



LANDSCAPE STUDIES | Department of Landscape Architecture

11:550:101 | Spring 2017 | 3 credits

Instructor: Arianna Lindberg
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Class times: Monday + Wednesday 2:15-3:35pm

SEBS Core Fulfillment for Areas of Inquiry, Historical Analysis

Core Learning Goals

Students will understand the bases and development of human and societal endeavors across time and place. (h)

Students will be able to explain the development of some aspect of a society or culture over time, including the history of ideas or history of science. (l)

Additional Learning Objectives

1. Students will establish vocabularies to describe, and frameworks to assess, various aspects of the built and un-built environment in order to see and understand the landscape in its cultural context.
2. Students will consider the landscape's role in satisfying society's needs and expressing society's aspirations – politically, historically, economically, and ecologically.
3. Students will be able to identify some of the forces and values that are shaping the landscape and determining its order.
4. Students will develop a personal vocabulary with which to communicate a sense of place.
5. Students will develop and hone their landscape observation skills.

Course Description

This course is intended as an introduction to the idea of landscape as a cultural phenomenon. Through diverse resources – lectures, films, field trips and readings – a range of landscape types, as well as their processes and uses, will be examined. Through class discussions, observations and interactions, students will explore the ways in which our concepts of the landscape are formed, as well as the ways in which culture and the landscape meet and influence each other.

The course will also provide students with an introduction to the multi-faceted work of landscape architects. Through guest lectures by professionals in the field, we will consider elements of history, design, ecology, community, agriculture, remediation and planning at various scales.

Students will keep a sketchbook throughout the course of the semester. This book will be a running compilation of notes, thoughts, observations and imagery based on course materials and the every-day world that will function as a tool by which to record and synthesize individual experience.

Expectations of Student Participation

Students are expected to participate fully in the course by being prepared for each class and field session. This course is grounded in experiential learning, and individual student's academic development depends on the exposure to and assimilation of information related to the course topic, as well as the application of this information through hands-on involvement and interaction.

Attendance

A minimum level of participation is defined as being in attendance for the entire duration of a class session, and it is the student's responsibility to be in attendance for all lecture and field sessions. More than three unexcused absences will result in a step reduction of the student's semester grade (e.g. a semester grade of a B would be reduced to a C+). Each additional three absences will result in another step reduction.

Absence + Lateness Policy (specific to this course)

Students are expected to be in class at the time it is scheduled to begin. Three instances of lateness of more than ten minutes at the beginning of class will count as one unexcused absence.

An absence is excused only if it has received prior permission from the instructor. If a note or call is received after the class has met, it will be considered an unexcused absence.

In the event of an absence, the student is responsible for making up any missed work, getting assignments from the instructor or a fellow classmate, and submitting assigned work on time.

Field Trips

Several field trips will be scheduled during the semester. Advance notice will be provided and participation is required.

Sketchbook

Students are expected to keep a journal/sketchbook throughout the course of the semester. This book will be a running compilation of notes, thoughts, observations and imagery based on readings, films, class discussions, field trips and guest lectures: a tool by which students record and synthesize information. Weekly journal exercises will be assigned, and journals will be turned in every other Monday for review and returned during the next class period. The final journal submission will be on Monday, May 1st and may be picked up from the instructor's office during exam week. ***The journal/sketchbook represents 50% of the student's final grade.***

In lieu of a required text, a sketchbook *dedicated to this course* is required. The pages should be unlined and a minimum size of 5.5"x8".

Readings

There is no required text; however, students will be responsible for accessing readings posted to Sakai. Weekly readings are assigned on Wednesdays, unless otherwise noted on the schedule. Reading responses, recorded in the one's journal/sketchbook, are due the following Monday.

Due Dates

Except for circumstances truly beyond the student's control, all assignments are due at the dates and times specified throughout the semester. Projects that are incomplete on the due date should still be submitted on that date to receive partial credit. Any work submitted late will be penalized a letter grade for each day past due. Working beyond a due date is both unrealistic in a professional setting and unfair to one's classmates.

Work Becomes Department Property

Submitted imagery or written papers for any project assigned in Landscape Architecture courses are considered the property of the Department and may be retained in its archives for exhibition and accreditation purposes.

Grading/Evaluation

The final grade will be based upon the following percentages:

Attendance + Participation	15%
Sketchbook/Journal	50%
Response Papers	20%
Final Exam	15%

Departmental Grading Guidelines

While the assignment of grades is ultimately the purview of the instructor, the department uses the following guideline for understanding appropriate grading in its courses:

A – Outstanding – This not only means fulfilling the requirements, but impressing and going beyond the initial expectations and assigned elements of the project. The student has demonstrated a superior grasp of the subject matter coupled with a high degree of creative or logical expression, individual initiative, and a strong ability to present these ideas in an organized and analytical manner.

B – Very Good – The student has demonstrated a solid grasp of the material with an ability to organize and examine the material in an organized, critical, and constructive manner. The projects and in-class performance reveal a solid understanding of the techniques, issues and related theories, with some additional work completed.

C – Acceptable – The student has shown a moderate ability to grasp concepts and theories for the class, producing work that, while basically adequate, is not in any way exceptional. The performance in class displays a basic familiarity with the relevant literature and techniques.

D – Unacceptable – The work demonstrates a minimal understanding of the fundamental nature of the material or the assignment with a performance that does not adequately examine the course material critically or constructively.

F – Failure – The student has demonstrated a lack of understanding or familiarity with course concepts and materials. Their performance has been inadequate. Failure is often the result of limited effort and poor attendance which may indicate that the student is not in the proper field of study.

Note: All information in this syllabus and course schedule is subject to change. Any changes to the syllabus or schedule will be announced in the scheduled lecture periods. It is the student's responsibility to stay informed.