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City Wild Seminar: Abandonment Invasives and Losing Control Syllabus, Spring 2014

Susan Dieterlen

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City Wild Seminar: Abandonment, Invasives and Losing Control

LSA 496-2/696-8

Spring 2014 / 3 Credits

MWF 10:35-11:30

Location: Bray 315

Course website: www.dieterlen.weebly.com/courses

Assistant Professor Susan Dieterlen, RLA, MLA, PhD

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In the shrinking city, this is a moment of increasing wildness, at the intersection of increasing invasive species, abandonment and vacancy, and an apparent loosening of control over public and private green space. Phenomena and trends from economics, politics, demographics, and the natural sciences converge at this effect: increasing disorder and decay, with a resurgence of nature and unkempt spaces. As humans, we have a long cultural and evolutionary history with wilderness and nature, narratives that continue to develop today, impacting how we react to, perceive and ultimately live within the wilder city.

In this course, we explore and create the construct of “wildness” by investigating material concerning the range of issues above and beyond. This interdisciplinary approach welcomes students from a variety of backgrounds and programs, and encourages synthesis across boundaries. Coursework incorporates the pragmatic and inclusive viewpoint of landscape architecture while welcoming those from non-design backgrounds.

Course Objectives

- To learn to build expertise about a topic
- To communicate across disciplinary boundaries and learn from those with viewpoints that differ from one’s own
- To structure, organize, approach, and conduct a literature review as a foundation for scholarly research or practice
- To develop critical thinking skills
- To develop critical reading skills

Assignments and Grading:

Final grades in the class will be determined as follows:

Participation and discussion questions	20%
Lead one discussion	15%
Wild site evaluation	15%
Proposal for final paper	15%
Final paper or project	35%
Total	100%

Grading scale: Final grades will be determined using the standard scale (ie 90%+ = A, 80-89% = B, 70-79% = C [Undergrads only: 60-69% = D]). I reserve the right to curve these percentages downward, meaning the scale may be more lenient but not more severe.

Readings:

City Wild is organized around group discussion. It is therefore essential that you complete the readings before coming to class; if no one does the readings, we will have nothing to talk about. In keeping with the course objectives, the readings below are coded as Background/Main/Extra, to help you manage your reading time:

- **Background:** More basic information for those unfamiliar with the day's topic. Students already familiar with the topic can probably skip "background" readings.
- **Main:** The primary readings for the course, which you will be expected to have read for each meeting.
- **Extra:** Optional readings for those looking for more information. Some "extra" readings are more difficult or specialized, while others are more fun resources to enrich your experience.

Course readings will be provided in .pdf format via a Google drive folder accessible to students registered for the class (email me for the link). Additional readings are drawn from publicly available web resources; these may be found by following the links on this syllabus (below and on the course website). This course uses no required text.

Discussion questions:

To facilitate discussion, please prepare three (3) original discussion questions about the topic or the readings for each day's class meeting. Please email these to me at sdieterl@esf.edu by 9:00 a.m. the morning of class. If a student is leading discussion that day, please copy him/her on the email. I encourage you to discuss the readings with each other outside of class, but each person should submit three unique discussion questions.

Lead one discussion:

Each student will sign up in advance to lead discussion in one upcoming class meeting. S/he will receive the day's discussion questions and may choose to use those as a starting point for leading the class (as I do). Alternatively, s/he may choose to prepare a class activity or presentation, or some combination of discussion with these.

Final paper/project

A major product of this semester will be an individual final paper or project. Each student will propose his/her own topic in a separate topic proposal. I welcome both traditional research papers, including the investigation of relevant potential thesis or capstone topics, and more applied planning, design, or artistic projects. All options will require roughly equivalent amounts of work, including a final hand-in of a digital report and/or drawings. Additional details regarding paper/project requirements will be forthcoming.

Course policies

Late work: Turn your work in on time. **Late work will be penalized 10% for each 24-hour day that it is overdue.** If extraordinary circumstances arise, I may be able to grant extensions, but do not ask for such an extension within 24 hours of the deadline.

Attendance:

Attendance at class meetings is not explicitly required; HOWEVER it is impossible to participate in class if you are not there, so excessive absences will impact your final grade indirectly. I may be able to make alternative arrangements for missed work, etc. if there is an excellent reason and if you tell me about it. Please note that "excellent reasons" do not include things such as leaving for Spring Break early, and recreational or social activities.

Please endeavor to arrive on time. Excessive tardiness will also impact your final grade.

Plagiarism:

The use of the work of others without proper citation or credit will not be tolerated in this class. Writing that has been simply cut and pasted in from another source, even if it is just a few paragraphs, will lower your grade by at least a letter grade and could result in a failing grade for the course. Repeated instances of plagiarism may result in expulsion from ESF.

Plagiarism is defined in this class as presenting work by others as your own, by omitting:

1) quote marks enclosing the words you did not write, eg: "Now is the winter of our discontent." Long quotes over 2 sentences may be set off as a block of text with larger margins; ask me if you aren't familiar with this practice.

AND/OR

2) citation providing the name of the person or entity who wrote these words, eg: William Shakespeare.

You need both quotes and citation to use words written by someone else without plagiarizing. Please ask if this is not clear. Other resources for answering citation and plagiarism questions include the staff at Moon Library and their online guides here:

<http://researchguides.library.syr.edu/content.php?pid=28194&sid=205457>

Use of assignments: I keep hardcopy or digital copies of all assignments students complete for this class. I may use these assignments in future presentations or portfolios, and will credit the creator or author except where anonymity is required or desirable.

Students with learning and physical disabilities

Students may contact the ESF Office of Student Affairs, 110 Bray Hall, 315-470-6660 for assistance. SUNY-ESF works with the Office of Disability Services (ODS) at Syracuse University, who is responsible for coordinating disability-related accommodations. Students can contact ODS at 804 University Avenue- Room 309, 315-443-4498 to schedule an appointment and discuss their needs and the process for requesting accommodations. To learn more about ODS, visit <http://disabilityservices.syr.edu> Authorized accommodation forms must be in the instructor's possession one week prior to any anticipated accommodation. Since accommodations may require early planning and are not provided retroactively, please contact ODS as soon as possible.

Academic Dishonesty

Academic dishonesty is a breach of trust between a student, one's fellow students, or the instructor(s). By registering for courses at ESF you acknowledge your awareness of the ESF Code of Student Conduct (<http://www.esf.edu/students/handbook/StudentHB.05.pdf>), in particular academic dishonesty includes but is not limited to plagiarism and cheating, and other forms of academic misconduct. The Academic Integrity Handbook contains further information and guidance (<http://www.esf.edu/students/integrity/>). Infractions of the academic integrity code may lead to academic penalties as per the ESF Grading Policy (<http://www.esf.edu/provost/policies/documents/GradingPolicy.11.12.2013.pdf>).

Topics and Schedule

Week 1:

- M 1.13: Introduction
- W 1.15: Wildness in the landscape
 - Readings:
 - Main: Chapter 13, “The World Without War,” in Weisman, Alan. 2007. *The World Without Us*. New York, NY: Picador, pps. 183-190.
 - Extra: Jorgensen, A., & Tylecote, M. (2007). Ambivalent landscapes—wilderness in the urban interstices. *Landscape Research*, 32(4), 443–462.
- F 1.17: Shrinking cities
 - Main: Zumbrum, Joshua. 2008. “America’s Fastest-Dying Cities,” *Forbes*, August 5, 2008: http://www.forbes.com/2008/08/04/economy-ohio-michigan-biz_cx_jz_0805dying.html - Also look at “In Pictures” America’s Fastest-Dying Cities,” via the link on this webpage.
 - Main: Chapter 4: “Planning shrinking cities,” in Blanco, H., Alberti, M., Olshansky, R., Chang, S., Wheeler, S. M., Randolph, J., London, J. B., et al. (2009). Shaken, shrinking, hot, impoverished and informal: Emerging research agendas in planning. *Progress in Planning*, 72(4), pps. 223-232 ONLY.

Week 2:

- M 1.20: MLK Day – **No class meeting**
- W 1.22: Shrinking cities
 - Background: Keating, W.D., and J. Smith. 1996. Neighborhoods in Urban America, Neighborhoods in Transition. In *Revitalizing Urban Neighborhoods*, edited by W. D. Keating, N. Krumholz and P. Star. Lawrence, KS: University Press of Kansas.
 - Main: Schilling, J., & Logan, J. (2008). Greening the Rust Belt: A Green Infrastructure Model for Right Sizing America’s Shrinking Cities. *Journal of the American Planning Association*, 74(4), 451–466.
- F 1.24: Shrinking cities: Detroit (Dieterlen lecture)
 - **Assignment: Sign up to lead discussion**
 - Main: Okrent, Daniel. 2009. “Detroit: The Death – and Possible Life – of a Great City,” *TIME*, Sept. 24. Access via: <http://www.time.com/time/magazine/article/0,9171,1926017-1,00.html>
 - Main: Farley, Reynolds, Sheldon Danziger, and Harry J. Holzer. 2000. *Detroit Divided, Multi-City Study of Urban Inequality*. New York, NY: Russell Sage Foundation, pps. 19-52 (don’t read material in boxes).

Week 3:

- M 1.27: Shrinking cities: Detroit
 - Main: Excerpt from Herscher, Andrew. 2012. *The Unreal Estate Guide to Detroit*. Ann Arbor, MI: The University of Michigan Press. Access via Design Observer at <http://places.designobserver.com/feature/the-unreal-estate-guide-to-detroit/37368/>

- Main: Smith, Jay Scott, 2012. "Half of Detroit could potentially go dark under Bing's plan," *The Grio*, May 30, 2012: <http://thegrio.com/2012/05/30/half-of-detroit-could-potentially-go-dark-under-bing-plan/>
- Main: Leary, John Patrick. 2011. Detroitism. *Guernica*, January 15. Access via http://www.guernicamag.com/features/leary_1_15_11/
- W 1.29: Shrinking cities: Syracuse
 - Main: Review (don't read) City of Syracuse Comprehensive Plan 2025, Syracuse Bureau of Planning and Sustainability. Access via http://www.syracuse.ny.us/Comp_Plan_2025.aspx
- F 1.31: Park use and demographics
 - Background: Cranz, G., & Boland, M. (2004). Defining the Sustainable Park : A Fifth Model. *Landscape Journal*, 23(2-04), 102–120.
 - Main: Your choice of any ONE of the following. Reading or skimming any beyond your first choice is extra:
 - Gobster, P. H. (1998). Urban parks as green walls or green magnets? Interracial relations in neighborhood boundary parks. *Landscape and Urban Planning*, 41(1), 43–55.
 - Byrne, J., & Wolch, J. (2009). Nature, race, and parks: past research and future directions for geographic research. *Progress in Human Geography*, 33(6), 743–765.
 - Birge-Liberman, Phil. 2010. "(Re)Greening the City: Urban Park Restoration as a Spatial Fix." *Geography Compass* 4 (9) (September 1): 1392–1407.
 - Main: Mistinguette. 2011. "Greenin' the Ghetto: Public Health, Public Beauty, Public Land," *The Black/Land Project*. Access via <http://www.blacklandproject.org/greenin'-the-ghetto-public-health-public-beauty-public-land/?-the-ghetto-public-health-public-beauty-public-land/>

Week 4

- M 2.3: Place: Abandonment and attachment
 - Main: Nassauer, Joan Iverson. 1997. Cultural Sustainability: Aligning Aesthetics and Ecology. In *Placing Nature: Culture in Landscape Ecology*, edited by J. I. Nassauer. Washington, D.C.: Island Press.
- W 2.5: Property values and preference
 - Main: Jorgensen, A., Hitchmough, J., & Dunnett, N. (2007). Woodland as a setting for housing-appreciation and fear and the contribution to residential satisfaction and place identity in Warrington New Town, UK. *Landscape and Urban Planning*, 79(3-4), 273–287.
 - Extra: "Discussion" from Boslett, Andrew J. 2011. "Hedonic Analyses of Urban Green Spaces and Urban Tree Cover in Syracuse, NY." MS thesis, State University of New York College of Environmental Science and Forestry, pps. 79-84. (pdf contains entire thesis – can skim other parts if you are interested).
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- F 2.7: What makes a place dangerous or safe?

- Background: Kaplan, R., Kaplan, S., & Ryan, R. L. (1998). *With People in Mind: Design And Management Of Everyday Nature*. Washington, D.C.: Island Press. "Fears and Preferences," pps. 31-38.
- Main: Troy, A., Morgan Grove, J., & O'Neil-Dunne, J. (2012). The relationship between tree canopy and crime rates across an urban-rural gradient in the greater Baltimore region. *Landscape and Urban Planning*, 106(3), 262-270. doi:10.1016/j.landurbplan.2012.03.010

Week 5

- M 2.10: Perceptions of danger or risk
 - Main: Rickard, Laura N. 2013. Perception of Risk and the Attribution of Responsibility for Accidents. *Risk Analysis*.
- W 2.12: Scary Syracuse
 - Main: Hine, Annabel. 2011. "How Safe (or Not) is Thornden Park?" *NewsHouse*, February 20. Access via: <http://www.thenewshouse.com/story/how-safe-or-not-thornden-park?appSession=451088761221012>
 - Main: Snyder, Ben. 2011. "The Most Dangerous Neighborhoods in Syracuse," *NCC News Online*, May 3. Access via: <https://nccnews.expressions.syr.edu/?p=17377>
 - Main: Dowty, Douglass. 2011. "Violent crime in Syracuse has dropped nearly 18 percent in six years," *The Syracuse Post-Standard*, June 10. Access via: http://www.syracuse.com/news/index.ssf/2011/06/violent_crime_in_syracuse_has.html
 - Extra: (Review) Syracuse Police Stats: <http://www.syracusepolice.org/statistics.asp>
<http://www.syracusepolice.org/crimemaps.asp>
 - Extra: (Skim through, read sections at your discretion): Hillborn, Jim, 2009. *Dealing with Crime and Disorder in Urban Parks*, Center for Problem Oriented Policing, US Dept. of Justice. Access via: http://www.popcenter.org/Responses/pdfs/urban_parks.pdf
- F 2.14: Social control
 - Main: Taylor, Dorceta E. 2009. *The Environment and the People in American Cities, 1600s-1900s: Disorder, Inequality, and Social Change*. Durham N.C.: Duke University Press. Chapter 9, "Social Class, Activism, and Park Use," pps. 296-311, 324-329.

Week 6

- M 2.17: Space no one owns
 - Main: Franck, Karen A., and Quentin Stevens. 2007. Chapter 1: Tying Down Loose Space. In *Loose Space: Possibility and Diversity in Urban Life*, edited by K. A. Franck and Q. Stevens. London, UK: Routledge.
- W 2.19: Informality
 - Main: Schneekloth, Lynda H. 2007. Chapter 13: Unruly and Robust: An Abandoned Industrial River. In *Loose Space: Possibility and Diversity in Urban Life*, edited by K. A. Franck and Q. Stevens. London, UK: Routledge.

- Main: Halpern, Jake. 2010. The Freegan Establishment. *The New York Times*, June 4, MM58. Access via http://www.nytimes.com/2010/06/06/magazine/06Squatters-t.html?pagewanted=1&_r=2&
- F 2.21: Art = vandalism = protest
 - Main: The Heidelberg Project, Detroit: <http://heidelberg.org/> - Do not miss "Photo Gallery" on this website.
 - Main: Benfield, Kaid. 2011. "Detroit's Powerful Urban Folk Art: The Heidelberg Project," *The Atlantic*, Aug. 2, 2011. <http://www.theatlantic.com/national/archive/2011/08/detroits-powerful-urban-folk-art-the-heidelberg-project/242934/>
 - Main: Green, Penelope, 2013. "A Master of Accumulation," *The New York Times*, January 23. Access via: http://www.nytimes.com/2013/01/24/garden/in-buffalo-one-mans-living-museum.html?_r=0

Week 7

- M 2.24: Art = vandalism = protest
 - Main: Browse through graffiti examples: <http://www.graffiti.org/>
 - Main: Winkler, Joe. 2013. Objectified. *Guernica*, October 22. Access via <http://www.guernicamag.com/daily/joe-winkler-objectified/>
 - Main: Wallace, Jacqueline. 2013. Yarn Bombing, Knit Graffiti and Underground Brigades: A Study of Craftivism and Mobility. *Wi 7* (1). Access via <http://wi.mobilities.ca/yarn-bombing-knit-graffiti-and-underground-brigades-a-study-of-craftivism-and-mobility/>
 - Extra: Truman, . Emily J. 2010. The (In)Visible Artist: Stencil Graffiti, Activist Art, and the Value of Visual Public Space. *Shift* (3):1-15.
- W 2.26: Climate change
 - Background: "Climate Change Facts: Answers to Common Questions," US Environmental Protection Agency website: <http://www.epa.gov/climatechange/facts.html> (also other pages on EPA's website depending on personal interest)
 - Main: Video: "Inuit Observations on Climate Change - Summary Version," (2000). International Institute for Sustainable Development Publications Center, Winnipeg, Manitoba, Canada. Access via: <http://www.iisd.org/publications/pub.aspx?pno=428> (note there is also a longer version of this video available on the same website if you are interested.)
 - Extra: Easterbrook, Gregg. 2007. "Global Warming: Who Loses - and Who Wins?" *Atlantic*, April. Access via: <http://www.theatlantic.com/magazine/archive/2007/04/global-warming-who-loses-and-who-wins/305698/1/>
- F 2.27: Climate change and the city
 - Main: Chapter 3: "Planning and climate change: An emerging research agenda," in Blanco, H., Alberti, M., Olshansky, R., Chang, S., Wheeler, S. M., Randolph, J., London, J. B., et al. (2009). Shaken, shrinking, hot, impoverished and informal: Emerging research agendas in planning. *Progress in Planning*, 72(4), pps. 210-222 ONLY.

- Main: Stone, Brian.(2012). *The City and the Coming Climate: Climate Change in the Places We Live*. Cambridge, UK: Cambridge University Press, Chapter 3: Islands of Heat, pps. 68-81.

Week 8

- M 3.3: Resilience
 - Main: Chapter 6: “Conclusion: Ten Strategic Steps toward a Resilient City,” in Newman, Peter, Timothy Beatley, and Heather Boyer. 2009. *Resilient Cities: Responding to Peak Oil and Climate Change*. Washington D.C.: Island Press, pps. 112-148.
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- W 3.5: Resilience: New Orleans
 - Main: Diamond, Jared. 2011. *Collapse: How Societies Choose to Fail or Succeed*. Second ed. New York, NY: Penguin Books. Excerpt from Chapter 14, “Why do some societies make disastrous decisions?”, pps 419-434.
 - Main: Firestone, Rebecca. 2011. New Orleans Post-Katrina: Making It Right? *The Architects' Take*, January 25. Access via <http://thearchitectstake.com/editorials/new-orleans-post-katrina-making-right/>
 - Main: Bernstein, Fred A. 2009. Brad Pitt's Gifts to New Orleans. *The New York Times*, November 25. Access via <http://www.nytimes.com/2009/11/29/travel/29cultured.html? r=0>
- F 3.7: Resilience: Sandy

Assignment: Final paper/project one-page proposals due

 - Main: Lipton, Eric. 2013. Cost of Storm-Debris Removal in City is at Least Twice the U.S. Average. *The New York Times*, April 24. Access via <http://www.nytimes.com/2013/04/25/nyregion/debris-removal-from-hurricane-sandy-is-more-costly-than-average.html>
 - Main: McGeehan, Patrick, and Griff Palmer. 2013. Displaced by Hurricane Sandy, and Living in Limbo. *The New York Times*, December 6. Access via <http://www.nytimes.com/2013/12/07/nyregion/displaced-by-hurricane-sandy-and-living-in-limbo-instead-of-at-home.html?ref=hurricanesandtropicalstorms>
 - Main: Navarro, Mireya. 2013. New Building Codes Passed after Lessons from Hurricane Sandy. *The New York Times*, November 14. Access via <http://www.nytimes.com/2013/11/15/nyregion/new-building-codes-passed-after-lessons-from-hurricane-sandy.html?ref=hurricanesandtropicalstorms>

Week 9 – SPRING BREAK (NO CLASS)

Week 10

- M 3.17: Invasive plants (Dieterlen lecture)
 - Main: Del Tredici, Peter. 2010. Spontaneous Urban Vegetation: Reflections of Change in a Globalized World. *Nature + Culture* 5 (3):299-315.
 - Main: Chapter 11: “The World without Farms,” from Weisman, Alan. 2007. *The World Without Us*. New York, NY: Picador, pps. 183-190.
 - Extra: Browse through the comprehensive Invasive Plant Atlas of the United States at: <http://www.invasiveplantatlas.org/>

- W 3.19: Invasive/wild/feral species
 - Main: Binelli, Mark. 2012. "City of Strays: Detroit's Epidemic of 50,000 Abandoned Dogs," *Rolling Stone*, March 20. Access via <http://www.rollingstone.com/culture/news/city-of-strays-detroits-epidemic-of-50-000-wild-dogs-20120320>.
 - Main: "Radioactive Wolves," *Nature*, PBS. Originally aired October 19, 2011. <http://www.pbs.org/wnet/nature/episodes/radioactive-wolves/full-episode/7190/>
- F 3.21: Urban deer (Guest lecture by Dr. Brian Underwood, ESF EFB)
 - Main: Garthwaite, Josie. 2012. "Learning to Live with Urban Coyotes," *The New York Times: Green: A Blog about Energy and the Environment*, October 24. Access via <http://green.blogs.nytimes.com/2012/10/24/learning-to-live-with-urban-coyotes/?ref=science>
 - Main: Wagner, Holly. 2005. On the Loose: Urban Coyotes Thrive in North American Cities. In *OSU News Research Communications*. Columbus, OH: The Ohio State University. Access via <http://researchnews.osu.edu/archive/urbcoyot.htm>
 - Main: Von Drehle, David. 2013. America's Pest Problem: It's Time to Cull the Herd. *TIME*, December 9.

Week 11

- M 3.24: Ecosystem Services
 - **Assignment: Assign Wild Site Evaluation**
 - Background: Millenium Ecosystem Assessment website at <http://www.unep.org/maweb/en/About.aspx>
 - Main: Pataki, Diane E., et al, 2011. Coupling biogeochemical cycles in urban environments: ecosystem services, green solutions and misconceptions. *Frontiers in Ecology and the Environment* 9 (1):27-36.
- W 3.26: **No class meeting** (Susan presenting at CELA). Do this reading to help you with the Wild Site Evaluation:
 - Main: Gobster, Paul H. 2012. Chapter 2: "Appreciating Urban Wildscapes: Towards a Natural History of Unnatural Places." In *Wildscapes*, edited by A. Jorgensen and R. Keenan. London, UK: Routledge, pps. 33-48.
- F 3.28: **No class meeting** (Susan presenting at CELA)

Week 12

- M 3.31: Discuss Wild Site Evaluations
 - **Assignment: Wild Site Evaluation due**
- W 4.2: Wildness as restorative
 - Main: Kaplan and Kaplan (2006). "The Reasonable Person Model: A Brief Description."
 - Main: Matsuoka, Rodney, and William C. Sullivan. 2011. Urban Nature: Human psychological and community health. In *The Routledge Handbook of Urban Ecology*, edited by I. Douglas, D. Goode, M. Houck and R. Wang. London, UK: Routledge.

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- F 4.4: Wildness and disease (Guest lecture by Dr. Sadie Ryan, ESF EFB)
 - Main: Gage, Kenneth L., Thomas R. Burkot, Rebecca J. Eisen, and Edward B. Hayes. 2008. Climate and Vectorborne Diseases. *American Journal of Preventative Medicine* 35 (5):436-450.
 - Main: Hess, Jeremy J., Josephine N. Malilay, and Alan J. Parkinson. 2008. Climate Change: The Importance of Place. *American Journal of Preventative Medicine* 35 (5):468-478.

Week 13

- M 4.7: Human health and nature
 - Main: Maas, Jolanda, et al. 2006. Green Space, urbanity, and health: How strong is the relation? *Journal of Epidemiology and Community Health* 60:587-592.
 - Main: Maas, Jolanda et al, 2009. Morbidity is related to a green living environment. *Journal of Epidemiology and Community Health* 63 (12):967-973.
- W 4.9: Is the wilder city healthier?
 - Main: Standish, R. J., Hobbs, R. J., & Miller, J. R. (2012). Improving city life: options for ecological restoration in urban landscapes and how these might influence interactions between people and nature. *Landscape Ecology*.
 - Main: Younger, Margalit, et al. 2008. The Built Environment, Climate Change, and Health: Opportunities for Co-Benefits. *American Journal of Preventative Medicine* 35 (5):517-526.
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- F 4.11: The picturesque and sublime
 - Background: Quinton, Anthony. 1961. "Burke on the Sublime and Beautiful." *Philosophy* 36 (136):71-73.
 - Main: review Alexander Gronsky's "Pastoral" photo series at <http://www.alexandergronsky.com/>
 - Main: Edensor, Tim. 2007. Chapter 12: Social Practices, Sensual Excess and Aesthetic Transgression in Industrial Ruins. In *Loose Space: Possibility and Diversity in Urban Life*, edited by K. A. Franck and Q. Stevens. London, UK: Routledge.

Week 14

- M 4.14: Ruins
 - Main (photos only)/ Extra (photos + text): Excerpts from Vergara, Camilo J. 1999. *American Ruins*. New York, NY: Monacelli Press – "An Alternative View of the Detroit Skyline," "Michigan Central Railroad Station: The Piranesian Preserved," "The Disinherited Mansions of Brush Park," "The Late Calvin Earle of Eleventh Street, Camden: An American Robinson Crusoe," "City Methodist Church, Gary."
 - Main: Woodward, Christopher. 2012. Chapter 1: "Learning from Detroit or 'the wrong kind of ruins'." In *Wildscapes*, edited by A. Jorgensen and R. Keenan. London, UK: Routledge, pps. 17-32.
 - Extra: Many possibilities on City Wild Blog for those who are interested!
- W 4.16: Wildness in design: built works

- Main: Vermeulen, Corine. 2012. "Living with Mies: The Towers at Lafayette Park." Design Observer, posted April 5. Access via: <http://places.designobserver.com/feature/mies-towers-lafayette-park-detroit/33148/>
- Main: Heatherington, Catherine. 2012. Chapter 13: "Buried Narratives." In *Wildscapes*, edited by A. Jorgensen and R. Keenan. London, UK: Routledge. pps. 171-186.
- F 4.18: Wildness in design: Calumet
 - Main: Sellers, Rod. 2006. Chicago's Southeast Side Industrial History. Chicago, IL: Southeast Historical Society. (skim through pps 1-27; look at the photos throughout)
 - Main: Riddell, Jill. 2001. Post-Industrial Wildlands. *Chicago Wilderness Magazine*, Fall.
 - Main: City of Chicago Department of Planning and Development. Calumet Land Use Plan. Chicago, IL: City of Chicago. (browse through this)

Week 15

- M 4.21: Emscher Park and Duisberg Nord (Guest lecture by Prof. Timothy Toland, ESF LA)
 - Main: Latz + Partners. 2005. Landschaftspark Duisburg Nord - Duisberg, Germany. *Places* 17 (3):6-9.
 - Main: Rink, Dieter. 2009. Wilderness: The Nature of Urban Shrinkage? The Debate on Urban Restructuring and Restoration in Eastern Germany. *Nature + Culture* 4 (3):275-292.
- W 4.23: The High Line and I-81
 - Main: Kamvasinou, K. 2006. "Vague Parks : the Politics of Late Twentieth-century Urban Landscapes." *Architectural Research Quarterly* 10 (3): 255-263.
 - Main: David, Joshua. 2002. Reclaiming the High Line. New York, NY: Design Trust for Public Space, Inc, pps. 1-27 (browse through the rest if you like).
- F 4.26: Using wildness in management and planning
 - Main (review; don't read closely): *Re-imagining a more sustainable Cleveland: Citywide strategies for reuse of vacant land*. (2008). Cleveland Land Lab at the Cleveland Urban Design Collaborative.

Week 16

- M 4.28: Last day of class

Assignment: Final paper/projects due by NOON., Friday, May 2, 2012.
 (pdf is required; turn a hardcopy in to my office (322 Marshall) if you want feedback from me beyond a grade)