

Community-supported green spaces

Spring 2014

Instructor: Dr. Kristin Faurest

Corvinus University, Department of Garden and Open Space Design

Tel: 06 20 958 2545 e-mail faurest.kristin@chello.hu

www.artemisiadesign.com

Room K7, Thursdays 8:30 a.m.-12:00, consultations by appointment

1. Course description, objectives and expectations

This course is interdisciplinary, intertwining aspects of landscape architecture, urban planning and the social sciences. Its basic objective is to help students to understand the multiple roles of green space planning and design in communities and cities and inspire them to set high ethical and social goals in their planning and design work.

Focal points include social justice in landscape architecture and the social, political, environmental, health and economic aspects of urban green spaces. We will discuss models of community-supported green spaces and debate their significance to social justice and quality of life, and we will analyze how problematic, dysfunctional spaces can be transformed into thriving ones. We will examine how public spaces can be created or redesigned using thoughtful and sensitive design approaches to serve as a catalyst for revitalization of communities.

By the end of the course you will be able to:

- Understand and apply planning theories and methods studied in class
- Comprehend the roles public spaces have in revitalizing urban areas
- Incorporate ethics and ideals of social justice, participatory planning, inclusiveness and sustainability into their work as landscape architects.

You cannot succeed in this class if you do not attend the lectures and take part in the discussions. During class, if you engage in distracting activities not related to the lecture or discussion, you will be asked to leave the class. Turning in assignments past the deadline will be penalized. You are encouraged to consult with me in person or e-mail me with any problems or questions.

Your semester grade consists of:

- semester project 30%
- final exam 40%
- weekly individual presentations/group discussions of readings 30%

All course documents and readings are accessible at:

<http://wiki.artemisiadesign.com/display/csgs/Home>

The only material not posted on the wiki is the ASLA interactive feature on sustainable landscapes and the Wikicities video (see links below).

2. Course Schedule

February 6 :

Introduction to course

Review of syllabus and assignments

Assignment of reading materials for individual presentation

Lecture: Social justice and landscape architecture

February 13

Visit to fieldwork area: Meet in front of the McDonald's at Blaha Lujza tér at 9 a.m.

February 20

No class, instructor away

February 27

No class, instructor away

March 6

Lecture: Participatory planning approaches

Readings for presentation and discussion:

Arnstein, Sherry. The Ladder of Citizen Participation. 1969.

Brink, Lois and Bambi Yost. "Transforming Inner-City School Grounds: Lessons from Learning Landscapes." Children, Youth and Environments 14(1), 2004

Earthartist Landscape Architecture. King Observation Lab Teaching School Outdoor Learning Environment, Master Plan, 2005.

University of Georgia College of Environmental Design, CEI Landscape Master Plan, 2011

American Society of Landscape Architects, collection of case studies of sustainable landscapes <http://www.asla.org/sustainablelandscapes/>

Westphal, Lynne M. "Urban Greening and Social Benefits: A Study of Empowerment Outcomes." Journal of Arboriculture, May 2003.

March 13

Lecture: Making vibrant public spaces

Readings for presentation and discussion:

Petts, Judith. Managing Public Engagement to Optimize Learning: Reflections from Urban River Restoration. Human Ecology Review, Vol. 13, No. 2, 2006, 172-182.

Marcus, Clare Cooper. "The Neighborhood Approach to Building Community: A Different Perspective on Smart Growth." Western City Magazine, March 2001.

Francis, Mark. "Proactive Practice: Visionary Thought and Participatory Action in Environmental Design." Places, 1999.

Walljasper, Jay. "Do Bike Lanes Promote Gentrification?" Blog entry from the Huffingtonpost.com

Harvard Graduate School of Design, YouTube video: "Wikicity; How Web-Enabled, Citizen-Driven Urban Planning and Design is Changing the City" <http://www.youtube.com/watch?v=OwLOnJtzSpE>

March 20

Lecture: Defensible space design

Readings for presentation and discussion:

Gehl, Jan. Life Between Buildings. (excerpts), 1971.

Montgomery Park community green case study from
www.communitygreens.org

Marcus, Clare Cooper, and Carolyn Francis, eds. People Places: Design Guidelines for Urban Open Space, 1998 (excerpts)

Newman, Oscar. Creating Defensible Space. 1996. U.S. Department of Housing and Urban Development, Office of Policy Development and Research.

Project for Public Spaces. "What Makes a Great Place?" Diagram.

Project for Public Spaces: "Why Many Public Spaces Fail." From
www.pps.org

Project for Public Spaces. How to Implement Placemaking. 2007.

Places in the Making: How Placemaking Builds Places and Communities. Massachusetts Institute of Technology, Department of Urban Studies and Planning. 2013.

Project for Public Spaces. Creating and Managing Successful Destinations.

March 27 :

Lecture: Community gardens as urban rehabilitation tool

Readings for presentation and discussion:

American Community Gardening Association: 2012 Community Gardening Survey.

American Community Gardening Association. "Starting a Community Garden."

American Community Gardening Association. Community Greening Review 2011.

Christy, Liz, with Donald Loggins, editor. A History of New York City Open Space. Monograph, date unknown.

Linn, Karl. "Reclaiming the Sacred Commons." New Village magazine, 1999.

April 3

Walking tour:

Inner neighborhoods of Budapest, meet at Great Synagogue on Dohany utca

April 10

Lecture: Gardens as healing spaces

Submissions of photo portfolios due!

Readings for presentation and discussion:

Hall, E. (2010) Spaces of social inclusion and belonging for people with intellectual disabilities, Journal of Intellectual Disability Research, 54(1), pp.48 - 57.

April 17

Spring break, no class!

April 24

Presentation of Invisible Village (in-class slideshow), discussion

Invite your friends!

May 1:

Holiday, no class!

May 8:

Final exam

3. Semester assignment descriptions

There are three sets of requirements for this course.

1. Reviews/discussions of required readings

On the syllabus you can see that there are readings listed with each lecture. The readings are an important part of the course material and not to be considered secondary or optional. In order to make the readings more interactive, each week we will have student presentations of readings followed by a group discussion. Everyone is expected to read all of the readings, regardless of which you present.

Each of you is required to make just one presentation, but it can be about more than one reading if you choose. Because of the requirements for the presentation, it is advisable for you to choose one of the longer readings so you have enough material to make a strong presentation.

Formal requirements for reading presentation:

- PDF, PPT, Prezi or other format
- 15-20 minute length
- Summary and outline of reading, followed by your reflections on its relevance (or irrelevance), its practical applications, its relation to other literature in the field, etc.
- Suggested questions for group discussion and debate

2. Final exam

The exam will be written and in-class. It will consist of 7 questions, of which you must answer 5. The questions will be very general, and will be taken from material presented in the readings, the lectures and the walking tours.

3. Semester fieldwork assignment

Invisible Village: The Informal Open Spaces of Józsefváros

This is a group photodocumentation assignment about the informal green spaces of the Józsefváros quarter. Also known as District VIII, it is one of the most visually rich neighborhoods in the city. It has some of the city's most magnificent buildings and some of its most neglected quarters as well, and unlike the rest of Budapest, it is ethnically very diverse.

We'll create a slideshow and perhaps some kind of exhibit of it at the end of the semester. This is meant to focus not on parks or public gardens, but

instead, the places that people choose for themselves as open communal spaces. It includes but is not limited to:

- Courtyards, especially irregular ones formed by multiple buildings
- Street corners
- Miscellaneous spaces between buildings
- Open areas around public institutions or businesses





It can be divided into three parts, bounded by the József körút section of the Nagykörút Grand Boulevard, Fiumei út and Orczy út. The innermost, central part includes many landmark buildings including several remarkable spots, such as the National Museum, and the central buildings of several universities. The district's outlying areas include the Eastern Railway Station and Kerepesi Cemetery.



Beyond the Nagykörút the neighborhood's architectural and human landscape changes, becoming more diverse. There is a high proportion of Roma and also a large Chinese immigrant community as well as groups from African and Middle Eastern countries. To make it even more interesting, the 19th century streets and squares have been subject to some major urban rehabilitation projects, bringing new architecture and renewed public spaces into the mix.

Just like in the rest of the city, there is a shortage of open green space, but here it's particularly pronounced because of the lower average size and quality of flats and the higher levels of unemployment. But there is also some unusual forms of open, semi-public spaces in the form of irregular, surprising courtyards formed by groups of buildings or demolition of individual buildings. Some of these spaces have a remarkable rural quality and stand in stark contrast to the congested, intensely built-up character of the streets.



There is also a lot more informal gathering in front of shops and on street corners, more conversations leaning out through windows and gates than you normally see in the rest of the city. So it's a fascinating opportunity to observe and document how people claim open space for themselves and how they use it in a diverse urban neighborhood in rapid transition.

Requirements for submission:

- Photos should be high quality, including people wherever possible.
- You should submit 15 color or black-and-white photos in one portfolio by April 10. You can submit more if you wish. Uploading instructions will be provided later.
- Please name the photo JPEG files each with your name, the address and date photo was taken, according to this format:
faurest_jozsef_utca_35_25jan
- Using the design software or manual tools of your choice, insert some kind of short text onto each photo that says something about it. This can be a quote from an interview you did with someone at the site; a song or literary lyric that the space reminded you of; a story about something that happened to you here; a comment about the space that comes to your mind == anything that enhances the effect of the photo, explains or reveals something about it to a viewer.
- If you wish to create any special effects on the photo (hand drawing, Photoshop, etc.) you can, but you should have a reason for doing so.

Obviously, as the weather improves so will the photo opportunities, but please start the work as soon as possible. If for any reason you are not comfortable with this assignment, please tell me and I can give you an alternative project.