Landscapes are shaped by human activity. Walking or driving through landscape offers views into past and current activities and the values that guided these activities. Building towns and infrastructure, farming and utilizing rivers can be done with the biggest profit in mind but can also be completed while applying sustainable practices that support a long-term use of natural resources and provide, for future generations, the opportunity to also enjoy a high quality of life.

Values, goals, and objectives matter!

Middlesex County will be our case study to explore and discuss approaches to landscape. How do you experience the landscape? The farmland around Cranberry or Plainsboro looks like a landscape, but what about the endless stretches of suburbia in South Brunswick or Piscataway, not to speak of the intersection of Turnpike and Parkway in Woodbridge or the Perth Amboy industrial areas. The Rutgers campus is probably a very special learning landscape.

At the same time we will ask: How does the ecosystem work, how can we improve the system (wildlife habitat, stormwater, heat islands, etc.)? The studio will have a combination of environmental planning (573) and landscape architecture (550) students, celebrating the interdisciplinary collaboration between planning and design. We will explore both approaches on regional, local, and site scales, discuss the value of collaboration between planning and design in the development of a comprehensive Landscape and Ecosystem Services Plan for Middlesex County.

This course is required for all students majoring in Landscape Architecture, it is the 3rd studio in the design studio sequence. For students of Environmental Planning & Design with the Landscape Planning Option this class is a suggested elective.
We will integrate the visual perception of Middlesex County’s natural and built environment from a design perspective and start “interpreting” the landscapes around the County’s “cultural landscape.” The Cultural Landscape Foundation provides a helpful definition: “Cultural landscapes are landscapes that have been affected, influenced, or shaped by human involvement. A cultural landscape can be associated with a person or event. It can be thousands of acres or a tiny homestead. It can be a grand estate, industrial site, park, garden, cemetery, campus, and more. Collectively, cultural landscapes are works of art, narratives of culture, and expressions of regional identity.”

In this case, the County’s cultural landscape informs resident and visitor perceptions of Middlesex County’s quality of life. At present, the County’s cultural landscape is not the result of coordinated interventions and design. Instead, the cultural landscape is the outcome of many uncoordinated and often conflicting decisions by independent authorities and actors.
This junior studio exists in a close relationship to the ongoing project of the Rutgers Center for Urban Environmental Sustainability (CUES): The Middlesex County Integrated Landscape and Ecosystem Services Plan (L-Plan) combines a comprehensive ecological assessment with an analysis of Middlesex County’s cultural landscape to provide an environmental decision-making framework for a variety of County departments and agencies. Our studio will be able to use data already collected by CUES and to study and critically discuss the L-Plan approach. This will be our starting point to develop visionary ideas for a resilient, sustainable, culturally rich, and enjoyable landscape. Your design and planning work will be informed by the real work project, but you are encouraged to go well beyond that and develop innovative landscape visions.
In order to protect the health and well-being of all members of the University community, masks must be worn by all persons on campus when in the presence of others (within six feet) and in buildings in non-private enclosed settings (e.g., common workspaces, workstations, meeting rooms, classrooms, etc.). Masks must be worn during class meetings; any student not wearing a mask will be asked to leave. Masks should conform to CDC guidelines and should completely cover the nose and mouth: https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/about-face-coverings.html

Each day before you arrive on campus or leave your residence hall, you must complete the brief survey on the My Campus Pass symptom checker self-screening app.
### Team Work

Professional work environments, like landscape architecture and environmental planning, rely on teamwork. However, teamwork is not easy and must be learned, this class is your opportunity to further develop your team working skills by listening to your team members, valuing each person’s voice, and contributing your share of the work on time. It is perfectly fine to disagree and to utilize the exchange of facts and arguments for a better outcome. Please sign up in canvas for your groups:

Design Groups will have three - four students. You will work in the design groups for assignments # 1, 5, and 6. In order to support the effective communication of information relevant for everybody in the class, the Inventory and Analysis work is organized in a second group setting. It is suggested (but not mandatory) that the design teams split and reshuffle into new inventory groups.

* Date changes may occur due to group process and availability of project partners.

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### Week 09: October 25 - October 29

<table>
<thead>
<tr>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>Midterm Review</td>
<td>A 5 Suitability Maps &amp; Project Vision</td>
</tr>
<tr>
<td>Submit: Monday 10/25, 3:00 pm</td>
<td>Midterm Debrief</td>
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<tr>
<td>A 6 Vision, Typologies &amp; Spatialization</td>
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### Week 10: November 01 - November 05

<table>
<thead>
<tr>
<th>Lecture: Promise of Suburbia, Wolfram</th>
<th>Pin-Up Discussion:</th>
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<tbody>
<tr>
<td>A 6 Typologies &amp; Spatialization: Desk Crit</td>
<td>A 6 Vision, Typologies &amp; Spatialization</td>
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<tr>
<td>Reading 7: Steiner Chapter 6</td>
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### Week 11: November 08 - November 12

<table>
<thead>
<tr>
<th>Lecture: Green Systems, W.H</th>
<th>Work Session</th>
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<tr>
<td>A 6 Typologies &amp; Spatialization: Desk Crit</td>
<td>A 6 Typologies &amp; Spatialization: Desk Crit</td>
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<tr>
<td>Reading 8: Steiner Chapter 7</td>
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### Week 12: November 15 - November 18

<table>
<thead>
<tr>
<th>Lecture: Landscape as Urbanism, V.J.</th>
<th>Work Session</th>
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</thead>
<tbody>
<tr>
<td>A 6 Typologies &amp; Spatialization: Submit</td>
<td>A 7 Individual Focus: Desk Crit</td>
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<tr>
<td>A 7 Individual Focus: Introduced</td>
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<td>Reading 9: Steiner Chapter 8 &amp; Coda:</td>
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### Week 13: November 22 - November 26 Thanksgiving

| Lecture: The -isms, Wolfram | |
|-----------------------------||
| A 7 Individual Focus: Desk Crit | |

### Week 14: November 29 - December 03

<table>
<thead>
<tr>
<th>Lecture:</th>
<th>Work Session</th>
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<tr>
<td>A 7 Individual Focus: Pin Ip</td>
<td>A 7 Individual Focus: Desk Crit</td>
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### Week 15: December 06 - December 09

<table>
<thead>
<tr>
<th>Work Session</th>
<th>Work Session</th>
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<tbody>
<tr>
<td>A 7 Individual Focus: Submit</td>
<td>A 8 Project Report: Desk Crit</td>
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<tr>
<td>A 8 Project Report: Start focus</td>
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### Exam Week

<table>
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<tr>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>Work Session</td>
<td>Final Review</td>
</tr>
<tr>
<td>A 8 Project Report: Submitt 12/13</td>
<td>Wednesday 12/16, 2:00 - 5:00 pm</td>
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Juniors team work 2017
Deliverables:
• Minimum of 60 word question(s) about the reading.
• Each question must be a complete sentence.
• Please submit questions to the class discussion of the day.

Evaluation Criteria:
• Question indicates an understanding of the reading.
• Question brings the class discussion forward.
• Completeness and quality of your contributions will be integrated in the participation grade.

The book by Frederick Steiner will foster our conversations about the process of environmental planning while the two chapters by Barbara Salmore highlight New Jersey particularities. To be ready for class discussion, please prepare at least one question per reading. Feel free to elaborate a little on that question and please post it at least four hours before the class meeting in our class folder. These questions will be important to support the discussion in class.
As Rutgers students, you all are in some way familiar with Middlesex County. But how do you feel about the towns and landscapes, what about the Rutgers campus or the Middlesex College Campus. What images do you have in mind when you think Middlesex County? Is there any culture in the landscape? Using your own experiences, your own photos along with google maps and street view, make yourself familiar with the different neighborhoods and the diverse landscapes. Where does it feel like a city, where like suburbia, and where is the upland, where the coastal landscape? Feel free to browse the internet, check out online publication at Rutgers Library for information and inspiring images.

The collage is a free artform that allows you to express your first impressions in an independent and creative way. If you prefer hands on work it would also be fine if you make a physical collage different materials and take a picture of it for digital submission. Summarize your thoughts in brief written paragraph.

Identifying goals is an essential element of any planning and design process. Without goals, planning becomes meaningless. The Assignment 1 Collage has provided us with multiple perspectives on Middlesex County. These first impressions shall help you to discuss among your design team about possible meanings of the term cultural landscape for Middlesex County. The next step will be developing the specific goals of your Landscape Plan. In this studio, you have the role of the professional experts. Taking that perspective, teams are charged to define goals for the creation of a successful plan. Please describe aspects of urban open space development that are important for you as responsible landscape architects/environmental planners who are aware of future challenges.

The first draft of this assignment will help you to prepare for the meeting with the client and develop questions to ask. After the meeting with our client each team will develop the final version of the goal statement. Each design team needs to discuss the question: What did you learn from our client? What are the priorities of the city and county administration? Having identified this set of goals from the client, explain what your priorities are: What is most important for you, what second, what third, etc.? How does that relate to the priorities outlined by our client?

The next question is: What do you need know in order to achieve your goals for a sustainable and resilient city? Define a list of research topics that will provide information for the planning process. These can be themes that can be mapped or lend themselves to other forms of visual expression. Define a list of research questions and map inventory maps. For the maps, please include a brief description of a useful legend for each map. You are not yet expected to produce all these maps, but your contribution will be essential to organize the work of assignment #3 and #4 in a fair and efficient way.

These goals statements will guide your work throughout the planning process, although it might be necessary to make adoptions as your project evolves. Your final write-up for the project report will reference the goals.
Rational decision-making in landscape architecture and environmental planning requires insight from spatialized quantitative information. To make informed decisions on future strategies, it is of utmost importance to identify and document the information needed and sources used in this process. We must take into consideration limitations in the accuracy and completeness of all datasets we use. Our discussion, research, and development of goals in Assignment 2 now require us to identify environmental, cultural, and social systems that are relevant for the development of a landscape plan. Inventory Teams will identify and select a specific category to produce a set of preliminary inventory maps of the systems that pertain to the respective segment.

Students will identify and collect GIS data from various sources (or produce them where necessary), document the data collected in a data dictionary, and produce maps representing select systems and their respective interactions. Students will design 24” x 36” PDF maps representing the systems within their segment and any interactions that may be important in relation to those systems. This may require a single complex map or a number of individual maps, depending on the themes involved.

Please keep in mind that you communicate your findings through maps and text. While developing the text, you may consider these questions: Why is the information on the map important? What do we learn from it? How can the information guide the planning process?

Example Junior Studio fall 2018,
Nina Petracca, Jessica McPhee, Alex Baldwin

Example Junior Studio fall 2018,
Daniel Ilkow, Alya Williams, Evan Eden

Example Junior Studio fall 2018,
Adrianna Hull, Zoe Orlino, Jonathan Connot
Assignment 4 ∞ Research and Case Studies

Individual
Given: 9/30
Due: 10/12
Presentations: 10/12 & 10/19

Deliverables:
• 5 PowerPoint slides.
• Documentation for report
• 1 11x17 board to be pinned up with Illustrations and corresponding text.
Addional for case studies
• Material must include graphic of location, length and 1 section of existing conditions

Evaluation Criteria:
• Comprehensive rational of investigation.
• Section is correct and to scale
• How well the gathered information is made accessible through text.
• Quality of oral presentation.

This studio addresses the theoretical concept of cultural landscape and at the same time asks you to consider complex questions of environmental and socio-economic issues that are paired with the complexities of scale, ranging from the region to the site.

Option 1: Dive deep into historic or cultural research about Middlesex County. Analyze historical information and summarize the history of the county for the class.

Option 2: Explore theoretical concepts of culture and landscape. The American Cultural Landscape is a wide field of scholarly research, choosing this option will allow you to get some initial insights of this topic and bring them into the classroom.

Option 3: Analyze case studies. To aid us in understanding landscape architectural and environmental planning strategies that range from regional strategies to local designs, students will each choose a case study that can help progress their work as we move through the design and planning process. Students must investigate these case studies individually and provide the class with answers to the ‘Five Ws’: Who? What? When? Where? Why? How? Students should give particular emphasis on the questions of why and how, while reflecting and speculating on the potential relationship and affects that the other ‘Ws’ have on the subject matter in question. Students are encouraged to think critically about aspects of the strategies and should consider
Assignment 5 L
Suitability Mapping, Initial Vision Midterm Project and Presentation

Group
Given: 10/12
Due: 10/25 3:00 pm (Monday!)
Midterm presentation Tuesday 10/26

Deliverables:
• Between two and five suitability maps, 24x36
• Outline of values and criteria for suitability
• Initial Project Vision
• 200 words text per map

Evaluation Criteria:
• Relevance of suitability topic.
• Cohesive selection of suitability themes for individual maps
• Comprehensive assessment rational.
• Map design (clarity, effective representation, and aesthetic quality).
• Clear vision

Assignment 6 L
Vision, Typologies & Spatialization

Master Plan Teams
(Depending on class discussion, teams may have between 6 and 12 members)

Given: 10/28
Pin Up: 11/04
Final Due: 11/16

Deliverables:
• One overall vision plan
• Typology Diagrams
• Sections showing spatialization
• Digital version that is reproducible (PDF & JPEG file)
• Supporting text

Evaluation criteria:
• Innovation carried through
• Graphics/readability
• Completeness of information

... suitability analysis is considered to be the process of determining the fitness, or the appropriateness, of a given tract of land for a specific use” (Steiner 2008, 188).

By now you have reached a pivotal point in the planning process. The collage has given you an “initial feel” for Middlesex County, the client meeting and your group discussions provided you with a set of goals. The regional mapping exercise provided information about existing conditions on the County scale and the case studies provided examples of best practices. The next step is to identify where the desired improvements (according to your goals) are best placed in Middlesex County, this is done with suitability maps.

Suitability maps support informed decision making and force the planner to rank his/her values. These values must be clearly identified and discussed in your groups. Don’t shy away from controversial discussions, but make sure that they are conducted in a professional and collegial manner.

This is the moment to “indulge” in GIS; exploring the almost endless opportunities of the program to analyse spatial data according to your goals and the priorities of stakeholders. The GIS tools help you to analyse existing information through overlay technique in combination with ranking of preferred uses. With this step, we zoom in from regional to city scale, GIS helps with that. This application of GIS in the planning process is sometimes also called Geodesign.

This Geodesign process informs your initial visions for Middlesex Cultural Landscape.

Example Junior Studio fall 2017, Devin Fields, Wes Masco, Eamon Epstein, Jason Cincotta

Example Junior Studio fall 2017, Devin Fields, Wes Masco, Eamon Epstein, Jason Cincotta
The junior studio includes students with a focus on environmental planning, landscape architecture, or both. For this final assignment you are invited to set your personal emphasis accordingly.

**Focus Landscape Architecture:**
You will use the iterative process of design to explore innovative site scale designs based on your group’s vision. The experience and knowledge about the cultural and ecological landscape of Middlesex County you gained so far will inform your site design. Further, this is an opportunity to assess the quality of your overall concept and make improvements based on your site designs.

**Focus Environmental Planning:**
You will develop implementation strategies. A pie in the sky vision can set lofty goals, but how can those goals be achieved? In class we will have discussed the toolbox of possible implementation strategies, you are charged with developing a clear path toward reality. You will explore which existing level of administration could be utilized to support your project and/or which policy should be adjusted. Your task is to identify community support and administrative implementation strategies.
Assignment 8

Project Report

Individual & Groups
Given 09/01
Due 12/13

Final product will be a report that documents acquired data, research papers, design process and reproductions of models and drawings. Please follow the Chicago Manual of Style for any written document you produce. Layout details (chapters, headlines, font, graphics, etc.) will be discussed in class. For a professional appearance of the final booklet, consistency is essential.

Deliverables:
• One colored print of the complete report.
• A digital version that is reproducible (PDF file).

Evaluation criteria:
• Completeness of information.
• Sheet layout.
• Graphics/readability.
• Digital organization (all files at appropriate location).

Assignments

Assignments are to be worked on during designated class time and outside of class time in advance of ‘desk crit’ days. Assignments must be uploaded to CANVAS and the ‘SharePoint’ Drive in advance of scheduled course times. Students will be expected to present their assignments on their respective due dates, refer to course schedule for specific dates. The due date and time will be reiterated on individual assignment sheets found on CANVAS.

If a student misses a class, whether excused or unexcused, it is the responsibility of the student to acquire the missed lecture information, new assignment and submit the previous assignment on time. Except for documented circumstances truly beyond the student’s control, all projects that are incomplete on the due date should still be submitted on the due date in their incomplete state, to receive a partial credit and fully completed, thereafter for a reduced grade. Any project work submitted late will lose a grade step for each day past due. Working beyond a due date is both unrealistic in a professional setting and unfair to classmates who have completed their work on time. If a student elects to not submit work, they will receive a zero.

Make sure you always include your name on every graphic or paper you submit!
Policies

The Department of Landscape Architecture requires attendance in all of its classes. Attendance and participation in all lectures and studios are essential if the student is to achieve their maximum potential. It is the Policy of the department that more than three (3) unexcused absences will result in a reduction of the final course grade. Each additional three absences will result in another step reduction. If circumstance arises beyond your control, please notify the Instructor prior to the class meeting, and other arrangements will be made. Attendance is taken at the start of class and late arrivals greater than 10 minutes will be documented as a full absence. Students should not leave class prior to the official end time of class unless the Instructor has officially dismissed the students, or the early departure has been pre-arranged with the instructor in advance.

If you encounter any personal circumstances that inhibit your ability to fulfil the requirements of this course, you should immediately contact the instructor. In addition, any student with a special need, circumstance, or disability, should make an appointment to see the instructor during the first week of classes. While students are encouraged to work alongside one another to learn the tools and techniques presented in this course and foster a positive studio environment, copying or sharing of digital information is not acceptable and will be considered a violation of the school’s Integrity Policy.

File Naming Convention

Students must conform to the following naming conventions:

LastName_FirstName_Assignment_.doc
(text file)

LastName_FirstName_Assignment_.xyz
(drawing file)

LastName_FirstName_Assignment_.jpg
(flat images)

LastName_FirstName_Assignment_.pdf
(compiled vector file)