Environmental Design Analysis (EDA)
11:550:230, Fall 2016
Tuesday, Friday 10:55 – 12:15
Hickman 138
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

Professor: Dr. Laura Lawson
Professor and Chair, Department of Landscape Architecture
Dean of Agriculture and Urban Programs, School of Environmental and Biological Sciences, Rutgers University
112 Blake Hall, 93 Lipman Drive, New Brunswick
ljlawson@sebs.rutgers.edu
Office hours: Friday 1:00-2:00 or by appointment (contact Gail McKenzie to schedule: mckenzie@sebs.rutgers.edu or 848-932-9317).

Dr. Beth Ravit
Assistant Professor of Research
Co-Director, Center for Urban Environmental Sustainability
145 Blake Hall, 93 Lipman Drive, New Brunswick
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Graduate Assistant: Stacy Martinez, Department of Landscape Architecture
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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.

Cell phone and internet use during lecture is not allowed. Please turn off all cell phones during class. If caught texting or checking messages, you may be asked to leave the class and will receive a minus-credit toward your final grade.

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 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 (3):
1 Practicing Healthy Living & Design 20 points 20%
2 Public Landscape Analysis 15 points 15%
3 Westward House to Sustainable Future 15 points 15%
Exam 1: 20 points 20%
Exam2: 20 points 20%
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100 points 100%

Minus credit will be used as necessary to discourage certain behaviors in class, particularly cell phone use or doing other work or reading during class.

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.
| Week 1 | Tuesday | Sept. 6  
Lecture: What is Environmental Design Analysis?  
(Lawson and Ravit)  
Complete questionnaire:  
[https://rutgers.qualtrics.com/SE/?SID=SV_a3swYLAAvPNO10mX](https://rutgers.qualtrics.com/SE/?SID=SV_a3swYLAAvPNO10mX) | Friday | Sept. 9  
Lecture: Behavior and the Environment (Lawson)  
Reading: Thayer, Robert. Grey World, Green Heart  
Hand out assignment 1 |
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| Week 2 | Sept. 13  
Lecture: Individual Preference and Place (Lawson)  
Reading: Lang, “Privacy, Territoriality, and  
Personal Space,” Creating Architectural Theory  
Lecture: Population (Ravit) | | |
| Week 3 | Sept. 20 (Ravit at conference)  
Health and Design: Active Living (Lawson)  
Reading: Frank et al. Health and Community  
Lecture: The Food Landscape / Urban Agriculture  
(Lawson) | | |
| Week 4 | Sept. 27 (Lawson in NYC)  
Lecture: Climate Change (Ravit)  
Reading: [https://www3.epa.gov/climatechange/](https://www3.epa.gov/climatechange/) | Sept. 30  
Lecture: Climate and Design (Lawson)  
Discuss mid term  
Reading: U.S. Dept. of Energy, Passive Solar Design  
Fact Sheet. Participatory assignment at beginning  
of class derived from reading | | |
| Week 5 | October 4  
Fieldtrip: Barns  
**Assignment 1 due** | Oct. 7  
Lecture: Landscape of Waste  
Guest lecturer: Andrew Schlesinger, Elijah’s  
Promise | | |
| Week 6 | Oct. 11  
**Exam 1** | Oct. 14 (Lawson at World Food Prize)  
Lecture: Environmental Restoration and Resiliency /  
Oyster saga (Ravit) | | |
| Week 7 | Oct. 18  
Lecture: Wilderness and Reinvented Nature  
(Lawson)  
Readings: Cronon, “The Trouble with Wilderness”  
Uncommon Ground: Toward Reinventing Nature  
(NY: W.W. Norton, 1995). | Oct. 21 (Lawson at ASLA)  
Lecture: Urban Nature  
Guest lecturer: Dr. Frank Gallagher, Dept. of  
Landscape Architecture | | |
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<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture Title</th>
<th>Reading</th>
<th>Exercise Notes</th>
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<tbody>
<tr>
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<td>Oct. 28</td>
<td>Lecture: Public Space and Public Life (Lawson)</td>
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<td>Week 9</td>
<td>Nov. 1</td>
<td>Lecture: Evolution of the City / Reading the City (Lawson)</td>
<td>Extra credit: Paul Gobster lecture in evening</td>
<td>Nov. 4 Lecture: New Jersey planning (Ravit)</td>
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<td>Nov. 4</td>
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<td>Week 10</td>
<td>Nov. 8</td>
<td>Lecture: Race, Ethnicity, and Class in Planning and Design (Lawson)</td>
<td>Reading: Rios, “Cultural Insurgency in the Public Realm,” from Hou, Insurgent Public Space (New York: Routledge 2010).</td>
<td>Nov. 11 Lecture: Participatory Design and Environmental Activism (Lawson)</td>
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<td>Week 11</td>
<td>Nov. 15</td>
<td>Lecture: House and Home (Lawson)</td>
<td>Reading: Jackson, “Westward Moving House”</td>
<td>Nov. 18 Lecture: Neighborhood &amp; Community Design (Lawson)</td>
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<td>Nov. 18</td>
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<td>Exercise 3 handed out</td>
<td>InClass Assignment: Come to class with 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. Be prepared to use this map during class and submit at end.</td>
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<td>Week 12</td>
<td>Nov. 22</td>
<td>– no class (Tuesday acts like a Thursday)</td>
<td>Nov. 23 – Wednesday acts like a Friday</td>
<td>Lecture: Campus design / Rutgers Master Plan (Lawson and Ravit)</td>
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<td>Week 13</td>
<td>Nov. 29</td>
<td>(Lawson at Urban extension conference, Newark)</td>
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<td>December 2 Lecture: Play for all ages (Lawson)</td>
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<td>Nov. 29</td>
<td>Lecture: Contemporary Residential Design</td>
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<td>Guest Lecturer: Holly Nelson, Department of Landscape Architecture</td>
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<td>Extra credit: Eduard Kohn lecture, evening, INFH</td>
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<td>Week 14</td>
<td>Dec. 6</td>
<td>Lecture: Sustainable Future</td>
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<td>Dec. 9 Lecture: Design Qualities (Lawson)</td>
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<td>Exercise 3 due and discussed in class</td>
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<td>Reading: Lyndon and Moore, Chambers for a Memory Palace (Cambridge: MIT Press, 1992), intro, ch. 1, 2 (skim). Bring pencil and blank paper for drawing.</td>
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<td>Week 15</td>
<td>Dec. 13</td>
<td>Exam 2</td>
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<td>No class</td>
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