institute’s website on income inequality. Look up data for 4 states and compare. Research and discuss the possible reasons for the differences. [https://www.epi.org/multimedia/unequal-states-of-america/](https://www.epi.org/multimedia/unequal-states-of-america/)

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### Week 6
**Feb. 28**

- 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?

**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

**Readings**
- People’s Policy Project. *A Plan to Solve the Housing Crisis through Social Housing*. 2018. (Policy Paper)
- Redesigning the Housing Market, in *Assemble Papers*, 2019.

**Blog Post**
After reading the People’s Policy Project paper and the discussion of CLTs, present your opinion about how viable these proposals are for the United States, and more specifically for the town you are examining for your City Guidebook. What could work here? How would it work? What would need to change? Would people be willing to accept it?

**IN Class Presentations**
3 Students Present on the Readings
Discussion of blog posts

**IN Class Exercise**
Gather 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?
### Week 7: March 6

- 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?

#### Lecture

**Environmental Justice**
- History of Industrial Zoning
- Superfund Program
- New York City Public Health
- Native American Land and Laws
- #NoDAPL Movement
- Case Study: Ringwood, New Jersey

**Readings**
- Nick Estes, *Our History is the Future*, 2019. 1 Chapter, Pages TBD.

#### Blog Post

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?

#### In Class Presentations

2 Students Present on the Readings
Discussion of blog posts

#### In Class Exercise

Divide into small groups and choose one section of the *Our Land, Our Stories* 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. Are there any Superfund sites near you? Any drinking water reservoirs? Any communities concerned about contamination or remediation? Present your findings to the class.

### Week 8: March 13

- 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?

#### Lecture

**Access to Healthy Environments**
- Food Systems / Urban Agriculture
- Case Studies: Bronx, Via Verde
- Detroit, Oakland Avenue Farm
- Health Care Provision
- Case Study: Alameda firehouse health clinics

#### Readings

#### In Class Presentations

1 Students Presents on the Reading
Discussion of blog posts

**Due Today – Rough Draft of City Guides**
### BLOG POST
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 programs would be useful in your town? Look at groups like: Elijah’s Promise and the New Brunswick Community Food Alliance.

### IN CLASS EXERCISE
In class today bring in a rough draft of your City Stratifications Guidebook. You will pin up on the wall a **minimum** of 4 printed pages from your guidebook. Break up in to small groups and do a flash presentation of your representation of your town in the guidebook. Take no more than 2 minutes. After everyone in your group has presented, have a discussion about any similarities or differences in the Guidebooks, and discuss suggestions for making the information easier to read.

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### SPRING BREAK March 14 – 22

### CITY STRATIFICATIONS GUIDEBOOK

<table>
<thead>
<tr>
<th>WEEK 9</th>
<th>March 27</th>
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<tbody>
<tr>
<td><strong>DUE TODAY</strong> – Final CITY STRATIFICATIONS GUIDEBOOK</td>
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<tr>
<td>Uploaded to your Sakai Dropbox before the start of class time</td>
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<td><strong>IN CLASS PRESENTATIONS</strong> OF CITY STRATIFICATIONS GUIDEBOOK</td>
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<th>WEEK 10</th>
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<td><strong>IN CLASS PRESENTATIONS</strong> OF CITY STRATIFICATIONS GUIDEBOOK</td>
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### __________ IDENTITY, DESIGN & REPRESENTATION __________

<table>
<thead>
<tr>
<th>WEEK 11</th>
<th>April 10</th>
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<tbody>
<tr>
<td>• How much do architects, landscape architects, and urban planners know about people?</td>
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<td>• How can people and social practices become more central to design practice?</td>
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<td>• How do buildings structure social relations?</td>
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### LECTURE
**Society & Design**
- Designing for People?
- How Architectural Education Works
- Architectural Drawing Technologies

### READINGS

### IN CLASS PRESENTATIONS
- 3 Students Present on the Readings
- Discussion of blog posts

### IN CLASS EXERCISE
Break up into small groups and walk around Cook Campus. Visit a couple of the large institutional buildings on campus – such as Douglas Library, the IFNH Building, Chang Library, or the Cook Campus Center. How do the existing spaces in the building affect social life in terms of where people can gather, who can enter certain spaces, or what kinds of social interactions occur?
### WEEK 12
#### April 17

**LECTURE**

**Representing Designed and Built Spaces**

- The Cultural Work that Images Do
- Mapping Technologies and Ethical Questions
- The Agency of Mapping
- Spatial Ethnography
- Critical Cartography

**BLOG 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?

**READINGS**


**IN CLASS PRESENTATIONS**

3 Students Present on the Readings

**IN CLASS EXERCISE**

In small groups, walk around Cook Campus and pay attention to how people are using space on the campus. How can you map social interactions? Try out some ideas. You won’t be able to complete this mapping in class, but come back with some examples and ideas and share this with the class.

### WEEK 13
#### April 24

**LECTURE**

**Memorials**

- Statue Removal / Addition?
- Memorial as Participation, Performance, or as Community Organizing Tool.
- Civil War Memorials
- Native American Memorials
- Slave Trade Memorials

**BLOG 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 America reflect multiple viewpoints and the histories of different groups? Think

**READINGS**


**IN CLASS PRESENTATIONS**

3 Students Present on the Readings

**IN CLASS EXERCISE**

In small groups you will work on a quick design for a memorial project using the topic sheets that will be provided in class. On 18x24 sheets of newsprint make a list of the important
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.

| WEEK 14 May 1 | Last Day of Class .....Tying it all together...
DUE TODAY – Final Paper exploring one facet of your City Stratifications Guidebook |
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<td>elements that you want the memorial to commemorate, and diagram or sketch your design ideas. You can incorporate design elements and techniques from the examples presented in today’s lecture or in the readings.</td>
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