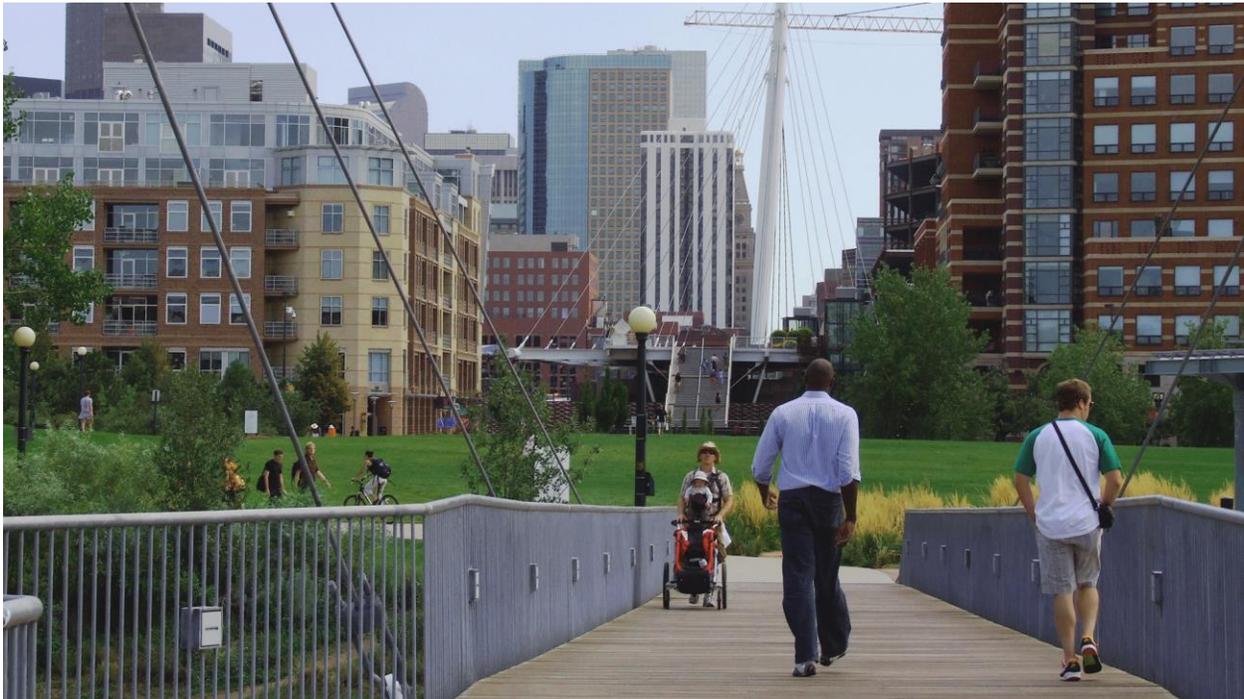


PARKS AND PUBLIC SPACES / DESIGN SEMINAR | 3 CREDITS | SPRING 2021
LDAR 6686 (004) / URBN 6652 (001) / URPL 6365 (001)

Thursdays, 9:30 am - 12:15 pm | Instructor Ryan Sotirakis, AICP, Urban Designer, Dig Studio
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OVERVIEW

This seminar introduces students to the design, management, and maintenance of parks and public spaces. The course is particularly focused on how issues of race, class, culture and design interact to shape access to, inclusion in, and exclusion from, public spaces. We will focus on multiple layers of public space, from parks to plazas to sidewalks to streets.

We will examine the foundations of public space theory with a particular emphasis on how space is more than just a neutral container but is instead deeply revealing of how we think about notions of democracy, diversity, and equity. In this way, public spaces are mirrors of society, reflecting our biases and beliefs about who “belongs” and who does not, as well as notions of what urban life should be. Throughout the course, we will alternate between issues and methods. So, one week we will discuss issues relevant to public space planning in the 21st century such as environmental justice or the privatization of public space, and the next we’ll discuss design techniques or participant observation methods.

Each week in this discussion-based, hands-on, interactive course, students will examine key case studies, hear from guest lecturers, or conduct site visits to public spaces throughout the city.

FORMAT

This graduate-level seminar course relies heavily on your participation, which should be professional at all times. Our class sessions are equivalent to a professional meeting. This means that each student should attend every class, arrive on time, be prepared to engage the topic and other members of the

class, respect fellow members of the class, and use professional and inclusive language. We will go over some discussion norms in weeks 1 and 2.

COMMUNICATION

Unless otherwise noted, we will use Canvas for all official course communication and it is the responsibility of each student to use Canvas settings that enable reliable communication. For example, this may mean selecting a personal e-mail address as the default in Canvas or setting up email forwarding from your University account. I will use Canvas for weekly readings, course announcements, changes to the schedule, turning in assignments, personal communication, and other course-related business. All assignments, unless otherwise noted, must be submitted on Canvas, so each student should be familiar with Canvas's assignment submission procedures.

ASSIGNMENTS

Students must properly cite text and materials authored by others in all assignments and reports, using the APA documentation style. Here is a free and easy-to-use [APA guide](#).

Attendance and participation

Student grades for participation are based on in-class participation and will account for attendance and participation as evidenced by the student's readiness to summarize the materials, critique them, and engage effectively in class discussions and exercises. Students are expected to attend all class sessions, and absence is excused only in cases of emergency or illness. I will take attendance each week, and all students must arrive on time to class to avoid disrupting other students' attention and learning. Arriving 1-15 minutes late to class reduces attendance points for the class session by 50%. Students who arrive more than 15 minutes to class do not receive attendance credit for that session.

Your consistent participation is very important. This does not mean you can just "show up" and sit quietly, nor should you simply respond to every question posed; effective participation is not measured by amount. Active participation means involving yourself in the discussion by showing up on time, completing readings before class (note: I would rather have you read most of the assigned pieces in depth than all of the articles at a very surface level), listening intently to whomever is speaking, asking pertinent/pointed questions, offering opinions respectfully, and otherwise being deeply present in class. Discussing honest questions and true struggles within you is often the best way to contribute.

Listening is also participating. If you do not actively listen and share your questions and ideas with everyone, they can't benefit from what you have to offer. Each of you has important questions and ideas to share that we can all learn from, and I believe you have a responsibility to contribute them. If you have a question that you do not already have an answer for, you will genuinely want to hear what your classmates have to say. The worst thing for discussion is a series of unrelated monologues. What we are shooting for are true dialogues in which you engage the comments and questions of others rather than following them up with unrelated comments and questions. Be curious about what others have to say. If you share your thoughts and questions in an effort to explore the material in the spirit of intellectual curiosity, you will receive a good participation grade.

To ensure you are learning outside the classroom, at times I will take volunteers or randomly call on one or two of you at the start of class to discuss a planning or design current event that relates to public space in the city. Make it a habit to do a daily scan of websites that you like, such as [citylab.com](#), [planetizen.com](#), [shelterforce.org](#), [streetsblog.org](#), [nextcity.org](#) and others. Finally, during class, use of laptops, smartphones, or tablets is not permitted. This is because it can compromise your and your peers' learning. We are constantly tied to our devices; think about this is a special and increasingly rare opportunity to disconnect from the virtual world and retrain our brains to connect with each other and

with big ideas. If you wish to take notes during a discussion, please take them by hand – you will retain the information much more clearly! Check out this [link](#).

Discussion lead

For this assignment you will lead a group discussion on that week's readings. Depending on the final number of students enrolled you may or may not sign up for discussion lead with a partner. If necessary, we will choose partners and assign weeks during class on January 23. You will prepare a slide show presentation that provides a summary of the main point(s) of all of the readings, both required and recommended. Also post this file online to Canvas before class begins on the day you present. Your summary should outline the main thesis, i.e., the crux, of each of the readings as well as summarize the key supporting arguments and assumptions the authors make. Be sure to discuss how the readings are relevant to our broader discussions of public space, why they are helpful, and what they leave out. Feel free to use photos or videos to enhance your discussion. During class, you will be asked to go through your summary with the class, and then facilitate a discussion, which should last about an hour.

The idea is for you to inspire everyone to explore the reading in insightful ways, so please feel free to be creative with this assignment. You might want to include some broad but pointed discussion questions to guide us. Good discussion questions are usually “open-ended,” and have a complex answer and/or a range of possible answers. They are also genuine, meaning you have not already made up your mind what the answer is. A descriptive question might be: “Does the author mean to say...?” A normative question might be: “Is the U.S. right to intervene in world affairs?” The latter type opens up the issue of values, of what people think the world *should* be like. You can ask either descriptive or normative questions when facilitating discussion, or a combination of both.

Because many of the readings in this class expose the problems with public space, it's important to also see that there are truly wonderful public spaces and placemaking endeavors that have the promise to bring people together around common issues. Therefore, as part of your presentation, spend a few minutes discussing an example of, say, a public space redesign or placemaking action that resulted in positive outcomes for local communities. Make sure this example relates somehow to the central topic for that week. Again, you should feel free to include short films or images in your presentation that show us your space and illustrate your main points.

Field notebook

Learning to observe public space and public life is an acquired skill. Throughout the semester, you will be exposed to a number of different methodologies for better understanding and assessing public space. For this assignment, you are asked to keep a field notebook that includes sketches, diagrams, writings, reflections, cut-outs and any other techniques that help you record your everyday experiences of public space. Ideally, your observations should seek to address the weekly themes that we cover. I will have you submit your field notebooks to me every two weeks, starting on Week 3, and I will review these and then get them back to you in the following class. Your last submission will be on April 16, and I will review the entire notebook at that time, tracking your progress throughout the semester. You must use a specifically-designated paper notebook for this assignment. Moleskine notebooks are nice for this, but there are so many other options. When grading you on this assignment, I will not assess your work after each submission, but instead will look at how seriously you've taken this assignment and how your reflections have developed over the semester.

Denver Post op-ed

For this assignment, you will write an op-ed/commentary to the Denver Post in 650 words or fewer. The op-ed should address an issue that is relevant to the city and that touches on something we have discussed in class. In addition to working with the Writing Center on this assignment – they are a fantastic resource and can help with this exact kind of assignment – here are two short guides for writing an op-ed from [Duke University](#) and the [New York Times](#). Both of these documents are very clear that it is imperative to connect your commentary to current events and issues of concern in a certain time and place; in addition, most publications will seek answers, or ways to address the problems you expose or critiques you raise. As such, you should be tracking news throughout the semester in order to identify key issues that connect with contemporary concerns to readers of the Denver Post, i.e., mostly residents of the Denver metro area.

To help you prepare for this assignment, I will have you share your topic and central argument in one paragraph maximum to the Canvas Discussion Board by February 27. Each student will be required to comment and offer constructive feedback on at least two other proposals by March 5. An “almost-final” draft of the op-ed is then due to me by March 12. Once the final op-ed is submitted on April 2 via another Discussion Board, I will ask you to read all the other op-eds turned in by your peers. Then you will complete [this form](#) by April 11 where you will select your favorite three op-eds. I will work with the top three vote-getters to submit their op-eds to the Denver Post for potential publication. Find the Denver Post’s submission guidelines [here](#) under “How to submit a guest commentary.”

Final project

In this project, you will work in groups of two. Please take some time in weeks 1 and 2 to decide on your partner. You will pretend you are a consultant team that has been asked by the City and County of Denver (CCD), DRCOG, and a coalition of community-based organizations and local non-profits, to create a public space redevelopment plan for an existing park, plaza or other public space in the Denver metro area. These groups are responding to a (hypothetical) national-level parks audit that ranked Denver in the bottom 10% of all major U.S. cities in terms of the “inclusiveness” of its public spaces, measured predominantly by assessments of use by diverse parties, access for park-dependent populations, and the prevalence of [universal design](#) features. The coalition decided that the first order of business was to create a statement park, one that could be considered a “space for all,” and a model of inclusion for all other parks in the city. The coalition does not want to lose sight of their other goals for public spaces in the city related to economic vitality and environmental performance; nevertheless, they want to foreground the aspect of inclusion in the redesign.

By February 6 you will [submit to me by email](#) a ranked list of three potential parks that you would like to redesign and why. These can be downtown parks, such as Civic Center Park, Commons Park, Skyline Park, or Wynkoop Plaza; neighborhood parks, such as Cheesman Park, Congress Park, Platt Park, or Washington Park; or regional or suburban parks. You may not use one of Denver’s mountain parks for this assignment. The only other requirement in selecting your space is that you can complete this assignment and adequately respond to all the prompts. Once you submit your choices, I will see if there are any overlaps and assign spaces accordingly.

The first deliverable is a written proposal, no longer than 25 pages (single-spaced, 12 pt. font), that presents your case for how you would make your chosen space a “space for all.” In addition to a written narrative, this document should include maps, diagrams and anything else you’d like to make your case. I am not prescribing a specific outline for you to follow for this, or the second deliverable, but I will share some design proposal examples in class for reference. I do encourage you to look at examples of similar reports; doing this kind of research is always very instructive and I will leave that task to you. But at a minimum, your proposal should include a detailed but concise history of your space, including recent changes and any significant broader forces that may have shaped the space; an assessment of the

space's existing strengths, weaknesses, opportunities and threats, and a brief discussion of the methodology or methodologies you used to make your assessment; at least one precedent/case study that has some similarities to your chosen space; a list of goals and strategies for making your space a model of inclusiveness; a graphic project timeline illustrating the phases you outline in your proposal and a corresponding public process (I will show examples in class); and, finally, a vision for your space that includes a short narrative, a diagrammatic program, an illustrative plan, perspective renderings as needed and some precedent images for the different elements and design features you wish to include. Your total physical construction budget (not inclusive of design) is \$500,000 and the redevelopment project will take place over 12 months. Be sure to consult project management guides and best practice case studies of other redevelopment/redesign projects in order to get a general sense of what things cost. Include a very brief budget in your final report and/or your presentation.

The second deliverable is a multimedia presentation lasting no longer than 15 minutes (no exceptions) that outlines your main arguments. You will make this presentation on May 7 to your classmates and potentially some invited guests. This presentation should assume your team was short-listed for the project and should function as your "interview" with the client. The presentation should summarize your written proposal (above) and be creative and convincing and hold your audience's attention. Each group member must speak in this presentation. The presentation should include images, maps, diagrams, sketches and renderings, videos and/or other media. As part of your final project, each student must also submit a brief partner evaluation form on Canvas.

The purpose of this exercise is to provide the opportunity to explore the inner workings of one particular public space. Design can play a role in whether a space is inclusive, but so can the regulation of the space, or its location or proximity or access to other destinations. Make multiple visits to your space on different times of the day, days of the week, during events and non-events, and during different kinds of weather. Spend a good amount of time in your space and conduct some site reconnaissance as well as some participant observation. If there are any community planning meetings happening in the area, even if they are not related to your chosen public space, you should attend those to listen and hear what is being discussed. Learn to look at these spaces analytically and empathetically. Observe behaviors, uses, users, physical features, and even your own perceptions of how you feel in the space. Who is using the space currently, and how might that be a function of the location, rules, or the sociocultural norms and expectations of the site? Why are certain areas of the space likely used by some people, but other areas are used by different people? How does the design of the space seem to shape how the space is used, and in turn, by whom? Try to engage as deeply as possible with some of the controversies, challenges, and difficult questions we discuss in class this semester. There are many resources in our readings as well as from groups such as [Project for Public Spaces](#).

I understand that you all have different skills and backgrounds, and that you will approach this assignment (and the others) very differently. What is important to me is that you engage with the material we have covered throughout the semester and take it to the next level by thinking deeply about the "ideal" conditions for public space and how you might go about making them a reality.

GRADING

Assignment	Weight	Due date
Participation and attendance	15%	Every class
Discussion lead	15%	Varies
Field notebook	20%	Every other week starting in Week 3
<i>Denver Post</i> op-ed	15%	April 2
Final project: Inclusive design proposal	35%	May 7

Grading for assignments will be based primarily on the quality and depth of the work presented, but I will also consider organization, composition, and presentation (i.e., editing, spell checking). Any work submitted after the assignment deadline but within one week of the due date will receive 75% of the points earned. Assignments submitted between one and two weeks late will receive 50% of the points earned. Assignments submitted more than two weeks late will receive no credit.

Grading scale

- A range Exceptional scholarship and superior work products that significantly exceed stated requirements in scope and/or quality
- B range Commendable scholarship and accomplished work products that somewhat exceed stated requirements in scope and/or quality
- C range Satisfactory scholarship and work products that meet or almost meet stated requirements in scope and/or quality
- D range Inadequate scholarship and inferior work products that clearly fail to meet stated requirements in scope and/or quality
- F grade Unacceptable scholarship and work product

ACADEMIC HONESTY

Education at the University of Colorado Denver and in the College of Architecture and Planning (CAP) depends on honesty and integrity, as well as appropriate conduct. CAP students are required to follow the Student Code of Conduct and the Honor Code. All University and College policy, as well as common sense, regarding academic honesty applies in this course. Plagiarism and cheating are not tolerated and will be handled through the University’s official process. When working in a group, it is the responsibility of everyone in the group to maintain the norms of academic integrity. Students may do joint work with other courses only with permission of the instructor and when the work is suitable for the topic and the course.

ACCOMMODATIONS

Any student who needs, or who may need, accommodations due to a disability should speak with the instructors as soon as possible, and should contact the Disability Resources and Services Office on campus to arrange accommodations. See [here](#) for more details.

SCHEDULE

All required readings are drawn from peer-reviewed research and popular media. All can be accessed on Canvas except those that are hyperlinked below, which can be found online.

Week	Date	Topics	In-class
1	Jan 23	Introduction	Intros, syllabus, expectations, discussion
2	Jan 30	Why public space matters	Discussion; watch Bogotá video
3	Feb 6	Defining and classifying public space	Discussion; watch The Garden, part I
4	Feb 13	Enclosure of the commons	Discussion; Lynch; Writing Center visit
5	Feb 20	Observing public space and public life	Discussion; watch Whyte
6	Feb 27	Women, youth, race, and difference	Discussion; Watch “On LOVE”

7	Mar 5	Public space regulation and management	Discussion; Walking tour of Downtown & DDP tour of Skyline Park
8	Mar 12	Spatial analysis, ethnography, observation	Discussion + TBD
9	Mar 19	Homelessness, disorder, "broken windows"	Discussion; DHOL tour
10	Mar 26	NO CLASS - SPRING BREAK	NONE
11	Apr 2	Culture, alternative uses of marginal space	Discussion; West Denver park (TBD) tour
12	Apr 9	Protest, democracy, conflict, and insurgency	Discussion + TBD
13	Apr 16	Design and placemaking	Discussion; Visit to Dig Studio; Laurel Raines tour of Paco Sanchez Park
14	Apr 23	Visibility, representation, and encounter	Discussion + TBD
15	Apr 30	Environmental justice, privilege, gentrification*	Discussion; Cinceré Eades tour
16	May 7	Final presentations	Presentations + potluck; Location TBD

Important dates and deadlines

- Week 1 | January 23 - Discussion lead sign-up due
- Week 2 | January 30 - Syllabus questions due
- Field trip waiver due
- Week 3 | February 6 - Submit ranked list of three potential spaces for final project
- Field notebook submission 1
- Week 5 | February 20 - Field notebook submission 2
- Week 6 | February 27 - Op-ed proposal paragraph due
- Week 7 | March 5 - Comments due on at least two other students op-ed proposals
- Field notebook submission 3
- Week 8 | March 12 - "Almost-final" op-ed due
- Week 9 | March 19 - Field notebook submission 4
- Week 11 | April 2 - Final op-ed due
- Field notebook submission 5
- Week 12 | April 9 - Voting due on top three op-eds
- Week 13 | April 16 - Field notebook submission 6
- Week 16 | May 7 - Final project report due
- Final presentations in class
- Week 17 | May 14 - Final project partner evaluation form due

READINGS

Note: readings should be completed by the week under which they are listed.

Week 1

Required:

Finley, B. (2019a). As development eats away at Denver's green space, the "city within a park" is becoming a concrete metropolis. *Denver Post*, 13 January.

Finley, B. (2019b). "We need more open spaces," residents say – Some feel stifled by building boom, seek room to roam. *Denver Post*, 14 January.

Finley, B. (2019c). Push for more green space unearths inequities. *Denver Post*, 15 January.

Week 2

Required:

Jacobs, J. (1961). *Death and life of great American cities*. New York, NY: Vintage Books. Excerpts.

Mitchell, D. (1995). The end of public space? People's Park, definitions of the public, and democracy. *Annals of the Association of American Geographers*, 85(1), 108-133.

Mumford, L. (1937). What is a city? *Architectural Record*. Reprinted in LeGates, R. & Stout, F. (1996). *The city reader*, New York, NY: Routledge.

Recommended:

Carmona, M., de Magalhães, C., & Hammond, L. (Eds.). (2008). *Public space: The management dimension*. New York, NY: Routledge. Ch. 1, 3.

Lynch, K. (1960). *The image of the city*. Cambridge, MA: The MIT Press. Excerpts.

Week 3

Required:

Carmona, M., de Magalhães, C., & Hammond, L. (Eds.). (2008). *Public space: The management dimension*. New York, NY: Routledge. Ch. 2.

Klinenberg, E. (2018). Introduction: The social infrastructure. In *Palaces for the people: How social infrastructure can help fight inequality, polarization, and the decline of civic life* (1-24). New York: Crown.

Neal, Z. (2010). Locating public space. In A. Orum & Z. Neal (Eds.). *Common ground? Readings and reflections on public space* (1-10). New York, NY: Routledge.

Recommended:

Low, S., Taplin, D., & Scheld, S. (2005). *Rethinking public parks: Public space and cultural diversity*. Austin, TX: University of Texas Press. Ch. 2.

Oldenburg, R. (1989). *The great good place: Cafes, coffee shops, community centers, beauty parlors, general stores, bars, hangouts, and how they get you through the day*. St. Paul, MN: Paragon House Publishers. Excerpts.

Week 4

Required:

Banerjee, T. (2001). The future of public space: beyond invented streets and reinvented places. *Journal of the American Planning Association*, 67(1), 9-24

Davis, M. (1990). Fortress L.A. *Cities and Society*, 267-283.

Lynch, K. (1982). *Good City Form*. Cambridge, MA: The MIT Press. Excerpts.

Zukin, S. (1996). *The cultures of cities*. Wiley-Blackwell. Excerpts.

Recommended:

Németh, J. (2009). Defining a public: The management of privately-owned public space. *Urban Studies*, 46(11), 2463-2490.

Németh, J. (2010). Security in public space: an empirical assessment of three US cities. *Environment and Planning A*, 42(10), 2487-2507.

Week 5

Required:

Gehl, J. (2011). *Life between buildings: Using public space*. Washington, DC: Island Press. Excerpts.

Low, S. (2010). *On the plaza: The politics of public space and culture*. Austin, TX: University of Texas Press. Ch. 1.

Whyte, W. (1980). *The social life of small urban spaces*. Washington, DC: Conservation Foundation. Excerpts.

Recommended:

Dandekar, H. (2001). Field methods for collecting information. In H. Dandekar (Ed.). *The planner's use of information* (24-48). Chicago, IL: Planners Press, The American Planning Association.

Gehl, J. & Svarre, B. (2013). *How to study public life*. Washington, DC: Island Press. Excerpts.

Wolfe, C. (2013). Why the sittable city is the next big idea. *Huffington Post*, 9 October.

Week 6

Required:

Loukaitou-Sideris, A. (1995). Urban form and social context: cultural differentiation in the uses of urban parks. *Journal of Planning Education and Research*, 14(2), 89-102.

Németh, J. (2006). Conflict, exclusion, relocation: Skateboarding and public space. *Journal of Urban Design*, 11(3), 297-318.

Ruddick, S. (1996). Constructing difference in public spaces: race, class, and gender as interlocking systems. *Urban Geography*, 17(2), 132-151.

Recommended:

Day, K. (1999). Embassies and sanctuaries: women's experiences of race and fear in public space. *Environment and Planning D: Society and Space*, 17(3), 307-328.

Hayden, D. (1997). *The power of place: Urban landscapes as public history*. Cambridge, MA: The MIT Press. Excerpts.

Rigolon, A., & J. Németh. (2018a). What shapes uneven access to urban amenities? Thick injustice and the legacy of racial discrimination in Denver's parks. *Journal of Planning Education and Research*. Online First. <https://doi.org/10.1177/0739456X18789251>.

Week 7

Required:

Carmona, M., de Magalhães, C., & Hammond, L. (Eds.). (2008). *Public space: The management dimension*. New York, NY: Routledge. Ch. 4.

Loukaitou-Sideris, A., Blumenberg, E., & Ehrenfeucht, R. (2005). Sidewalk democracy: municipalities and the regulation of public space. *Regulating place* (141-166). New York, NY: Routledge.

Miller, K. (2007). *Designs on the public: The private lives of New York's public spaces*. Minneapolis, MN: University of Minnesota Press. Ch. 2.

Recommended:

Dent, M. (2018). Kansas City privatizes sidewalks in rowdy entertainment district. *Next City*, 17 January.

Németh, J., & Schmidt, S. (2011). The privatization of public space: modeling and measuring publicness. *Environment and Planning B: Planning and Design*, 38(1), 5-23.

Week 8

Required:

Langegger, S., & Koester, S. (2016). Invisible homelessness: anonymity, exposure, and the right to the city. *Urban Geography*, 37(7), 1030-1048.

Low, S., Taplin, D., & Scheld, S. (2005). *Rethinking public parks: Public space and cultural diversity*. Austin, TX: University of Texas Press. Ch. 8.

Marušić, B. (2011). Analysis of patterns of spatial occupancy in urban open space using behaviour maps and GIS. *Urban Design International*, 16(1), 36-50.

Recommended:

Rigolon, A., & J. Németh. (2018b). A quality index of parks for youth (QUINPY): Evaluating urban parks through geographic information systems. *Environment and Planning B: Urban Analytics and City Science*, 45(2), 275-294.

Space Syntax website. (2018). Retrieved from <http://otp.spacesyntax.net>

Week 9

Required:

Mitchell, D. (2003). *The right to the city: Social justice & the fight for public space*. Guilford Press. Ch. 1.

Robinson, T. (2017). No right to rest: Police enforcement patterns and quality of life consequences of the criminalization of homelessness. *Urban Affairs Review*, 1078087417690833.

Wilson, J., & Kelling, G. (1982). Broken windows. *Atlantic Monthly*, 249(3), 29-38.

Recommended:

Boddy, T. (1992). Underground and overhead: building the analogous city. *Variations on a theme park*, 53, 123-153.

Denver Revised Municipal Code. (2016). § 38-86.2.

Week 10

None – Spring Break

Week 11

Required:

Crawford, M. (1995). Contesting the public realm: Struggles over public space in Los Angeles. *Journal of Architectural Education*, 49(1), 4-9.

Finn, D. (2014). DIY urbanism: Implications for cities. *Journal of Urbanism: International Research on Placemaking and Urban Sustainability*, 7(4), 381-398.

Rios, M. (2010). Claiming Latino space: Cultural insurgency in the public realm. In J. Hou (Ed.). *Insurgent public space: Guerilla urbanism and the remaking of contemporary cities* (99-110). London: Routledge.

Recommended:

Correal, A. (2018). In deepest cold, a subway car becomes the shelter of last resort. *New York Times*, 8 January.

Merker, B. (2010). Taking place: Rebar's absurd tactics in generous urbanism. In J. Hou (Ed.). *Insurgent public space: Guerilla urbanism and the remaking of contemporary cities* (45-58). London: Routledge.

Villagomez, E. (2010). Claiming residual spaces in the heterogenous city. In J. Hou (Ed.). *Insurgent public space: Guerilla urbanism and the remaking of contemporary cities* (81-95). London: Routledge.

Week 12

Required:

Franck, K., & Stevens, Q. (2006). Tying down loose space. In K. Franck & Q. Stevens (Eds.). *Loose space: Possibility and diversity in urban life*. New York, NY: Routledge.

Németh, J. (2012). Controlling the commons: how public is public space?. *Urban Affairs Review*, 48(6), 811-835.

Pyatok, M. (2012). When domestic space meets civic space: A case for design populism. In R. Shiffman et al. (Eds.). *Beyond Zuccotti Park: Freedom of Assembly and the Occupation of Public Space* (309-326). Oakland, CA: New Village Press.

Recommended:

Dovey, R. (2017). Winning S.F. plaza design creates a public space for protest. *Next City*, 1 November.

Franck, K., & Huang, T. (2012). Occupying Public Space, 2011. In R. Shiffman et al. (Eds.). *Beyond Zuccotti Park: Freedom of Assembly and the Occupation of Public Space* (3-20). Oakland, CA: New Village Press.

Week 13

Required:

Carmona, M., Heath, T., Oc, T., & Tiesdell, S. (2010). *Public places, urban spaces: the dimensions of urban design*. New York, NY: Routledge. Ch. 7.

Cherry, N., & Nagle, K. (2017). *Grid/street/place: essential elements of sustainable urban districts*. New York, NY: Routledge. Section 3.

Lennard, S. (2017). Planning a neighborhood square. *Western Planner*, 21 November.

Recommended:

Bausells, M. (2016). Superblocks to the rescue: Barcelona's plan to give streets back to residents. *The Guardian*, 17 May.

Norberg-Schulz, C. (1976). The phenomenon of place. *Architectural Association Quarterly*, 8(4), 3-10.

Week 14

Required:

Brill, M. (2001). Mistaking community life for public life. *Places*, 14(2), 48-55.

Kohn, M. (2011). Public space in the Progressive Era. In C. Hayward and T. Swanstrom (Eds.). *Justice and the American metropolis* (81-101). Minneapolis, MN: University of Minnesota Press.

Valentine, G. (2008). Living with difference: reflections on geographies of encounter. *Progress in Human Geography*, 32(3), 323-337.

Recommended:

Fraser, N. (1990). Rethinking the public sphere: A contribution to the critique of actually existing democracy. *Social Text*, 25/26, 56-80.

Young, I. (1990). *Justice and the politics of difference*. Princeton, NJ: Princeton University Press.
Excerpt: "City life and difference."

Week 15

Required:

Anguelovski, I. (2016). From toxic sites to parks as (green) LULUs? New challenges of inequity, privilege, gentrification, and exclusion for urban environmental justice. *Journal of Planning Literature*, 31(1), 23-36.

Boone, C., Buckley, G., Grove, J., & Sister, C. (2009). Parks and people: An environmental justice inquiry in Baltimore, Maryland. *Annals of the Association of American Geographers*, 99(4), 767-787.

Rigolon, A. (2016). A complex landscape of inequity in access to urban parks: A literature review. *Landscape and Urban Planning*, 153, 160-169.

Recommended:

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