

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

**Agriculture + The Landscape**  
**11:550:371 | 3 credits | Fall 2018**

Instructor: Rich Bartolone  
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 Office hours by appointment, Blake Hall 223  
 Class meetings: Blake Hall 128, Friday 12:35-3:35pm



**Course Description**

Human and natural processes modify landscapes; the agricultural landscape is one type of cultural mirror. This course is designed to examine topics of land stewardship and social justice as they relate to agriculture, particularly with regard to urban settings and practices. It is a creative time for agriculture – new farmers, new partnerships, and new strategies – particularly in an urbanized state like New Jersey. This semester, we will investigate various farming typologies at different scales and in different cities.

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.

Experiential learning, conversations with farmers, field trips, and a humanities-based lens provide the tools for reading the urban agricultural landscape. Students will augment their knowledge of broader agricultural issues through readings, guest speakers, documentaries, and class discussions.

**Learning Objectives**

1. Gather field data on agriculture as it relates to the landscape and increase students' agricultural literacy
2. Approach a project from a variety of scales, accentuating the experiential, human scale but also thinking in terms of larger urban and global food systems
3. 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 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, take NJ Transit, or walk as a class to various sites. Several field trips will take the entire class period. Travel time to sites will be within one hour of the campus and is built into the class meeting. As such, it is essential that all students are ready to depart promptly at the start of class time.

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.).

Readings: Readings are assigned every other week. The week of the reading, students will post a response question to the essay/chapter on sakai Forums. These questions will be discussed during the following class session. *Posts are due by Thursday at 8pm.*

Projects:

1. NJ Farmers Market Case Study – getting to know our farmers markets
2. Food Availability – examining food sovereignty and access
3. Food Production Typologies – exploring alternate production methods

Final: A 5 page paper will require students to connect what they have learned in the field and through projects with theories and concepts discussed in class, as well as those addressed in readings and films.

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.

Contact: It is important that all students are given the same updates and information. Most of this will occur during class lectures, but the instructor 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 and clarity of your site 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:

Homework assignments, questions, & response papers	20%
Project 1	20%
Project 2	20%
Project 3	25%
Final	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.

### 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 group projects, 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. The LA Department computers may be used for group projects. **No food or beverages are allowed in the computer lab.**

### Attendance

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

### 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/](http://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/](http://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.

**Core Curriculum: 21<sup>st</sup> Century Challenges Learning Goals**

1. Student is able to analyze a contemporary global issue from a multidisciplinary perspective (Goal b)

OUTSTANDING	GOOD	SATISFACTORY	UNSATISFACTORY (D/F)
<p><b>Demonstrates a sophisticated understanding in identifying, comparing, and contrasting</b> at least two different disciplinary perspectives as applied to a pressing contemporary global issue.</p> <p><b>Critically analyzes and assesses</b> the advantages/ scope and disadvantages/ limits of each perspective.</p> <p><b>Draws original and thoughtful conclusions.</b></p>	<p><b>Identifies, compares, and contrasts</b> at least two different disciplinary perspectives as applied to a pressing contemporary global issue.</p> <p><b>Notes some</b> advantages/ scope and disadvantages/ limits of each perspective.</p> <p><b>Touches on broader connections and implications.</b></p>	<p><b>Satisfactorily summarizes</b> different disciplinary perspectives on a contemporary global issue.</p> <p><b>Acknowledges that</b> each perspective has advantages and disadvantages.</p> <p><b>Satisfactorily presents course materials.</b></p>	<p><b>Fails to</b> clearly identify disciplinary perspectives any relevant global issues.</p> <p><b>Fails to</b> accurately distinguish between at least two different disciplinary perspectives on the issue.</p> <p><b>Fails to</b> identify and explicate the advantages and disadvantages of each perspective.</p> <p><b>Lacks any</b> critical analysis of any disciplinary approach to the issue.</p>

2. Student is able to analyze issues of social justice across local and global contexts (Goal d)

OUTSTANDING	GOOD	SATISFACTORY	UNSATISFACTORY (D/F)
<p>Provides <b>detailed critical analysis</b> of what “social justice” means in local and global contexts and offers a critical assessment of existing approaches.</p> <p>Provides a <b>sophisticated exploration</b> of the causes of a particular social justice(s) or injustice(s) and the connections to other local and global issues.</p> <p><b>Critically and thoughtfully evaluates</b> ways to advance social justice in the 21<sup>st</sup> c and identifies who/what would need to change to achieve social justice in a particular context.</p> <p><b>Demonstrates original thinking</b> in assessing the complexities of the effort and potential solutions.</p>	<p>Provides a <b>robust explanation</b> of what “social justice” means in local and global contexts.</p> <p><b>Explains</b> the causes of a particular social justice(s) or injustice(s), placing it in local and global contexts.</p> <p><b>Demonstrates an understanding</b> of the goal of advancing social justice in the 21<sup>st</sup> C and who/what would need to change to achieve social justice in a particular context.</p> <p><b>Identifies</b> resources for and obstacles to change, and alternative solutions.</p>	<p><b>Satisfactorily presents</b> course material on what social justice means in local and global contexts.</p> <p><b>Describes</b> causes of social (in)justice with some attention to local and global contexts.</p> <p><b>Touches on</b> obstacles to and resources for change, and alternative solutions.</p>	<p><b>Shows little understanding</b> of what is meant by social justice and <b>little or no reflection</b> on the meaning of social justice or the role context might play.</p> <p><b>Minimal and/or unexamined claims</b> about causation.</p> <p><b>Fails to</b> provide any context for the existing state of affairs, or any coherent discussion of paths to change.</p> <p><b>Relies on opinion and polemic.</b></p>