



Environmental Design Analysis (EDA)

11:550:230, Fall 2017

Tuesday, Friday 10:55 – 12:15

101 Hickman

3 Credits

SEBS: Humanities and Arts

Core: AH, #p: Analyze arts and /or literatures in themselves and in relation to specific histories, values, languages, cultures, and technologies.

Core: 21st Century Challenge: 1. Analyze the degree to which forms of human difference shape a person's experiences of and perspectives on the world, 2. Analyze a contemporary global issue from a multidisciplinary perspective, 4. Analyze issues of social justice across local and global contexts.

Prerequisites: None

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Description of Course

Developing sustainable communities and practices are important challenges for the 21st Century. In Environmental Design Analysis (EDA), you will explore how your everyday experience is situated in a landscape of cultural and environmental significance. In seeking to understand the necessary changes to enable more sustainable communities, we must first understand the meanings, values, and processes that shape our homes, gardens, streets, neighborhoods, cities, parks, and farms, and wilderness. Students will learn about the theories and evolution of designed spaces in a global and local context. Design, by its very nature, is multi-disciplinary, incorporating the creative arts, social science, environmental science, political science, and other perspectives. Through lectures, readings, discussion,

and assignments, students will be encouraged to study their own needs, assumptions, and preferences for particular kinds of places while at the same time realizing that other people may have different assumptions, needs, and preferences. Differences in terms of class, race and ethnicity, immigration, ability, gender, and age shape access to, use of, and values/meanings of everyday places. Embedded throughout will be discussions of environmental and social justice in accessing resources, enabling choice, and enabling civic activism. Sustainability – both ecological and social – involves not only understanding environmental conditions but also the necessary social engagement to encourage better practices and stewardship.

Learning Goals

In order to assess student learning, the following learning objectives will be assessed through class interactions exams, exercises, and class discussions.

Learning goal (21st Century Challenges 1, 2, 4; Ah-p):

Analyze the degree to which forms of human difference shape a person's experiences of and perspectives on the world.

- ✓ Analyze personal behaviors and preferences in use of everyday space
- ✓ Investigate how physiological, psychological, cultural, social, political, economic, and environmental factors shape an individual's access to and experience of everyday places (past, present, and future).

Analyze a contemporary global issue (in EDA: sustainable design) from a multidisciplinary perspective.

- ✓ Analyze social and ecological implications of past and current ideals of everyday places – home, garden, community, parks and open space, agriculture, and city.
- ✓ Identify and critique intended design (the theoretical ideals and/ or value-based impulses that shape decision-makers' and designers' intentions) to actual use (how users appropriate and change space over time).
- ✓ Investigate barriers and potential for behavior change and adoption of sustainable design concepts.

Analyze issues of social justice across local and global contexts.

- ✓ Analyze and critique class, race, ethnicity, and physical ability as relates to the meaning and use of everyday space.
- ✓ Investigate impact of participatory process and social action in design and planning decision-making

Analyze arts and /or literatures in themselves (in EDA: Environmental design) and in relation to specific histories, values, languages, cultures, and technologies.

- ✓ Analyze evolution of urban form, park and open space design, home and garden design in the United States.
- ✓ Investigate professional development of architecture, landscape architecture, and urban planning.
- ✓ Develop skills in observation and analysis of environmental design.
- ✓ Explore creative expression through sketching, mapping, and design



Sakai and Email

The class Sakai website serves as the clearinghouse for materials. Please make sure to check it regularly. The instructor and graduate assistant may send out email announcements occasionally.

Readings

All readings assigned for a lecture should be read before the day of the lecture. Readings will be included in occasional quizzes and cited as appropriate in the lecture. All reading material is available on the Sakai website unless otherwise noted in class or in the syllabus.

Attendance Policy

Attendance is mandatory for all classes. It is the student's responsibility to be in attendance at all classes and all personal plans should be made in accordance with the schedule. A minimum level of participation is defined as being in attendance for the entire duration of a class session.

If you encounter any personal circumstances that inhibit your ability to fulfill the requirements of this course, you should contact the Instructor immediately. Likewise, any student with a special need, circumstance or disability should make an appointment with the Instructor during the first week of class.

Course work

Students are strongly encouraged to take notes during lectures. To aid in following lecture structure and vocabulary, an abbreviated version of the Powerpoint will be posted on Sakai at least one day prior to the lecture.

This course includes in-class quizzes and participatory assignments, take-home exercises, and exams. **No late work** is accepted unless by prior approved request.

Participatory assignments: These serve as part of the learning experience related to lectures and as a way to document attendance. These assignments will be given without notice during class and cannot be made up. Ten of the twelve will be counted (additional will be counted as extra credit).

Take-home exercises: The exercises provide experiential learning related to class content.

Two exams: the exams will include slide identification (of an issue discussed in class), true-false, multiple choice, and short-answer questions.

Evaluation

Final Grades include: A (90-100%), B+ (86-88.9%), B (80-85.9%), C+ (76-79.9), C (70-75.9), D (60-69), F (59.9 or less).

Participatory assignments:	10 points	10 %
Take-home exercises:		
1 Practicing Healthy Living & Design	20 points	10%
2 Public Landscape Analysis	20 points	20%
Exam 1:	30 points	30 %
Exam2:	30 points	30 %

	100 points	100%

Extra credit opportunities may arise. These will be special assignments with an expected product (i.e. short paper) submitted by a pre-determined deadline.

The Department of Landscape Architecture uses the following guidelines 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. Students cannot graduate from the Landscape Architecture program with 2 D's in required 550 classes.

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.

Academic Integrity policy

Every member of that community bears a responsibility for ensuring that the highest standards of academic integrity are upheld. Only through a genuine partnership among students, faculty, staff, and administrators will the University be able to maintain the necessary commitment to academic integrity. Please look at the full description at <http://academicintegrity.rutgers.edu/>. The website includes definitions of cheating, plagiarism, paraphrasing, multiple submission, fabrication, facilitating cheating or plagiarism, denying others access, and fair use of citations and common knowledge.

Schedule

		Tuesday	Friday
1	Global Concerns and Everyday Experience	Sept. 5 Lecture: What is Environmental Design Analysis? (Lawson and Ravit) Complete questionnaire: https://rutgers.qualtrics.com/jfe/form/SV_6ilwanRdLtgdFX	Sept. 8 Lecture: Behavior and the Environment (Lawson) Reading: Thayer, Robert. <i>Grey World, Green Heart</i> (NY: Wiley, 1994), Chapter 1. Hand out assignment 1
2		Sept. 12 Lecture: Individual Preference & Place (Lawson) Reading: Lang, "Privacy, Territoriality, and Personal Space," <i>Creating Architectural Theory</i> (NY: Van Nostrand Reinhold, 1987). Ch. 14.	Sept. 15 Health and Design: Active Living and Play (Lawson) Reading: Frank et al. <i>Health and Community Design</i> (Covelo, WA: Island Press, 2003). Ch. 4, 5.
3		Sept. 19 Lecture: Population (Ravit) Reading: Hardin, "The Tragedy of the Commons," <i>Science</i> 162, 3859 (1968): 1243-1248. Hardin, "Lifeboat Ethics," <i>BioScience</i> 24(10): 561-568.	Sept. 22 Lecture: Climate Change (Ravit) Reading: EPA's Climate Change Indicators in the US (https://www.epa.gov/climate-indicators) Gertner, "Should the US Save Tangier Island from Oblivion?" <i>NY Times</i> . http://www.nytimes.com/2016/07/10/magazine/should-the-united-states-save-tangier-island-from-oblivion.html?_r=0
4		Sept. 26 Lecture: Climate and Design (Lawson) Reading: U.S. Dept. of Energy, Passive Solar Design Fact Sheet. https://www1.eere.energy.gov/buildings/publications/pdfs/building_america/29236.pdf	Sept. 29 Lecture: The Food Landscape / Urban Agriculture (Lawson) Reading: Lawson, Laura. "Sowing the City." <i>Nature</i> 540 (22/29 December 2016): 522-524.
5		October 3 Lecture: Landscape of Waste Guest lecturer: Andrew Schlesinger, Elijah's Promise Reading: Community Composting in New York. https://www.biocycle.net/2013/11/18/community-composting-in-new-york-city/ Assignment 1 due	Oct. 6 Lecture: Managing Water Guest lecture: Jeremiah Bergstrom, Water Resources Program Reading: RCE WRP, Green Infrastructure for NJ.
6		Oct. 10 Lecture: Brownfields, Landfills, and Design Alternatives (Ravit & Dr. Wolfram Hofer) Readings: Hofer et al., "Unique Landfill Restoration Designs Increase Opportunities to Create Urban Open Space," <i>Environmental Practice</i> 18 (2): 106-115.	Oct. 13 Fieldtrip: Barns on Cook Campus Guide/lecturer: Mike Westendorf

7	Nature, People, and Design	<p>Oct. 17 Exam 1 Bring pencil and eraser.</p>	<p>Oct. 20 Lecture: Why We Seek Green: Parks, Gardens, and Nearby Nature (Lawson) Reading: Heerwagen, "Biophilia, Health, and Well-being," <i>Restorative Commons</i>, edited by L. Campbell and A. Wiesen, USFS 2009): 39-57.</p> <p>Hand out assignment 2</p>
8		<p>Oct. 24 Lecture: Urban Nature Guest lecturer: Dr. Frank Gallagher, Dept. of Landscape Architecture</p> <p>Reading: Hobbs et al., "Novel Ecosystems," <i>Global Ecology and Biogeography</i> 15 (2006): 1-7 (skim). Pouyat, "Botany of Will," <i>Frontiers in Ecology</i>, 161. OR Gould, "Pieces of Eight."</p>	<p>Oct. 27 Lecture: Wilderness and Reinvented Nature (Lawson)</p> <p>Readings: Cronon, "The Trouble with Wilderness" <i>Uncommon Ground: Toward Reinventing Nature</i> (NY: W.W. Norton, 1995).</p>
9		<p>Oct. 31 Lecture: Watersheds Guest JeanMarie Hartman</p> <p>Reading: website + links at http://www.phillywatersheds.org/watershed_issues</p>	<p>Nov. 3 Lecture: Public Space and Public Life (Lawson) Excerpts from video, "Social Life of Small Urban Spaces"</p>
10	The Design and Planning of "Home"	<p>Nov. 7 Lecture: House and Home (Lawson)</p> <p>Reading: Hunter, "The Basic Home Today," <i>Ranches, Rowhouses, and Railroad Flats</i>. (Norton 1999): 60-105; skim.</p>	<p>Nov. 10 Lecture: Neighborhood & Community Design (Lawson)</p> <p>InClass Assignment: Bring a GoogleMap of a neighborhood you have lived in and know well. Mark it with a ¼ mile and ½ mile radius around your home. We will discuss and Be submit at end.</p>
11		<p>Nov. 14 (Lawson away) Lecture: Environmental planning (Ravit)</p> <p>Assignment 2 DUE</p>	<p>Nov. 17 (Lawson at UPenn Conference) Lecture: Land use Guest Dr. David Tulloch</p> <p>Reading: visit websites for 2 NJ municipalities: https://en.wikipedia.org/wiki/Pine_Valley,_New_Jersey https://en.wikipedia.org/wiki/South_Hackensack,_New_Jersey</p> <p>News coverage of Home Rule: http://blog.nj.com/njv_editorial_page/2009/11/sussex_borough_and_wantage_a_t.html</p> <p>New Jersey community votes itself nonexistent: http://www.nytimes.com/1997/04/28/nyregion/a-new-jersey-township-votes-itself-nonexistent.html</p>

12		Nov. 21 – no class (Tuesday acts like a Thursday)	Nov. 22 – <i>Wednesday acts like a Friday</i> Lecture: Environmental Justice & Activism (Lawson) Reading: Lawson and Sorensen, “When Overwhelming Needs meet Underwhelming Prospects,” and Rios “Cultural Insurgency in Public Realm” from Hou, <i>Insurgent Public Space</i> .
13	How we engage	Nov. 28 (Lawson at CAPR) Lecture: Restoration and Resiliency (Ravit)	December 1 (Lawson at conference) Lecture: Community Design & Outreach Guest Richard Alomar
14		Dec. 5 Lecture: Design Qualities (Lawson) Reading: Lyndon and Moore, <i>Chambers for a Memory Palace</i> . Cambridge: MIT Press, 1992. Skim intro, ch. 1, 2. Bring pencil and blank paper for drawing.	Dec. 8 Lecture: How Science, Design, and Planning working together (Ravit)
15		Dec. 12 Exam 2 Bring pencil and eraser	No class