Agriculture + Landscape (11:550:371) 3 credits
Blake Hall, room 128
Fall 2015 Syllabus
Instructor: Arianna Lindberg
Contact: ariannalindberg39@gmail.com
Office hours: By appointment
Class time: Friday, 12:35- 3:35
Class Field Trips: mandatory (some will exceed class time: see schedule

Learning Objectives
- Gather field data on urban agriculture: Approach a project from a variety of scales, accentuating the experiential, human scale but also thinking in terms of the urban food system
- Observe ways to engage the public in issues of agricultural stewardship and sustainability

Course Description
This course is designed to increase agricultural literacy. Human and natural processes modify landscapes; the agricultural landscape is one type of cultural mirror. Farming is undergoing change, especially in an urbanized state like New Jersey. It's a creative time for agriculture--new farmers, new partnerships, and new strategies. This semester, we will investigate new urban farming typologies at different scales and in different cities.

Focusing on the FARMERS MARKET as a unit of study, we will explore how farmers markets play a role in changing our local urban food systems through collaboration with ISLES of Trenton and with NB Community Farm Market to discover and compare the “food landscapes” of two New Jersey cities. Service learning projects provide a context to work with community partners while helping to advance urban agriculture in New Jersey. In addition to conducting case studies, you will augment your knowledge of broader agricultural issues through readings, guest speakers, documentaries, and class discussions. Experiential learning, conversations with farmers, field trips, and a humanities-based lens provide the tools for reading the urban agricultural landscape.

Agriculture is the result of direct human interaction with the land; how we manipulate the earth is a product of our culture. We might 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.

Semester Overview
Much of your work this semester will take place in New Brunswick and Trenton where you will collaborate with our partners to promote changing the urban food system through research, advocacy, outreach, and service. The first project will assign groups to find out about food access issues in Trenton and New Brunswick. As we move through the semester, the second project will provide urban farmers market case study information to the Ag in the City website. You will visit farmers markets to interview farmers and photograph farm products. The third project asks you to study the intersection of city transportation infrastructure with access to farmers markets

Expectations of Student Participation
Students are expected to participate fully in the class by being prepared for each class and open to the ideas and challenges that unfold. You should read the syllabus carefully and be aware of field trips, required readings, upcoming lectures or films, and due dates.

Field Trips: Field trips are required. Students will carpool in small groups to visit school gardens; two trips to Trenton will be the entire class. Travel will be within one hour of the campus unless the students have agreed to travel farther. Please plan to leave a field trip at the end of class, allowing for travel time home after class has ended. There is no text required for the class, but the sharing of driving expenses is required.
Homework: Homework will include various assignments in addition to assigned projects: reading and film viewing; questions on Sakai for class review. Students are expected to make themselves available for teamwork—both on- and off-campus. Please check your email regularly.

*films provide background information and may also serve as virtual field trips

Lectures/Films: Lectures and films are both project-specific and topic-based to equip you with general knowledge about agriculture. You are expected to take notes and to explore topics independently, synthesizing information from the various sources (films, readings, interviews, lectures, etc.). A minimum of three assigned movies need to be rented from Netflix or Amazon.

Projects:
1. Urban Food System Access
2. Farmers Market Case Study
3. Farmers Market Transportation Project

Final Exam: In-class reflective essay about your service-learning experience. You will identify and describe in detail the urban food system problems facing the communities you have worked with. You will detail primary causes of this problem and possible solutions (policies, interventions) as well as obstacles in the way. The final reflection should connect what you have learned in the field with theories and concepts discussed in class and through assignments.

Project Reviews: Reviews are opportunities to present your work professionally, respond to questions, consider other interpretations, and gather feedback. You are expected to be at all reviews for the entire period, and you are expected to participate in the critiquing and discussion of other projects— not just in terms of how the project incorporates class themes, but also in terms of broader agricultural issues that we encounter.

Colloquium Student Learning: Inter-disciplinary in nature, the colloquium develops students’ team skills in dealing with complex problems. The integrative nature of team field trips provides the opportunity for students from various backgrounds and ages to work together cooperatively, applying different expertise to a specific project or issue.

Landscape Architecture utilizes a studio learning culture where much of your learning will occur through your active engagement with your peers – during the actual class and while working on your projects. You are expected to engage in all activities, including site visits and analysis and project presentations.

For the class to be an engaged learning experience, you are expected not only to present thoughts/processes in your group’s projects, but to also contribute to the learning of your peers through conversations and critiques during and outside of class time. You should plan a minimum of 4 hours per week outside of class to read, write, make site visits, develop projects, and finalize presentations. Each student will assess individual contributions to group projects in a project exit survey.

Contact: It is important that all students are given the same updates and information. Most of this will occur during class lectures, but the instructors will also rely on email to the students. You are expected to check your email regularly and to participate in group teamwork.

Grading / Evaluation
Experiential learning necessitates class attendance for all projects and field trips in order to incorporate this knowledge into assignments. Your grade will be based on:

- Synthesis of information presented through lectures/films, field trips, reading, interviewing, and writing assignments, and class projects (the development of your concepts, the quality of your site and interview observations, and the quality of your final reflection).
- Exposure to and assimilation of a body of experiential information
- Application of this knowledge through projects and problem-solving skills developed throughout the semester
The final grade will be based on the following percentages:

- Homework assignments, questions, & response papers: 20%
- Project 1 (Food Access Project): 20%
- Project 2 (3 Case Studies): 25%
- Project 3 (Transportation Project): 20%
- Final Reflection: 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 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.

**Use of Facilities and Equipment**

Your use of classroom facilities is dependent upon responsible use with particular regard to the clearly established rules about their use as specified in the student handbook:


These rules cover vandalism to projection equipment/facilities, smoking and drinking, use of the lockers, access to the reference collection, and basic rules governing the use of the computer lab. Failure to observe rules may result in loss of access. Access to the fabrication lab is granted after successfully passing the safety instructions. Access is monitored and can be revoked if students use tools they are not qualified for or if students do not clean after themselves.

**Notes on Classroom Space and the Use of Shared Facilities**

The class is comprised of students with varied skill sets. It is expected that students will work together on homework assignments, learning from one another. In addition to attending classes and field trips, students are encouraged to work together outside class times on their assignments and projects. It is assumed that all students will respect one another, each other’s work, and the class space held in common by all. An ethic of stewardship should be extended to the classroom environment as well as to the outdoor environment. One of the most important ways of ensuring a culture of civility is to maintain a clean workspace, keeping desks and floors clean and property undamaged. The LA Department computers may be used for group projects. **No food or uncovered beverages are allowed in the computer room.**

**Attendance**

The Department of Landscape Architecture requires attendance in all of its classes. This class is grounded, in part, in experiential learning:

- Exposure to and assimilation of a body of experiential information
- Application of this knowledge through projects and problem-solving skills developed throughout the semester
Attendance and participation in all lectures and field trips is essential if a student is to achieve his/her maximum potential. More than one unexcused absence will result in a step reduction in your semester grade. Each additional absence will result in another step reduction.

A minimum level of participation is defined as being in attendance for the entire duration of a class session. It is the student's responsibility to be in attendance at all required classes and all personal plans should be made in accordance with the schedule. Students on academic probation have NO ALLOWABLE UNEXCUSED ABSENCES.

**Due Dates**
Except for circumstances truly beyond the student's control, all assignments are due at the dates and times specified. Projects that are incomplete on the due date should still be submitted on the date it is due to receive at least 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 your classmates in this course.