

Cornell University  
College of Architecture, Art and Planning  
Department of City and Regional Planning

CRP 6690: Special Topics in History and Preservation:  
Cultural Landscapes, Public Space, and former Mega-Event Sites



Photos above: Upper left – sunset over the South Bank (site of Expo '88) in Brisbane, Queensland – Australia. Upper right -- Jonathan Jones barrangal dyara (skin and bones) 2016 – art installation representing aboriginal culture and language and outline of the Garden Palace of the Sydney International Exhibition in Sydney, New South Wales - Australia. Bottom left – The Director of Historic Preservation at City of New York Parks & Recreation holds up an image of New York State Pavilion during a tour of Flushing Meadows Corona Park in 2013. Bottom right – Water feature at the Seattle Center. Site of the 1962 World's fair. All photos except upper right image taken by Jennifer Minner.

Fall 2017  
Sibley Hall 115  
Wednesdays, 4:30 pm – 7:00 pm

Instructor: Dr. Jennifer Minner  
204 W. Sibley Hall  
[j.minner@cornell.edu](mailto:j.minner@cornell.edu)  
607.255.5561 (office)  
607.227.4004 (cell)

Office Hours: Thursdays 1-3 or by appointment.  
A sign-up sheet will be posted on my office door.

Grading: Letter or SU, credits 1-3

Graduate Teaching and Research Specialist: Sonora Rodríguez  
srr228@cornell.edu  
505.228.5726 (cell)

### **I. Rationale:**

Mega-events, such as International Expositions (also known as World's Fairs or Expos) and the Olympics, have promoted lofty goals and ideals such as fostering international dialogue, peace, and global problem solving. Expo organizers have aspired to entertain and educate the masses, often drawing from the artistic and scientific luminaries of their times. Expos have also provided vivid displays of advanced technology and utopian visions of the future. These large scale events also created arenas for the exercise of colonial power and domination and the expression of nationalistic agendas, competition, and conflict. Mega-events leave an indelible impact on the memory of participants, as well as collectively on society and on the urban landscapes of host cities.

To host mega-events, civic and business leaders, government agencies, and global corporations have channeled substantial public and private investments in efforts to position cities globally. The organization and construction of mega-events has been accomplished through great feats of civic cooperation and ingenuity. Demolition of areas of the city deemed obsolete and the displacement of people and businesses directly or through the ripple effects of higher increased property values and rents, are also an integral to the story of mega-events.

Mega-events are important historical events and their physical legacy has resulted in both durable and ever-changing cultural landscapes. The physical legacies of former international expositions have created some of the most vibrant and valued public works, including civic centers, municipal parks, waterfront and convention areas. In some cases, they have also generated vacant buildings and urban management issues. The large footprints of former mega-event sites create important opportunities for delving into questions of governance and the management of public space; arguments for, critiques of and resistance to privatization; and varying interpretations of public space and ideal public use of former mega-event sites.

This course exists as a space for studying the global phenomenon of mega-events and especially their historical, physical, and organization legacies as historic preservation and urban planning problems and opportunities. Participants will delve into questions of how best to steward and interpret the complex legacies of mega-events. The course is built on the idea of international expositions as an 'indicator species' of relations between the public and private sector, of the health of public spaces, and as a measure of our ability to steward cultural resources and public life.

### **II. Course Aims and Objectives:**

#### ***Aims***

This course provides an opportunity to delve into mega-events and view them from intersecting, but distinctive frameworks: as urban history, as mega-projects, as cultural landscapes, and as public space. Participants have an opportunity to research and develop ideas for design, historic preservation, and interpretation of history and culture.

### ***Specific Learning Objectives:***

This course incorporates the following Planning Accreditation Board learning objectives:

- Human Settlements and History of Planning: understanding of the growth and development of places over time and across space.
- The Future: understanding of the relationships between past, present, and future in intervention to influence the future.
- Governance and Participation: appreciation of the roles of officials, stakeholders, and community members in planned change.
- Sustainability and Environmental Quality: appreciation of natural resource and pollution control factors in planning, and understanding of how to create sustainable futures.
- Growth and Development: appreciation of economic, social, and cultural factors in urban and regional growth and change.
- Global Dimensions of Planning: appreciation of interactions, flows of people and materials, cultures, and differing approaches to planning across world regions.
- Social Justice: appreciation of equity concerns in planning.

The following are additional learning objectives:

- To apply concepts of sustainable urban design and historic preservation to real world examples.
- To understand and apply theories of public space, cultural landscapes, mega-projects and mega-events.
- To gain a nuanced and in-depth understanding of the challenges and opportunities in preserving, interpreting, and adapting former expo sites.
- To understand the impacts of and approaches to tourism, recreation and leisure, public history, and district-scale planning.

### **III. Format and Procedures:**

This is a seminar class that depends on participants having read the materials and being prepared with questions and to foster discussion. The instructor's responsibility is to facilitate a safe space for learning. Learning outcomes depend on participants who fully engage with class readings and course assignments. This will take preparation, focus and concentration, creativity, and a collaborative and supportive attitude for all co-learners.

### **IV. My Assumptions**

My educational and professional background is primarily within urban planning and historic preservation, which influences my approach and assumptions. I encourage interdisciplinary inquiry and draw from a variety of fields including, sociology, history, landscape architecture, the arts, and architecture. I believe that the preservation of places, communities, and stories, can have a deeply transformative impact on the future.

### **V. Course Requirements:**

#### **1. Class attendance and participation policy:**

This course is a seminar. All participants are expected to prepare for class and actively contribute to class discussions.

#### **2. Course readings:**

Course readings will be provided in class or on blackboard. Some additional materials may be placed on reserved at the Fine Arts Library.

### 3. How many credits?

Students may opt to take the course for a minimum of one credit to a maximum of three credits.

### 4. Additional requirements:

- Laptops, tablets, or phones may not be used during class discussions.
- Attendance – You are expected to be in class and participate. Attendance is mandatory and absences will affect your grade. In the event of an illness or family emergency, you should send an e-mail indicating the reason for your absence. You are also expected to actively participate in class activities.

## VI. Grading Procedures: Grades for full-3 credits will be based on:

Weekly Acts of Preparation (mini-assignments)	20%
Facilitate a discussion of readings	20%
Book Review	20%
Final Paper and Presentation	30%
Attendance and Participation	10%

### Credit options:

- For 1 credit: Must attend classes and participate; facilitate a class discussion; and participate in weekly assignments (skipping the proposal for final paper).
- For 2 credits: Requirements for 1 credit + Book Review assignment.
- For 3 credits: All assignments, including final paper and presentation.

## VII. Academic Integrity

Each student in this course is expected to abide by the Cornell University Code of Academic Integrity.

<http://cuinfo.cornell.edu/Academic/AIC.html>

Any work submitted by a student in this course for academic credit will be the student's own work, except in the cases of projects that are specifically structured as group endeavors.

## VIII. Accommodations for students with disabilities

If you have a disability-related need for reasonable academic adjustments in this course, please provide me with an accommodation notification letter from Student Disability Services as soon as possible. A notification letter should be provided within the first two weeks of the semester or from the occurrence of an injury or illness. I would like to invite you to set up a meeting with me to discuss needed accommodations in a confidential environment. If you have not done so already, I encourage you to meet with Student Disability Services for disability verification and determination of reasonable accommodations.

## IX. Tentative Course Schedule: (*Contents may shift to accommodate guest presenters & student needs*)

Week 1 - Wednesday, August 23 - An Introduction to the course

### Due by beginning of class:

- Links/Readings:

- Patrick De Groote, (2005) "A multidisciplinary analysis of world fairs (= expos) and their effects", *Tourism Review*, Vol. 60 Issue: 1, pp.12-19.
- Read: Richburg, Keith B. "World Expo Takes Lessons from Beijing Olympics." *The Seattle Times*. April 24, 2010.
- Skim/visit website: [Bureau of International Expositions](#)
- Skim/visit website: [Expo 2020 Dubai](#)
- Optional/resource: [Details emerge in deal to bring 2028 Summer Olympics to Los Angeles](#)

Week 2 – Wednesday, August 30 – Legacy of Expos, 19<sup>th</sup> and early 20<sup>th</sup> century sites

**Due by beginning of class:**

1. Weekly act of preparation/reflection – see blackboard
2. Readings:
  - Jackson, Anna (2008). *The World's Stage*. In *Expo: International Expositions 1951-2010*. London: V&A Publishing.
  - Greenhalgh, Paul. (2011) *Imperial Display*. In *Fair World: A History of World's Fairs and Expositions*. Winterbourne, Berkshire (UK): Papakis.
  - Excerpts from Jones, Jonathan. (2017) *barrangal dyara (skin and bones)*. Thames and Hudson.
  - Pepinchinski, Mary. (2010) *Woman's Buildings at European and American World's Fairs, 1893-1939* in Boisseau, TJ and Abigail M. Markwyn. (Eds). *Gendering the Fair: Histories of Women and Gender at World's Fairs*. Urbana, Chicago, and Springfield: University of Illinois Press.

Week 3 – Wednesday, September 6 – Fairs to the 1960s

**Martha Walker of the Fine Arts library to talk about course guide.**

**Due by beginning of class:**

1. Weekly act of preparation/reflection – see blackboard
2. Readings
  - Rydell, Findling, and Pelle. (2000) Chapter 3-4 (Chapter 4 only to page 115) in *Fair America: World's Fairs in the United States*. Washington and London: Smithsonian Institution Press.
  - Findlay, John M. (1992) *The Seattle World's Fair in Magic Lands: Western Cityscapes and American Culture*. Magic Lands: Berkeley and Los Angeles, University of California Press. pages 214-261.
  - Gonzalez, Robert Alexander. (2011) *Designing Pan America: U.S. Architectural Visions for the Western Hemisphere*. Austin, Texas: University of Texas Press. Pages 148-197.
  - Optional, supplemental: Boisseau, TJ. *The Woman's World's Fairs (or the Dream of Women Who Work)*, Chicago 1925-1928. in Boisseau, TJ and Abigail M. Markwyn. (Eds). *Gendering the Fair: Histories of Women and Gender at World's Fairs*. Urbana, Chicago, and Springfield: University of Illinois Press.

Week 4 – Wednesday, September 13 – Guest lecture/Current States of Sites through the Lens

**During class: Guest Lecture by Jade Duskow (in 115).**

**Due by beginning of class:**

1. Weekly act of preparation/reflection – see blackboard
2. Readings:
  - Minner, Jennifer. (2016). Framing Lost Utopias: The Place of International Expositions over Time in *Lost Utopias*. Black Dog Publishing.
  - Greenhalgh, Paul. (2011) Designing an Ephemeral World. *Fair World: A History of World's Fairs and Expositions*. Winterbourne, Berkshire (UK): Papakis.
  - Optional: McGrath, Caitlin. 2013. "I have seen the future": Home movies of the 1939 New York world's fair. *The Moving Image* 13 (2): 56-80.

Week 5 – Wednesday, September 20 – World's Fair as Construction of Urban (and Digital) Space in the late 20<sup>th</sup> century

**Due by beginning of class:**

1. ***Come to class a five minutes early. We will walk over together to visit to the Rare Manuscripts to meet with Liz Muller***
2. Weekly act of preparation/reflection – see blackboard
3. Readings:
  - Bryson, J. (2013) "Greening Urban Renewal: Expo '74, Urban Environmentalism and Green Space on the Spokane Riverfront, 1965-1974." *Journal of Urban History* 39 (3): 495–512.
  - Kris Olds (1998) Urban Mega-Events, Evictions and Housing Rights: The Canadian Case, *Current Issues in Tourism*, 1:1, 2-46.
  - Malamud, Carl. (1997) "A World's Fair for the Information Age," "Places in the Real World," and "Events at the Fair" in *A World's Fair for the Information Age*.
  - Optional: Lockyer, Angus. (2007) The Logic of Spectacle. *Art History* 30(4): 571-589.
  - Optional: Gotham, K. F. (2011) Resisting Urban Spectacle: The 1984 Louisiana World Exposition and the Contradictions of Mega Events. *Urban Studies* 48(1) 197–21.

Week 6 – Wednesday, September 27 – Early 21<sup>st</sup> century sites + Mega-Events Literature

**Due by beginning of class:**

1. Weekly act of preparation/reflection – see blackboard
2. Readings:
  - Broudehoux, Anne-Marie. 2007. "Spectacular Beijing: The Conspicuous Construction of an Olympic Metropolis." *Journal of Urban Affairs* 29 (4): 383–99.
  - Jennifer Hubbert. (2017) Back to the future: The politics of culture at the Shanghai Expo. 20(1): 48 – 64.

- Baade, Robert A. and Victor A. Matheson. (2017) Understanding Drivers of Mega-Events in Emerging Economies. In Flyvbjerg, Bent. *The Oxford Handbook of Mega Project Management*. Pages 287-309.
- Optional: Elias Beriatos, Aspa Gospodini, "Glocalising" urban landscapes: Athens and the 2004 Olympics, *Cities*, Volume 21, Issue 3, 2004, Pages 187-202.

Week 7 – Wednesday, October 4 – Memories and Mega-Event Impacts

**Due by beginning of class:**

**1. Proposal due for final project.**

2. Weekly act of preparation/reflection – see blackboard

3. Readings:

- Hiller, Harry H. (1998) "Assessing the Impact of Mega-Events: A Linkage Model" *Current Issues in Tourism* 1 (1): 47-57.
- Anderson (2003). Visitors' Long-term Memories of World Expositions.
- Guizzardi, Andrea, Marcello Mariani, and Girish Prayag. "Environmental Impacts and Certification: Evidence from the Milan World Expo 2015." *International Journal of Contemporary Hospitality Management* 29, no. 3 (March 20, 2017): 1052–71. doi:10.1108/IJCHM-09-2015-0491.
- Short newspaper articles:
  - Yardley, Jim. (2006) Olympics Imperil Historic Beijing Neighborhood. In the New York Times. <http://www.nytimes.com/2006/07/12/world/asia/12beijing.html>
  - Meyers, Steven Lee. (2017, July 17) A Cleanup of 'Holes in the Wall' in China's Capital. [https://www.nytimes.com/2017/07/17/world/asia/beijing-china-reconstruction-hutong.html?emc=edit\\_tnt\\_20170718&nid=67798987&ntemail0=y](https://www.nytimes.com/2017/07/17/world/asia/beijing-china-reconstruction-hutong.html?emc=edit_tnt_20170718&nid=67798987&ntemail0=y)
  - Garcia-Navarro, Lulu. (2016, August 11). In Rio's Favelas, Hoped-For Benefits from Olympics Have Yet to Materialize. <http://www.npr.org/sections/thetorch/2016/08/11/487769536/in-rios-favelas-hoped-for-benefits-from-olympics-have-yet-to-materialize>

Week 8 – Wednesday, October 11 - Master Planning and Urban Management of Former Sites

**Due by beginning of class:**

1. Weekly act of preparation/reflection – see blackboard

2. Readings:

- Excerpt from Becker, Paula, Alan J. Stein, The History Link Staff. (2011). *The Future Remembered: the 1962 World's Fair and Its Legacy*. Seattle, WA: Seattle Center Foundation in association with HistoryLink.
- Excerpts from Hemisfair Area Redevelopment Corporation. *Master Plan and Sustainability Master Plan*.
- South Bank Corporation. *2015/2016 Annual report*. Brisbane, Australia: South Bank Corporation.

Week 9 – Wednesday, October 18 – Cultural Landscapes as Concept; On Reading Landscapes

**Due by beginning of class:**

1. Weekly act of preparation/reflection – see blackboard
2. Readings:
  - Longstreth, Richard. (2008) "Introduction" in Longstreth, Richard and Susan Calafate Boyle. (Eds) *Cultural Landscapes: Balancing Nature and Heritage in Preservation Practice*. Minneapolis, MN: University of Minnesota Press. Pages 1-20.
  - Reisenweber, Julie (2008). "Landscape Preservation and Cultural Geography." In *Cultural Landscapes: Balancing Nature and Heritage in Preservation Practice*. Pages 23-34.
  - Lewis, Pierce K. (1979) "Axioms for Reading the Landscape: Some Guides to the American Scene."
  - Mitchell, Don. "New Axioms for Reading the Landscape: Paying Attention to Political Economy and Social Justice." In *Political Economies of Landscape Change*, edited by James L. Wescoat and Douglas M. Johnston, 89:29–50. Dordrecht: Springer Netherlands, 2008.

Week 10 – Wednesday, October 25 – Scales of Preservation Opportunity: Monuments, Buildings, and Cultural Landscapes

**Due by beginning of class:**

1. Weekly act of preparation/reflection – see blackboard
2. Readings:
  - Minner, Jennifer and Jeffrey Chusid. (2016) "Time, Architecture, and Geography: Modeling the Past and Future of Cultural Landscapes," APT Bulletin 47(2-3), pages 49-58.
  - Skim: [Sustainable Adaptation of Large Modern Footprints](#)
  - Prudon, Theodore. (2008) Barcelona Pavilion. In *Preservation of Modern Architecture*. Pages 182-193.
  - Perry, Elisabeth Israels. (2010). Memorializing the 1897 Tennessee Centennial Woman's Building. Boisseau, TJ and Abigail M. Markwyn. (Eds). *Gendering the Fair: Histories of Women and Gender at World's Fairs*. Urbana, Chicago, and Springfield: University of Illinois Press.
  - Supplemental resource, Skim: Charles A. Birnbaum. "Protecting Cultural Landscapes: Planning, Treatment and Management of Historic Landscapes." <http://www.nps.gov/tps/how-to-preserve/briefs/36-cultural-landscapes.htm>

Week 11 – Wednesday, November 1 – Public Life, Public Space and Privatization

**Due by beginning of class:**

1. Weekly act of preparation/reflection – see blackboard
2. Readings:
  - Smith, Andrew. (2014) 'Borrowing' Public Space to Stage Major Events: The Greenwich Park Controversy. *Urban Studies* 51(2): 247-263.
  - Carmona, Matthew and Filipa Matos Wunderlich. (2012) "Public Space: Is it Really that Bad?" from *Capital Spaces: The Multiple Complex Public Spaces of a Global City*. New York, NY: Routledge.



Week 12 – Wednesday, November 8 – Community Participation, Temporal Collage, and Stewardship of Sites

**Due by beginning of class:**

1. Weekly act of preparation/reflection – see blackboard
2. Readings:
  - Gobster, Paul H. 2007. "Urban Park Restoration and the "Museumification" of Nature." *Nature + Culture* 2 (2): 95-114.
  - Holleran, Sam, Sarah Lidgus, and José Serrano-McClain. (2017) *Building the Community Design School at Flushing Meadows Corona Park*. Design Trust for Public Space.
  - Lynch, David. (1976) Chapters 2 and 7 from *What Time is this Place?* Cambridge, MA: MIT Press.

Week 13 – Wednesday, November 15: Future of Fairs, Extrapolating lessons for Planning and Preservation

**Due by beginning of class:**

1. Weekly act of preparation/reflection – see blackboard
2. Readings:
  - Deng and Chan (2016) Planning mega-event built legacies – A case of Expo 2010.
  - Chapter 5 The Politics of Iconic Architecture. In Sklair, Leslie. (2017) *The Icon Project: Architecture, Cities and Capitalist Globalization*. New York, NY: Oxford University Press, pages 150-193.

Week 14 - Wednesday, November 22 (*no class – Thanksgiving Recess*)

Week 15 - Wednesday, November 29 – Final Presentations

## X. Assignments

### *Weekly Acts of Preparation*

There will be weekly acts of preparation to help you prepare for class. These including question prompts for a short writing reflection.

### *Facilitate classroom discussion of readings*

Each seminar participant will facilitate a discussion of the readings. To facilitate the discussion briefly provide an overview of the readings, describing interesting and useful concepts you have identified in them. Then bring questions for all to discuss. Use a powerpoint presentation to create image-heavy slides to illustrate your main points.

### *Book Review*

Write a short 3-4 page (single spaced) review of a book. Your review should provide an overview of the 5-7 most important points in the book and discuss their application to the study of cultural landscapes, preservation, planning, and/or public space at former mega-event sites. You will select a week to present your findings in class. Should have a few powerpoint slides to supplement your class discussion. See list of book recommendations in XI. *Additional Resource Readings* below.

### *Final Research Paper and Presentation*

You will delve into a research topic related to urban history, cultural landscapes, public space, and and/or stewardship of a mega-event site. You may focus on one particular former-expo site and investigate its history and issues and opportunities in the ongoing interpretation and stewardship of that site. Alternatively, you could choose a particular topic – such as creative approaches to interpreting or preserving sites or features of multiple sites; investigate adaptive reuse opportunities at former mega-event sites, or deepen inquiry into issues such as residential or small-business displacement from mega-event sites and research interventions, or issues of equitable access to public space after a mega-event site.

## **XI. Additional Resource Readings**

### **Potential books for book review assignment**

The following are suggested books and a place to begin. You are welcome to find other books that fit within the overall topic of the class.

*Topic: World's Fair History*

Creighton, Margaret. (2016). *The Electrifying Fall of Rainbow City Spectacle and Assassination at the 1901 World's Fair*. New York, NY: W. W. Norton & Company, Inc.

Greenhalgh, Paul. (2011). In *Fair World: A History of World's Fairs and Expositions*. Winterbourne, Berkshire (UK): Papakis. (Could read and review the rest of the book.)

Tirella, Joseph. (2014). *Tomorrow-Land: The 1964-65 World's Fair and The Transformation of America*. Guilford, Connecticut: Lyons Press.

*Topic: Mega-events*

Roche, Maurice. (2017) *Mega-events and social change: spectacle, legacy and public culture*. Manchester: Manchester University Press, 2017. (**Two people could divide this into halves.**)

*Topic: Heritage of outdoor theme parks and festivals*

Wood, Jason (Ed.) (2017). *The amusement park: history, culture and the heritage of pleasure*. Abingdon, Oxon; New York, NY: Routledge.

*Topic: Sporting Mega-events*

Wenner, Lawrence A. and Andrew C. Billings (2017) *Sport, media and mega-events*. Abingdon, Oxon ; New York, NY: Routledge.

*Topic: Cultural Landscapes Preservation*

Alanen, Arnold R. *Preserving Cultural Landscapes in America*. Baltimore: Johns Hopkins University Press, 2000.

*Topic: Public Space*

Gehl, Jan and Birgitte Svarre. (2013) *How to Study Public Life*. Washington, DC: Island Press.