

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
 School of Environmental and Biological Sciences
 Department of Landscape Architecture

Agriculture + The Landscape

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 Office hours by appointment (via virtual meeting)
 Class meetings: Asynchronous Remote



Course Description

Agriculture is the result of direct human interaction with the land; how we manipulate the earth is a product of our culture. This course examines topics of both ecological stewardship and exploitation, and social justice and inequity as they relate to agriculture and food, with regard to urban, peri-urban, and rural settings and practices.

It is a creative and challenging time for agriculture, particularly in a built-out state like New Jersey, and also as we navigate the impacts of a global pandemic. This semester, we will investigate various farming typologies at different scales and in different localities. We will ask: Where does our food come from? How do human systems and natural systems intersect in agriculture? What is sustainable agriculture? What does urban agriculture mean? What is our relationship to our food system now? What are the agricultural challenges of the future? Can we feed nine billion people in an equitable manner without degrading our soil, our water, and our social fabric?

Our goal is to become more thoughtful about choices that we may now take for granted and to participate in a more conscious relationship with our food, farms, and farmers. As such, experiential learning, conversations with farmers, and a humanities-based lens provide the tools for reading a variety of urban and rural agricultural landscapes.

Core Curriculum: Contemporary Challenges (CCD) Learning Objective

Students are able to analyze contemporary social justice issues and unbalanced social power systems.

GOAL CCD-2 - Student is able to... Analyze contemporary social justice issues and unbalanced social power systems.			
OUTSTANDING	GOOD	SATISFACTORY	UNSATISFACTORY
<p>Provides detailed critical analysis of what "social justice" means in contemporary contexts and offers a critical assessment of existing approaches.</p> <p>Provides a sophisticated exploration of the causes of one or more unbalanced social power system(s) and their connections to other contemporary issues.</p> <p>Critically and thoughtfully evaluates ways to advance social justice in the context of unbalanced social power systems.</p> <p>Demonstrates original thinking in identifying resources for and obstacles to change, and alternative solutions.</p>	<p>Provides a robust explanation of what "social justice" means in contemporary contexts.</p> <p>Explains the causes of one or more unbalanced social power system(s), placing them in contemporary contexts.</p> <p>Demonstrates an understanding of the goal of advancing social justice in the context of unbalanced social power systems and who/what would need to change to achieve social justice in a particular context.</p> <p>Identifies resources for and obstacles to change, and alternative solutions.</p>	<p>Satisfactorily presents course material on what social justice means in contemporary contexts.</p> <p>Describes causes of unbalanced social power system(s) with some attention to contemporary contexts.</p> <p>Touches on obstacles to and resources for change, and alternative solutions.</p>	<p>Shows little understanding of what is meant by social justice and little or no reflection on the meaning of social justice or the role context might play.</p> <p>Minimal and/or unexamined claims about causation.</p> <p>Fails to provide any context for the existing state of affairs, or any coherent discussion of paths to change.</p> <p>Relies on opinion and polemic.</p>

Additional Learning Objectives

1. Students gather data on agriculture as it relates to the landscape and increase their agricultural literacy
2. Students approach a project from a variety of scales, accentuating the experiential, human scale as well as thinking in terms of larger urban and global food systems
3. Students observe and explore ways to engage the public in issues of agricultural stewardship and sustainability

Expectations of Student Participation

Students are expected to participate fully, even in the midst of this continued asynchronous mode of remote learning! This means that all digital submissions must be uploaded by the specified deadlines and following the specified guidelines. Please review the semester schedule carefully, as this document includes due dates for all assignments and projects.

Lectures: Pre-recorded PowerPoint lectures with transcription of notes will be available in the Files folder on Canvas. These lectures are intended to equip you with general knowledge about agriculture. You are expected to take notes and to explore topics independently, synthesizing information from lectures along with various other course materials (films, readings, panels, projects, etc.).

Readings: Readings are assigned approximately every other week. The week of the reading, students will post a response question or insight to the essay(s)/chapter(s) on Canvas Discussions. Over the course of the following week, each student is required to respond to at least one classmate's post in lieu of in-person discussion. *Reading posts and responses are due no later than Thursday of each week at 11:59pm; the Discussion will "lock" at this time, and late submissions will not receive credit.*

Films: Several films are assigned over the course of the semester. These will be available via the RU digital collection, or via Amazon or other online streaming (this will be listed on the schedule, and links will be provided in advance of scheduled viewing dates in Canvas Announcements/Modules). Students will submit a brief write-up/reflection of each film to the Canvas Assignments folder.

Projects:

1. Culinary Heritage – where in the world did this food come from?
2. Food and Farming in the Time of Climate Change – examining how climate change has directly and indirectly impacted agriculture and/or how agriculture has impacted/contributed to climate change (animal farming, emissions, water use/quality, food access and security, farm labor, etc.)

Final Exam: A short-essay exam will ask students to connect topics, theories and concepts addressed in course content (projects, lectures, readings, and films).

Contact: It is important that all students are given the same updates and information. Given the nature of remote learning, the instructor will rely on email/Canvas Announcements to the students. **You are expected to check your RU email/Canvas regularly for any updates or changes!**

Grading / Evaluation

Your grade will be based on:

- Synthesis of information presented through lectures/films, readings, writing assignments, and class projects (the development of your concepts, the quality and clarity of your observations, and the quality of your final reflection)
- Exposure to and assimilation of a body of experiential information
- Application of this knowledge to projects throughout the semester

The final grade will be based on the following percentages:

Two-part reading responses	20%
Film responses	15%
Project I	20%

Project 2
Final Exam

25%
20%

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 of the project. The student has demonstrated a superior grasp of the subject matter coupled with a high degree of creative or logical expression, and 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 issues and related theories or literature.

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. This 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.

Due Dates

Except for circumstances truly beyond the student's control, all assignments are due at the dates and times specified. Projects and assignments that are incomplete on the due date should still be submitted on the date they are due in order to receive at least partial credit.

Academic Integrity

The University's policy on Academic Integrity is available at <http://academicintegrity.rutger.edu/academic-integrity-policy>. The principles of academic integrity require that a 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 impermissible materials or impermissible collaboration
- Obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions
- 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
- Uphold the canons of the ethical or professional code of the profession for which he or she is preparing

Adherence to these principles is necessary in order to ensure that:

- Everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments
- All student work is fairly evaluated, and no student has an inappropriate advantage over other
- The academic and ethical development of all students is fostered
- The reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced

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.

Accommodations for Students with Disabilities

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Student Wellness Services

Just In Case Web App: <http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

Share A Concern: <http://studentconduct.rutgers.edu/do-something-to-help-share-a-concern/why-share-a-concern/>

There are times when people may observe a behavior and feel concerned. These concerns may be part of a larger story for a student facing challenges. Thus, it is important to **Do Something** and share your concerns so that the student can get assistance as soon as possible before the issues grow too large. If the concern is immediate, call 9-1-1.

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901 / www.rhscaps.rutgers.edu/

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling, and advocacy for victims of sexual and relationship violence and stalking to students, staff, and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Scarlet Listeners

(732) 247-5555 / <http://www.scarletlisteners.com/>

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.

