Spring 2021
LA 550:301: Social and Cultural Aspects of Design   3 credits
Monday, Thursday 9:15 – 10:35

Holly Nelson
Associate Professor of Practice   holly.nelson@rutgers.edu
Office hours by appointment

Amanda Leifer
Graduate student   amanda.leifer@rutgers.edu

This course satisfies **Core Learning Goal: Writing in the Discipline (WCd)**

Communicate effectively in modes appropriate to a discipline or area of inquiry; evaluate and critically assess sources and use the conventions of attribution and citation correctly; and analyze and synthesize information and ideas from multiple sources to generate new insights.

Course Description
This course engages students in the complex relationship of people and the environment. Our discussions focus on the design and use of everyday environments as expressions of the individual, community, and civic society. We consider how our environment shapes our everyday life and how we shape the environment. This semester, due to Covid19, we begin by exploring 'virtual environments' (as visualized in documentaries); after spring break you will explore (masked, and socially distanced) an everyday public space in your neighborhood.

Students are introduced to environment-behavior research and community-based design and invited to explore ethical debates related to inclusion, participation, diversity, and sustainability. We approach social and cultural aspects of design and planning through various frames, such as settings (city, garden, home, street, etc.), human evolution and physiology, particular groups' needs (elderly, physically disabled, children, immigrants), power dimensions (economics, law, environmental justice), race and ethnicity, gender, and sustainability. We explore our own assumptions about what *should* be and the normative theories that influence environmental design. Contemporary cases of contested public spaces, cultural expression, community memory, and user-initiated spaces complicate perceptions of what is a public space and who constitutes the public. The course engages an interdisciplinary approach to social and historical analyses of people in their physical context, utilizing theories and methods from the social sciences (psychology, geography, anthropology, and sociology) and environmental design (landscape architecture, architecture, urban planning). Weekly readings introduce students to "classic" and contemporary materials. Students learn methods to gather information about users' wants and needs that may inform design. Students engage in reflective and group exercises to address designer biases and assumptions. Students process theory and analysis through written and graphic projects.

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Course learning objectives include:

a. Theory and Assumptions: Students will have a foundation in environment-behavior research and community-based design theory and be able to interpret public landscape design and use in terms of individual preference, social processes and cultural practices.

- Personal bias
- Territoriality
- Personal Space
- Place/Placelessness
- Cultural landscape

- Insurgent space
- Environmental determinism
- Normative theory
- Environmental justice

- Empowerment
- Participation
- Design activism
- Safety / crime prevention

b. People in space: Students will be able to analyze intended and actual use of designed spaces in terms of different user groups.

- Class / economic status / poverty
- Immigrants
- Seniors / elderly

- Children / youth
- Vulnerable populations
- Ethnicity and race
- Gender

- Physical disability / ADA
- Homeless

c. Evidence and Analysis: Students will be able to inventory and analyze social use of space through methods that communicate processes to be used to meet educational, discussion, and design goals.

- Ethics in research
- Self-reflection
- Observation
- Survey / questionnaire
- Census

- Interview
- Activity settings/behavior diagrams
- Cognitive mapping
- Case Study

- Ethnography
- Participatory methods
- Design charrette
- Post occupancy evaluation

d. Professional report and documentation of design: Students will generate clear professional essays and reports that summarize issues and findings

- Framework / storyboarding
- Diagrams and graphics
- Coordination of graphic and written material
- Writing group discussions

- Formatting
- Peer critique
- Revision
- Rubric for assessment

Required Readings

De La Pena, David, Diane Jones Allen, Randy Hester, Jeff Hou, Laura Lawson, and Marcia McNally. *Design as Democracy: Techniques for Collective Creativity.* Washington: Island Press, 2017.

Additional readings will be posted on Canvas.

Course Preparation, Attendance and Engagement

The course is designed to engage students in active learning through discussion, exercises, and assignments. All course material is available on Canvas. Each week is considered as a module that includes lecture, preparatory readings, and exercises.

      Lectures: All lectures will be made available on Canvas as notes.
      Movies: Movies are available on Rutgers Kanopy, Netflix, and Amazon if you wish to re-watch them.
      Site Visits: After spring break, local site visits are expected to complete assignments.

It is essential that students come to class prepared to be full participants in class discussions and assignments. Students are expected to plan ahead for the course and read the syllabus to make sure they are prepared. All readings assigned for a lecture should be read <u>before</u> the start of that class period. The class is designed to build on student reflections from readings and exercises.

There will be a strict attendance policy. Students are expected to arrive on time and attend the entire class period. The only acceptable absences are health and family emergencies, and both require contacting the professor BEFORE the day of absence.

Assignments and Grading

All work is expected to be turned into Canvas on or before the assigned due date. Please note the date and time that Canvas will be set to NO LONGER ACCEPT WORK as on time. Do not wait until last moment. Late work may be submitted on Canvas but will only be accepted and graded with prior <u>written</u> approval from the instructors and will receive a reduction in points <u>per day</u> that the submission is late. Repetitive late submissions reflect a larger issue to address and will result in significant grade reduction.

    <u>Exercises:</u> 4 Short Essays provide a foundation for Project 2. These are 1-page reactions to the movies that visualize our 4 major topics (gentrification, surveillance, homelessness, and public housing).   (16%)

    <u>Projects:</u> Projects reflect larger, cumulative assignments.
- Project 1: Environmental Autobiography   (14%)
- Project 2: Socio-critical Essay (based upon selected topic)   (35%)
- Project 3: Socio-critical Case Study (visualized report about an everyday place)   (35%)

Please note that work completed as exercises will be regraded as part of Projects 2. *This is a writing course and requires students to do iterations of work that show progress and improvement. Incomplete work will have a compounding impact on the final course grade.*

Extra credit: there may be a couple extra credit assignments created. These will be added to final grade at end of semester.

Academic Integrity Policy

Every member of the community bears a responsibility for ensuring that the highest standards of academic integrity are upheld. Only through genuine partnerships among students, faculty, staff, and administrators will the University be able to maintain the necessary commitment to academic integrity. Please look at the full description at http://academicintegrity.rutgers.edu/. The website includes definitions of cheating, plagiarism, paraphrasing, multiple submission, fabrication, facilitating cheating or plagiarism, denying others access, and fair use of citations and common knowledge.

Final Letter grades use the following scale:

x > 90   A
90 > x> 87   B+
87 > x> 80   B
80 > x> 77   C+
77 > x> 70   C
70 > x> 60   D
x < 60 F

While the assignment of grades is ultimately the purview of the instructor, the department uses the following guideline for understanding appropriate grading in its courses:

A – Outstanding –This not only means fulfilling the requirements, but impressing and going beyond the initial expectations of the project. The student has demonstrated a superior grasp of the subject matter coupled with a high degree of creative or logical expression, and strong ability to present these ideas in an organized and analytical manner.

B – Very Good – The student has demonstrated a solid grasp of the material with an ability to organize and examine the material in an organized, critical, and constructive manner. The projects and in-class performance reveal a solid understanding of the issues and related theories or literature.

C – Acceptable –The student has shown a moderate ability to grasp concepts and theories for the class, producing work that , while basically adequate, is not in any way exceptional. This performance in class display a basic familiarity with the relevant literature and techniques.

D – Unacceptable – The work demonstrates a minimal understanding of the fundamental nature of the material or the assignment with a performance that does not adequately examine the course material critically or constructively. Students cannot graduate from the Landscape Architecture program with 2 D's in required 550 classes.

F – Failure – The student has demonstrated a lack of understanding or familiarity with course concepts and materials. Their performance has been inadequate. Failure is often the result of limited effort and poor attendance which may indicate that the student is not in the proper field of study.

Learning Centers

The Learning Centers provide centralized academic support services to cultivate students' skills, strategies, and behaviors that lead to academic persistence and lasting success. If you need help with writing, you may find the Learning Center Writing Coaching programs useful. https://rlc.rutgers.edu/student-services/writing-coaching. *Please note that the Writing Center does not support courses that are not part of the Writing Program (Expository Writing and Basic Composition).*

Student Wellness Services

Just In Case Web App: http://codu.co/cee05e. Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

Counseling, ADAP & Psychiatric Services (CAPS): (848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ www.rhscaps.rutgers.edu/. CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.Violence Prevention & Victim Assistance (VPVA): (848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/. The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services: (848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / https://ods.rutgers.edu/. Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines . If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.

Scarlet Listeners: (732) 247-5555 / http://www.scarletlisteners.com/. Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.

		301 SCHEDULE		PROJECT	ASSIGNMENT
DATE	LECTURE	IN-CLASS			
TH 1.21	Overview + assignment	J.B. Jackson, Figure in a Landscape 47m https://www.youtube.com/watch?v=U5hD5nD9UDM		PR1 Environmental Autobiography	8-10 spaces: notes+ themes Due 1.24
M 1.25	Cultural Landscapes + Map reading	In-class reading + discussion			2 drawings due 1.27
1.28		My Brooklyn Kanopy, 85m		PR1 due 1.31	Start PR2
M 2.1		The Feeling of Being Watched Amazon, 86m		PR 2 Critical Essay Exercises	2 movie essays due 2.3
2.4	--	Dark Days Amazon, 82m			1 movie essay due 2.7
M 2.8	--	The Pruitt-Igoe Myth Kanopy, 80m			1 movie essay due 2.10
2.11	Public housing	https://www.segregatedbydesign.com (18m) https://www.fairhousingjustice.org/resources/film/ 30m + Discussion		PR 2 Critical Essay	Research chart
M 2.15	Research/ Citations, Gentrification	Librarian + work session + images Gentrification https://www.youtube.com/watch?v=V0zAvImzDFc 7:30m https://www.youtube.com/watch?v=XqogaDX48nI 14m			Research chart
2.18	Nancy: surveillance	Boyer: https://www.youtube.com/watch?v=I-MyAeYQXos 25:12 Low https://www.youtube.com/watch?v=0N2-JSLS81o 22:14			Research chart
M 2.22	Essay structure + in-text citations	Writing Center + activity			Research charts + Thesis statement due 2.24
2.25	Homelessness Housing	https://www.ted.com/talks/esther_sullivan_america_s_most_invisible_communities_mobile_home_parks 14:35m https://www.ted.com/talks/malika_whitley_how_the_arts_help_homeless_youth_heal_and_build 6:20 m + Discussion podcast https://99percentinvisible.org/episode/immobile-homes/			Write essay
M 3.1	Amanda's thesis	Design thesis: research, diagramming			3 pages draft essay due 3.3
3.4	Peer Review	Peer Review			4 pages peer review due 3.4
M 3.8	Workshop	Writing Workshop			Complete essay
3.11	Guest Lecture	Abilyn Miller: Homelessness		Essay Submission	Submit essay by 12pm
3.15 -18	SPRING BREAK				
M 3.22	PR3 overview	Wm. Whyte movie 58m		Revise + SUBMIT PR2 3.24	Resubmit with revisions due 3.24
3.25	French café lecture:	Read French café article collectively: how people use space		PR 3 Case Study	SV: document people (map, photo)
M 3.29	Activity setting	Case study: Activity settings + in-class activity setting & circulation/ gathering spaces/ sun-shade/ Programming			SV: document people (map, photo)
4.1	Gehl, Albrecht: mapping	Rishbeth Benches https://vimeo.com/209890302 18m homelessbenches: https://www.youtube.com/watch?v=WeyLEe1T0yo&ab_channel=Vox + Rishbeth Case Study			SV: 3 Activity settings, Traces

M 4.5	Proxemics*	Human Spatial Behavior, UCI Media https://www.youtube.com/watch?v=Sh0ohSjz2J8&t=2s Asylum Air Pupa diagram PPT		SV: 3 Activity settings, Traces
4.8	Demographics Interviewing	Project demographics workshop		Diagrams
M 4.12	Different cultures	https://www.npr.org/sections/codeswitch/2013/05/05/181126380/how-different-cultures-handle-personal-space https://www.ted.com/talks/robert_neuwirth_the_hidden_world_of_shadow_cities#t-825779 + Discussion		Reading
4.15	Human scale	Human Scale 83m Netflix, Vimeo		Lit Review
M 4.19	ADA/Age	Crip Camp 108m Netflix, You Tube		Lit Review, Compile Drawings
4.22	Workshop	https://www.ted.com/talks/elise_roy_when_we_design_for_disability_we_all_benefit 13m Workshop		Findings (includes drawings)
M 4.26	Gender	Gender: https://www.youtube.com/watch?v=cdSSg9SZYAY&ab_channel=BBCNews Video + shared article		Submit Findings
4.29	Workshop	Workshop: Peer Review		Intro, Methods
M 5.3	LAST DAY: PARTICIPATORY DESIGN	Winterbottom studio, https://vimeo.com/373450112 https://www.youtube.com/watch?v=x0MnGZ1gB4k Liz Ogbu		Reflection/ Conclusion
5.7		Make all necessary revisions to submissions and finalize Case Study.	**5.7 SUBMIT FINAL REPORT**	Submit Final Case Study 5/7
		Alexander https://www.youtube.com/watch?v=6bSjvmD-XBM Lynch https://vimeo.com/241400309		
		https://www.ted.com/talks/richard_j_berry_a_practical_way_to_help_the_homeless_find_work_and_safety?referrer=playlist-the_issue_of_homelessness#t-729362		