

## THEORIES OF LANDSCAPE ARCHITECTURE 16:550:553 - TENTATIVE SYLLABUS

Mondays, 12:10pm – 03:10pm [Thompson Hall Room 101](#) (96, Lipman Drive)

Field trips on all Mondays in April (7, 14, 21, 28)

### **Dr. Anette Freytag, Professor of the History and Theory of Landscape Architecture**

Department of Landscape Architecture, Rutgers University, SEBS

([anette.freytag@rutgers.edu](mailto:anette.freytag@rutgers.edu))

**Office Hours:** Thursdays, 10:00am-12:00pm by appointment only (please email me)

In person or via Zoom

**LMS** used in this course: **Canvas**

**Guest lecturers:** Dr. Philipp Urech, architect and Senior Lecturer, ETH Zurich; Dr. Nadine Schütz, architect, sound artist, and IRCAM fellow, Echora Paris/Zurich; Megan Lotts, MFA, MILS, Art Library faculty and Artist (SAS); Dr. Ed Eigen, Senior Lecturer in the History of Landscape and Architecture at the Harvard Graduate School of Design (TBC).

**Field trips and office visits** (all NJ Transit tickets, and ride shares will be covered)

**April 7, Elizabeth Kennedy Landscape Architect, PLLC** (NYC-Brooklyn) & projects

(NB to NB: 8:55am-c.a. 7:30pm)

**April 14, Michael Van Valkeburgh Associates, INC** (NYC-Brooklyn) & projects

(NB to NB: 8:55am-c.a. 7:00pm)

**April 21, Sara Zewde, Studio Zwede** (NYC Harlem) & projects

(NB to NB: 8:27am-c.a. 3:00pm if you do not join the lunch c.a. 2pm)

**April 28, Studio Zewde project- Graffiti Pier** (Philadelphia)

(Blake Hall to Blake Hall: 11:45am-4pm)

### **Syllabus Change Policy:**

The schedule of this syllabus may change. The schedule of in-person lectures and field trips are subject to external circumstances. The instructor will try to inform students of any changes to the syllabus in a timely manner.

## **COURSE DESCRIPTION**

This course discusses theoretical aspects of the disciplinary core of Landscape Architecture as an academic field as well as a profession. It further presents relevant theories for understanding interdisciplinary relations with ecology, architecture, public humanities, urban and spatial planning, philosophy, and fine arts. The goal of this course is that students can link the theories that we will discuss throughout the course to the actual work of selected landscape architects, creative place makers, urbanists, and others, who give form to the landscape.

This semester, the focus will be on the following theoretical frameworks and their impact on landscape architecture practice and education:

- Topology in Landscape Architecture (incl. Field Instruments of Design and Sonic Topologies to also investigate tools of fabrication and representation relevant for landscape architecture projects as well as the acoustic dimension of landscape architecture)
- Experiential Approaches to Landscape Design and Planning (incl. Strollology- The Science of Walking, Phenomenology, Land-Based Learning, Creative Placemaking)
- The Return of Beauty and the Rise of Social Justice
- Landscape Urbanism

Every concept discussed shall be linked to concrete works of landscape architects and proponents of other design disciplines.

## **STRUCTURE OF THE CLASS**

### **Readings and accompanying lectures**

The lifeline of this seminar is an active and creative discussion. Due to the diverse background of the students in this graduate seminar, some texts might occur to be more relevant to your interests than others. This course is about the theory of designed landscapes and the art of place-making. Learning to read and understand a theoretical text is part of an important learning experience that will help you throughout your future studies. Your participation in discussions will be observed to assure equity. You are expected to read and prepare all material assigned for a class. This includes that you prepare at least two questions per reading. Each student will also present at least one author of the texts we are reading. This information and the questions will support the discussion in class. The instructor will prepare lectures and presentations to accompany the discussion of the readings with concrete examples from the history and contemporary practice of place-making.

### **Canvas**

Please make sure to check the class website regularly. All assigned reading material and all necessary information will be uploaded and regularly updated.

### **Discussions**

Guided by the readings, the discussions will complement the lectures. You are encouraged to bring a printed copy of the assigned reading with your personal marks and underlines to the classroom. This will help to address questions and insights that occur while reading the text. Each student is expected to take responsibility for one seminar discussion through leadership in preparation and class discussion. It is suggested that the topic of the discussion is related to your theoretical article.

### **Presentations / running a class**

In addition to active and engaged discussions, students will

- each prepare a c.a 25min lecture on the work of one office/landscape architect / project by linking the work to the texts that are assigned as readings for this day
- be paired to groups of two/three and each group will run one class discussion in March. This includes preparing the discussion of the readings and introducing their classmates who hold a presentation that day. They shall also lead the following Q+A and discussion (min 15min)

### **Designing and contributing to our own issue of a Theories magazine / pamphlet**

The final deliverable of this class is to produce a theoretical magazine with short essays of c.a. 6 manuscript pages. All participants will contribute one essay to this journal. The instructor will commission a graphic designer to create a template for this journal and set the texts into it. The goal is to develop original contributions to the existing body of knowledge of Theories of Landscape Architecture and Creative Placemaking.

For the research and presentations in this class, as well as the final article, you are strongly encouraged to make full use of the [Rutgers Library System](#). The Art Librarian Megan Lotts will introduce you to the resources of the libraries.

### **Field trip**

To deepen what we learn during this course, we will go on three fields trip to New York City and one to Philadelphia. For details, please see the schedule of the month of April.

### **LEARNING GOALS & ASSESSMENTS**

<b>Learning Goals</b> <i>At the end of this course, students will:</i>	<b>Assessments</b>
1. Discuss main theoretical frameworks in the field of landscape architecture within the past thirty years and develop the competence to actively participate in the scholarly discourse of the field.	Weekly reading assignments. Attend class each week with prepared discussion questions. Present each one author during the semester Guided discussions of reading assignments.
2. Be able to link the theoretical frameworks to concrete works of landscape architects.	Discussions in class, running one guided discussion, own oral presentation, field trips.

3. Generate original contributions to the existing body of knowledge in theories of landscape architecture and creative placemaking.	Write a 5-6 page essay on the topic of your oral presentation.
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## GRADING

1) Complete your weekly reading assignments and participate actively in the discussions in class (20 points). Participate in the field trips (10 extra points). Introduce at least one author of a text we discuss (5points). Presentation of Anne Lamot's work in the March 3 workshop (5points)	40%
2) Choose three texts of your choice of the sessions of March 10, 24, and 31 and write a response of 1-2pp <i>by Friday, 12pm before the class</i> , when the texts are discussed. Explain why you chose the text, what you found intriguing, what problematic, how you think this is relevant for the field of landscape architecture, and if you have further questions that you want to be discussed. (5 points each)	15%
3) Run one class session, together with a peer. This includes introducing the topic of the day, your class mates that are delivering a presentation that day and leading a guided discussion of the Q+A after the presentation and on the assigned texts.	10%
4) Create a c.a 25min oral presentation on the work of the designated LA offices linking the work to the theoretical framework of the texts that are assigned to read for the day of the presentation.	15%
5) Write a 5-7 page essay for the Theories Journal on the topic of your oral presentation.	20%
<b>Nota bene:</b> Each unexcused absence lowers the final grade by 10% (class runs 3h); each class for which you do not bring discussion questions lowers the grade by 5%.	

## COURSE EVALUATION

Final Grades include: A (90-100%), B+ (86-89%), B (80-85%), C+ (76-79%), C (70-75%), D (60-69%), F (less than 60%)

## ABSENCE POLICIES

Students are expected to attend all classes; if you expect to miss one or two classes, please use the University absence reporting website <https://sim.rutgers.edu/ssra/> to indicate the date and reason of your absence. An email is automatically sent to me. Each unexcused absence lowers the grade by 10% (class runs 3h).

## Stay home if you feel sick! Covid-19 information and protocol:

<https://coronavirus.rutgers.edu>

## COMMUNICATION

If you have questions during the semester, please email the professor (anette.freytag@rutgers.edu) and I will generally reply within 24 hours, Monday through Friday. An email needs to have a hello and a goodbye to be considered.

## SCHEDULE OF CLASSES

### WEEK 1, 01/27: NJASLA - Joint Lunch at the Conference 12:30pm-1:30pm

1. Introductions: Who are you, why did you take this class, and have you already been in contact with Theories in Landscape Architecture?
2. Overview of the content and program
3. Discussion of the field trip (dates, destinations) and deliverables (oral presentations, contributions, and design of a Theories pamphlet/magazine)  
(to be continued in the first in-person class on campus)

### WEEK 2, 02/03: TOPOLOGY AND PHENOMENOLOGY INTRO

#### 12:10pm-1:10pm: In class reading

Freytag, Anette: "Topology and Phenomenology in Landscape Architecture." In Karsten Berr (ed.), *Landschaftsarchitekturtheorie: Aktuelle Zugänge, Perspektiven und Positionen*, Wiesbaden: SpringerVS (2018): 195-225.

Break

#### 1:20-2:30pm: In class watching

**Daniel Urban Kiley Lecture: Georges Descombes, "Designing a River Garden", Harvard GSD**  
<https://www.youtube.com/watch?v=Jw9zRake7IU>

Description: Beginning in the late nineteenth century, the Aire River, which runs northeast into the Rhine, was progressively canalized near Geneva, where it flows through valleys historically devoted to farming. In 2001, the State of Geneva opened a competition with the idea of restoring the Aire to its original shape and meanders by eliminating the canal. Atelier Descombes Rampini proposed instead, in their winning entry, to combine the clear

territorial cut of the canal with a parallel new vast divagation space for the river. In the process, as Georges Descombes stated in the proposal, "the canal becomes the pointer for the transformations, a reference line giving the possibility to understand the 'before' and 'after'—a becoming which superimposes both situations" and accepts that "something began which was already there." The design's complex organization links the new river space to a linear series of gardens in the former canal. The realized design has become a long linear garden that organizes the views in a true Eisensteinian montage, aiming at introducing into this territory "shocking" juxtapositions intended to prompt "questions, worries, hopes" that will renew attention and emotion. Among Descombes's architectural realizations are the Swiss Path around Lake Uri in Switzerland, the Bijlmer Memorial in Amsterdam, and Parc de la Cour du Maroc in Paris.

Break

2:40pm-3:10pm **In class reading**

*Pamphlet 15: Topologie/Topology*, Christophe Girot, Anette Freytag, Albert Kirchengast, Suzanne Krizenecky, Dunja Richter, Zurich: gta (2013)

1. Definitions (= 1/2 page, but no page number is indicated)
2. Introduction by Girot, p. 7-8.
3. Maxims (= 1 page, but no page number is indicated) / The rest of the brochure can be read voluntarily as homework

**Homework: Please take three of the maxims and write down what you think they mean. Do you see a connection to the work of Georges Descombes that was presented in the lecture?** Please bring to the next class.

## **WEEK 3, 02/10: TOPOLOGY AS METHOD OF LANDSCAPE DESIGN**

**Intro- continuing of 01/27 & 02/03 - program, schedule, content**

Discussion of in-class readings / lecture of the past week / your homework

Break

**1:45pm Guest lecture by Dr. Philipp Urech, architect ETHZ: "Site Core Design" (followed by a discussion)**

Philipp R.W Urech is the director of the Landscape Visualization and Modeling Lab of ETH Zurich and a postdoctoral researcher in the module Resilient Blue-Green Infrastructures at the Future Cities Laboratory Global in Zurich. He holds a Master and a Doctor of Sciences in Architecture and has taught landscape and urban design in master's studios, thesis projects and postgraduate study programs. In the Fall semester of 2024, he was a Visiting Professor at the Technical University in Vienna, co-teaching a Studio in South Korea. Philipp was also a guest lecturer and teacher in parallel programs at the ETH Zurich, at the NUS Singapore, and at the Technion in Haifa. He led design research studios at the Singapore University of

Technology and Design (SUTD) while conducting doctoral research at the Singapore-ETH Centre in Singapore.

His thesis "Shaping Physical Landscape" devises a design methodology based on innovative 3D modeling techniques that gives designers new means to interact with the physical geometry of the environment. Philip will talk about the importance of a site specific and time specific design.

He will lecture via Zoom and will take the time to discuss his work with you.

Reading assignments for 02/17:

- Girot, Christophe: "A Return to Terrain." In: *Field Instruments of Design* (Pamphlet 19), Zurich: gta (2015), 15-22.
- Schütz, Nadine: "Landscape Acoustics: Spectral Transcripts." In: *Terrain Vogue* (Pamphlet 27), Zurich: gta (2023), 97-99.

**WEEK 4, 02/17: TOPOLOGY AND FIELD INSTRUMENTS OF DESIGN  
TOPOLOGY AND LANDSCAPE ACOUSTICS**

Presentation of Christophe Girot: NN

Discussion on Terrain, Field Instruments of Design, the Acoustic Dimension of Landscape Architecture

**1:45pm: Guest lecture by Dr. Nadine Schütz, sound artist and IRCAM fellow / Paris:  
"Sonic Topologies" (followed by a discussion)**

Dr. Nadine Schütz is a sound artist, architect, and member of the research team «Acoustic and Cognitive Spaces» at the Institute for Research and Coordination in Acoustics/Music (IRCAM) in Paris. From 2009 – 2023, she worked with Prof. Christophe Girot at the ETH Zurich, with whom she has established a new research and teaching focus on landscape acoustics. She has conducted the «Raum-Klang-Labor», an experimental teaching project bringing together architecture and music students and developed through a cooperation with the Institute for Computer Music and Sound Technology (ICST) of the ZHdK. In 2017, she has accomplished her doctoral thesis on The Acoustic Dimension of Landscape Architecture, which also included the installation of a new lab for the spatial simulation of sonic landscapes, the AudioVisual Lab. Nadine Schütz works on landscape architectural and artistic projects in her studio [\(\(\(echora\)\)\)](#). Nadine will demonstrate her work on the acoustic dimension of landscape architecture, explain the use of an audio-visual lab, and introduce you to examples of her latest artwork in which she commemorates the histories of urban industrial sites.

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### Reading assignments for 02/24

- Descombes, Georges: "Shifting Sites: The Swiss Way, Geneva." In *Recovering Landscape. Essays in Contemporary Landscape Architecture*, ed. by James Corner, New York: Princeton Architectural Press (1999), 78-85.
- Handke, Peter: "The Long Way Around." In *Slow Homecoming* (Translated by Ralph Manheim), New York: Farrar / Straus / Giroux (1985): 3-137. Please read pp. 3-11 (only the first paragraph of p. 11)
- Handke, Peter: "The Lesson of Mont Sainte Victoire." In *Slow Homecoming* (Translated by Ralph Manheim), New York: Farrar / Straus / Giroux (1985): 139-211. Please read pp. 201-211.

### **WEEK 5, 02/24: TOPOLOGY, PHENOMENOLOGY, WALKING, AND LAND-BASED LEARNING**

**Nota bene:** This session will start at 1:30pm because Dr. Freytag needs to be on the Search Committee of the MGSA Dean Search until 1:15pm.

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Presentation of Peter Handke, NN

Presentation of Georges Descombes, NN

#### **Lecture: Walking, Writing, Designing: Peter Handke's Influence on Postmodern Landscape Architecture**

Three Swiss landscape architects of international renown claim that the Austrian author Peter Handke (b. 1942) has crucially influenced their design work: George Descombes (b. 1948), Dieter Kienast (1945-1998) and Günther Vogt (b. 1957). Movement in space is a central motif in Handke's work, whereby his observations and descriptions focus especially on the margins of urban space. Walking in the city, out into the periphery, crisscrossing and passing through nature are frequently recurring motifs. At such moments, Handke finds a "legibility" and "experienceability" of landscape that corresponds to his poetic ideal, for which he was awarded the Nobel Prize in 2019. Anette Freytag's lecture shows how Handke, who found his way to a phenomenological aesthetic in the late 1970s and the three landscape architects aimed to uncover an experience of an existing landscape that is, however, only manifested through form.

Discussion on form, experience, and scenography in texts and landscapes.

- Reading and presentation assignments for 03/03  
Reading and getting ready to present the various chapters of Anne Lamott's book *Bird by Bird. Some Instructions on Writing and Life*. (Getting Started (2). Short Assignments. Shitty First Drafts. Perfectionism. School Lunches. Polaroids (each presentation one person))



## **WEEK 6: 03/03: RESEARCH, WRITING, AND COMMUNICATIONS WORKSHOP**

**Nota bene:** This session will take place at the **ART LIBRARY** (College Campus, Vorhees Hall)  
Seminar room in the lower floor

**Input by Art Librarian Megan Lotts: How to use the Art Library? / Cheat Sheet Landscape Architecture / Visual Literacy Activity**

### **Student presentations of Anne Lamott's advice on writing**

Getting Started (shared presentation, two people). Short Assignments. Shitty First Drafts. Perfectionism. School Lunches. Polaroids.

### **Getting into writing**

How to establish a writing routine? How to overcome low self-confidence and perfectionism? The benefit of "shitty first drafts". The POM method (Pomodoro method. 25/30/30 or 45min of writing with a timer, then 5min of break). How to end each writing sequence on a positive note? The editing process, etc., etc.

Discussion / Learning together: **How to write a good essay?**

### **Style Guide: OWL / Purdue**

If there is time: **exercises on presenting**

#### Reading assignments for 03/10

- Corner, James: "Origins of Theory (1990)" and "Theory in Crisis (1991)". In *Theory in Landscape Architecture. A Reader*, ed. by Simon Swaffield, Philadelphia: Penn Studies in Landscape Architecture (2002): 19-21
- Cosgrove, Denis: "Landscape as Cultural Product (1984)". In *Theory in Landscape Architecture. A Reader*, ed. by Simon Swaffield, Philadelphia: Penn Studies in Landscape Architecture (2002): 165-166
- Gustafson, Kathryn: "Land Movement." In *Thinking the Contemporary Landscape*, ed. by Christophe Girot and Dora Imhoff, Princeton/New York: Princeton Architectural Press (2017): 155-163.
- Meyer, Elizabeth: "Sustaining Beauty. The Performance of Appearance." In *Journal of Landscape Architecture* (Vol 3), 1, 6-23 (DOI: 10.1080/18626033.2008.9723392)

## **WEEK 7: 03/10, LANDSCAPE THEORIES AND PRACTICE I**

Lead of the class: NN. NN.

Presentation James Corner: NN

Group discussion: The relation between theory and practice (Texts Corner)

Presentation Denis Cosgrove: NN

Presentation Elizabeth K. Meyer: NN

Discussion of the relevance of the texts by Denis Cosgrove (Landscape as Cultural Product) and Elizabeth K. Meyer (Sustaining Beauty. The Performance of Appearance) in connecting them with the work of landscape architects **Kathryn Gustafson and Elizabeth J. Kennedy**.

Input lecture on the work of **Kathryn Gustafson** - NN

Input lecture on the work of **Elizabeth J. Kennedy** - NN

Group discussion

Reading assignments for 03/24:

- Waldheim, Charles: "Landscape as Urbanism" In *The Landscape Urbanism Reader* E-Book 2006: 534-543  
[similar text, and with images: Waldheim, Charles: "Claiming Landscape as Urbanism." In *Landscape as Urbanism. A General Theory*. Princeton/Oxford: Princeton Architectural Press (2016): 13-29]
- Waldheim, Charles: "Thinking Landscape as Urbanism." In *Thinking the Contemporary Landscape*, ed. by Christophe Girot and Dora Imhoff, Princeton/New York: Princeton Architectural Press (2017): 86-102
- De Jong, Erik: "Teardrop Park. Elective Affinities." In *Michael Van Valkenburgh Associates. Reconstructing Landscapes*, ed. by Anita Berrizbeita, Singapore: Tien Wah Press (2009): 172-191.

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**WEEK 8: 03/17      SPRING BREAK**

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**WEEK 9: 03/24, LANDSCAPE URBANISM / MVVA**

Lead of the class: NN. NN.

Presentation of Charles Waldheim: NN

Presentation of Erik de Jong: NN

Input lectures on works/firms discussed in the text - bring projects and texts together

Texts Waldheim

- **Parc de La Villette in Paris**  
Projects of OMA - Office of Metropolitan Architecture  
(Rem Koolhaas) and Bernard Tschumi - NN
- **Work of Kongijian Yu / Turenscape** - NN

Group discussion

Text Waldheim 2017 and Text De Jong

- **MVVA - general approach / Teardrop Park & Brooklyn Bridge Park** - NN

Group discussion

Reading assignments for 03/31:

- Refresh the passages on James Corner in the texts by Charles Waldheim
- Eigen, Ed: "On Hedging." In: *Field Instruments of Design* (Pamphlet 19), Zurich: gta (2015): 68-79
- Zewde, Sara: "Making the Act of Remembering Visible." In *Topos* N0 105 (2018) ##-##
- Zewde, Sara: "Transatlantic Memory: Material and Immaterial Design at the Valongo Wharf, Rio de Janeiro, Brazil." In *Material Culture* (Landscript 5), ed. by Jane Hutton, Berlin: Jovis (2017): 143-153.
- Sheets, Hilarie, "Sara Zewde Sows and Dia Beacon Reaps." In New York Times, March 5, 2024. Access: [https://www.nytimes.com/2024/03/05/arts/design/sara-zewde-dia-beacon-landscape.html?unlocked\\_article\\_code=1.v04.6A6g.g5iUaJsEwtfU&smid=url-share](https://www.nytimes.com/2024/03/05/arts/design/sara-zewde-dia-beacon-landscape.html?unlocked_article_code=1.v04.6A6g.g5iUaJsEwtfU&smid=url-share) (or via RU Libraries)

## **WEEK 10- 03/31: BEYOND LANDSCAPE URBANISM - LA FUTURES IN THE US**

Lead of the Class: NN, NN, NN

Presentation Ed Eigen: NN (someone of the class lead)

Input: **Work of James Corner - Field Operations** - NN

Discussion- How is James Corner's Work presented in the texts by Charles Waldheim?

Discussion of the text "On Hedging" and The High Line / Ed Eigen joins via Zoom (TBC)

- **Work of Sara Zewde** - NN  
Group discussions / text work. Sara Zewde was Michael Van Valkenburgh's student at Harvard GSD - eventual comparison on what she does with what we have seen by MVVA

***For the upcoming field trips: keep the readings fresh!***  
***I know that not all students can do all parts of the field trips.***  
***All expenses for trains / rideshares will be covered by the instructor***

**WEEK 11: 04/07 - FIELD TRIP ELIZABETH KENNEDY**

8:55am Departure NB, NJ Transit – c.a. 9:40am NY Penn Station  
Subway 3 to Chambers Street

c.a.10:05-11:10am Arrival African Burial Ground National Monument (290, Broadway, NYC)  
coffee break

Subway J -> F / 6-> F last stop York Street, walk. (c.a 35min)

12pm-2pm Office Visit Elizabeth Kennedy LA LPPC (63, Flushing Avenue, Unit 264, Brooklyn Navy Yard, Building 275, Suite 202, Brooklyn, NY)

Ride Share to project (c.a. 30min)

c.a. 3pm-5pm Weeksville Heritage Center (158 Buffalo Avenue, Brooklyn, NY 11213)  
C/A/3 to NYP Station, NJ Transit -> New Brunswick (2h trip)  
Arrival New Brunswick c.a. 7-8pm depending on connections.

**WEEK 12: 04/14 - FIELD TRIP MVVA**

8:55am Departure NB, NJ Transit -> Newark Penn Station -> Change to PATH -> World Trade Center (arr. 9:46am) walk to project

c.a. 10:00am-11:00am Teardrop Park (Warren Street, NYC)  
coffee break  
Subway 2/3 (c.a. 25min) Chambers Street -> Borough Hall (walk 2min to office)

12pm-2pm Office Visit Michael Van Valkenburgh Associates (16 Court St. 11<sup>th</sup> Floor, Brooklyn, NY 11241)  
walk to Brooklyn Bridge Park (15min)  
coffee break at Iris Café

c.a. 3pm-5pm walk up Brooklyn Bridge Park to MTA High Street  
C/NJ Transit (c.a. 1h15 to get back to New Brunswick)

c.a. 7pm return to NB.

**WEEK 13: 04/21 - FIELD TRIP SARA ZEWDE - OFFICE VISIT**

8:27am Departure NB, NJ Transit -> Newark Penn Station (arr. 9:24)

Subway 3 -> 125 Street walk to office

10am-12pm Office Visit Sara Zewde (218 Lenox Ave, NYC)

Lunch

**WEEK 14: 04/28 - FIELD TRIP GRAFFITI PIER PHILADELPHIA**

11:45am Departure with cars from Blake Hall -> Graffiti Pier Philadelphia (drive c.a. 1h15, to 3129 Pierview Lane, walk c.a. 15min to Pier)

c.a. 1:15pm-2:45pm

Drive back to Blake Hall

Arrival c.a. 4pm

**WEEK 15: 05/05 - WRAP UP / ESSAYS / THEORIES JOURNAL****ADDITIONAL RESOURCES****Academic Integrity**

Plagiarism is a major offense at Rutgers University. You are responsible for understanding the academic integrity policy and following these principles. Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld. The complete academic integrity policy can be found here: <http://academicintegrity.rutgers.edu/>.

The principles described on this website forbid plagiarism and require that every Rutgers University student:

- properly acknowledge and cite all use of the ideas, results, or words of others.
- properly acknowledge all contributors to a given piece of work make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of unsanctioned materials or unsanctioned collaboration.
- treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.

Violations of academic integrity will be treated in accordance with university policy, and sanctions for violations may range from no credit for the assignment, to a failing course grade to (for the most severe violations) dismissal from the university.

## THE CLASSROOM ENVIRONMENT

### Classroom Citizenship

All members of the Rutgers University community are expected to conduct themselves in a manner that reflects our shared commitment to the university as a site of learning, open inquiry, and respect for intellectual, cultural, and personal differences. All voices in this classroom are important, and it is incumbent upon all of us to acknowledge and honor the variety of perspectives, experiences, and backgrounds that we bring to our work together. I will do my best to set a positive tone in the classroom, but if you have any concerns or become aware of problems, please don't hesitate to reach out to me. You must also familiarize yourself with—and abide by—the university's Policy on Student Conduct.

### Inclusion and Anti-Discrimination

All teachers and guest lecturers in this class strive to foster a safe, secure, and supportive learning environment for all students. To this end, we recognize that the space of inclusion and trust is predicated on a community that is anti-racist, anti-sexist, anti-homophobic, anti-transphobic, non-ableist, non-ageist, and is reverent to different religious beliefs and practices. We strive to establish expectations for care, respect, and compassion in all our activities as a class community. As Rutgers schools with students, faculty, and staff from different states, countries, racial and ethnic backgrounds, religions, and gender identities, as well as first-generation college students, veterans, and those with diverse learning styles, we at SEBS, Mason Gross, and SAS are in a unique and privileged position to be inspired, challenged, and transformed by and through our differences. Your voice, your safety, and your experience both in and out of this classroom matter and are deeply valued.

We all have different experiences and literacies that inform who we are and that contribute to our academic and creative work. We all have room to grow to deepen our commitment to equity and care. Our attitude towards navigating these differences should be one of engagement, curiosity, openness, honesty, and the ability to listen.

Concerning latest tension on campus, there is useful information at the university level ([Reject Hate](#)), from SEBS ([DEI at SEBS/NJAES](#)) and for students ([Diversity Peer Educators](#)). We believe that to be meaningful and specific. In the landscape architecture program, we strive to go beyond that and bring together faculty, the LA undergrad and grad clubs, and students for a series of workshops to develop a common agreement on how to deal with speech at Blake.

### Names and Pronouns

If you use a name and/or gender pronoun that is not indicated on the class roster, or if it changes over the course of the semester, please let me know. If I make an error in addressing you, please correct me.

### Land Acknowledgment

We acknowledge that the land on which we stand is the ancestral territory of the Lenape People. We pay respect to Indigenous people throughout the Lenape diaspora—past, present, and future—and honor those that have been historically and systemically disenfranchised. We also acknowledge that Rutgers University, like New Jersey and the United States as a nation, was founded upon the exclusions and erasures of Indigenous peoples. (<https://diversity.rutgers.edu/honor-native-land>)

## **Technology**

You may use a laptop or other device that enables you to take efficient notes. However, you may not use that device in a way that distracts either your peers or the instructor. If you are using devices to watch videos, write e-mails, send text messages, or surf the web, you will be asked to leave class.

## **PLEASE ASK FOR HELP IF YOU NEED IT**

### **Contact Me**

As your instructor, I am committed to helping you succeed in this course and in your studies at the university. I encourage you to contact me or make an appointment for my office hours if you are encountering obstacles to your academic success or personal welfare. In accordance with university policy, please contact me through your Rutgers email account.

I am providing these links in case they are helpful to you:

**Covid-19 information:** <https://coronavirus.rutgers.edu>

**Rutgers Learning Centers:** Services include tutoring, assistance with writing, strategizing for schoolwork and stress management, and workshops to prepare for exams, among others.  
<https://rlc.rutgers.edu>

**Rutgers Writing Program:** Services, tutoring, and courses to assist with writing.  
<http://wp.rutgers.edu>.

Assistance for English Language Learners: <https://wp.rutgers.edu/special-programs/reli>.

**Counseling, ADAP & Psychiatric Services (CAPS):** <http://health.rutgers.edu/medical-counseling-services/counseling/> or (848) 932-7884. CAPS provides counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professionals within Rutgers Health Services. CAPS services include individual and group therapy, workshops, crisis intervention, referral to specialists, and consultation and collaboration with campus partners.

**Violence Prevention and Victim Assistance:** [www.vpva.rutgers.edu/](http://www.vpva.rutgers.edu/) or (848) 932-1181. This office provides confidential crisis intervention, counseling, and advocacy for victims of sexual

and relationship violence and stalking to students, faculty, and staff.

Reject Hate: <https://diversity.rutgers.edu/reject-hate>

DEI at SEBS/NJAES: <https://execdeanagriculture.rutgers.edu/diversity-equity-inclusion/>

**Disability Services:** <https://ods.rutgers.edu/> or (848) 445-6800. (See the suggested disability statement above.)

**Scarlet Listeners:** <https://rutgers.campuslabs.com/engage/organization/scarletlisteners> or (732) 247-5555. Free and confidential peer counseling and referral hotline.

**Report a Concern:** <http://health.rutgers.edu/do-something-to-help/>

**Speak Up Bias Prevention Campaign:** <https://diversity.rutgers.edu/speakup>

**Report a bias incident:** <http://inclusion.rutgers.edu/report-bias-incident/>

**Basic Needs Security:** Any student who has difficulty affording groceries or accessing sufficient food, or who lacks a safe and stable place to live, and believes this may affect their performance in this course, is urged to contact the Dean of Students (<http://deanofstudents.rutgers.edu>; [deanofstudents@echo.rutgers.edu](mailto:deanofstudents@echo.rutgers.edu)) for support.

**Office of the Dean of Students:** <http://deanofstudents.rutgers.edu>; [deanofstudents@echo.rutgers.edu](mailto:deanofstudents@echo.rutgers.edu). This office provides resources to assist all students at Rutgers in navigating the university.

**Rutgers Student Food Pantry:** <http://ruoffcampus.rutgers.edu/food/>; [ruoffcampus@echo.rutgers.edu](mailto:ruoffcampus@echo.rutgers.edu).