

Syllabus Colloquium Landscape Architecture 16:550:572 Spring 2017

Wednesday 12:35 PM - 3:35 PM BL-231 and BL-148

This is a required class of the Landscape Architecture Graduate Program

Prerequisites: None

Professor: Dr. Anette Freytag
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University, 218 Blake Hall, 93, Lipman Drive, New Brunswick
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Website for uploaded course material: rutgers.sakai.edu

Course Description

The "Colloquium Landscape Architecture" serves Master's students in their last semester to successfully complete their written papers and design projects and deliver them accordingly to the formal requirements of the Rutgers Graduate School-New Brunswick. Through lectures, reading assignments and class discussions the Master's students shall receive final inputs to improve their projects intellectually and gain mutual inspiration from presenting their works to the Class.

Throughout the course the principles of "Topology" as a theoretical framework and method to recall the potentials of landscape architecture are discussed. Landscape architecture is understood as an integrative discipline with a deeply rooted tradition in shaping and preserving nature. The goal of establishing a «topological thinking» is to merge ecological concerns and a design approach that considers the basic factors of modeling a site: the understanding of both the terrain and the history of a place, its spatial qualities, the condition of its soil, the proper use of plants and building materials, and the adjustment to the expectations of its users while challenging aesthetic sensitivities.



Learning Goals and Learning Objectives

Learning Goal 1:

Students shall succeed in the timely and formally correct delivery of their Master's Thesis and gain valid input to intellectually improve their written thesis as well as their design projects.

Learning objectives associated with this learning goal:

1a. Students can write a scientifically and formally correct paper that meets the formal standards of the Rutgers Graduate School. They will also reflect on the standards of a final design project both in the requirements to its form (necessary number and detailing of presentation plans in different scales, accompanying sections, perspectives and models) and content (ability to present and defend a design solution).

1b. Students shall understand that we have entered the Age of the Anthropocene where most of our environment is man-made. As designers and thinkers, they should be able to tie into the history of human interaction with the environment and understand which forms and meanings were impressed to landscape by which societal influences.

Learning Goal 2: Students will learn about the aesthetic dimension of place making, especially in the urban and suburban context. They will investigate the role of subjective human experience and the impact different forms of knowledge have on the shaping and interpreting of landscapes.

Learning objectives associated with this learning goal:

2a. Students will explore place making, landscape design and garden art as creations that appeal to all human senses. They will investigate what makes a designed landscape successful and accepted by its users. In addition, they shall understand what role the subjective human experience plays in this process. Students will also explore the inherent correlation between landscape aesthetics and landscape ethics.

2b. Students will be introduced to the connection and interaction between landscape design, architecture, art and literature. They will develop skills to describe, analyze and interpret landscape architecture as a true cultural, vital and important discipline oscillating between art and science. This ability should foster the successful completion of their studies with the Master's Thesis.

SAKAI

Please make sure to check the class Sakai website regularly. All assigned reading material and all necessary information will be uploaded and regularly updated.



Reading Assignments

You are expected to complete assigned readings and exercises before the start of class and give your personal reflection on the text. This course is about helping you to improve your Master's Thesis. Thus, it is essential that you commit to coming to class prepared and that you fully participate in class discussions and assignments. All necessary texts and will be uploaded to SAKAI by the instructor. The assignments might change per upcoming proposals from students throughout the development of the course.

Accommodations for Students with Disabilities

Please follow the procedures outlined at <https://ods.rutgers.edu/students/registration-form>. Full policies and procedures are at <https://ods.rutgers.edu/>

Absence Policies

Students are expected to attend all classes; if you expect to miss one or two classes, please use the University absence reporting website <https://sim.rutgers.edu/ssra/> to indicate the date and reason of your absence. An email is automatically sent to me.

Course Work

Keynote presentations of lectures are not provided online or in print. You are encouraged to take notes during the lecture.

Course Evaluation

Final Grades include: A (90-100%), B+ (86-89%), B (80-85%), C+ (76-79%), C (70-75%), D (60-69%), F (less than 60%)

Downgrading will be effective if students use cell phones during classes, surf in the Internet or doing other work not related to the actual class.

However, this Colloquium is the final course for master's students. Failing it will be more reflected in the grades of the final master's thesis than in the actual course itself. As this course is designated to help master's students succeed in the delivery of their thesis, they will strongly benefit in engaging into the course.

Schedule of Classes: Dates, Topics and Assignments

Wednesday - Blake Hall 232	
W 1	January 18 Handout: Syllabus Lecture: Fundamentals I - Content Introductory Lecture: Topology and Phenomenology in Landscape Architecture Q+A / Class Discussion
W 2	January 25 Presentation, Class Readings and Discussion: Fundamentals II- Form <ol style="list-style-type: none">1. The Chicago Manual of Style (Fresh up of how to write a bibliography, how to edit endnotes, place a quote etc.)2. The Electronic Thesis and Dissertation Style Guide of the Graduate School of Rutgers-New Brunswick3. Delivery Dates and Formal Requirements4. Refining the Schedule of the Class together (setting the dates of individual project presentations or desk crits, class discussions of reading assignments) Please study the material on SAKAI before Class and prepare questions that occurred to you when starting to write your thesis

W 3	<p>February 1</p> <p>Lecture: Fundamentals III - Content Landscape Today - Tomorrow - Yesterday (What is nature? What is landscape? Archetypes in landscape)</p> <p>Class Readings and Discussion: Topology - Definitions - Reflections - Maxims. Text: Girot, Freytag et al., <i>Topologie / Topology</i>, Pamphlet N°15, 2012, pp. 7-8; 34-46. Please bring a printout of the text and a pencil for notes André Corboz, "The Land as Palimpsest". In: <i>Diogenes</i>, March 1983 (31), pp. 12-34.</p> <p>DEADLINE: Time of your presentations to your Graduate Committee on March 30 and 31 has to be communicated to GPD Wolfram Hoefler (whoefler@sebs.rutgers.edu).</p>
W 4	<p>February 8</p> <p>Class Readings and Discussion: Fundamentals VI: Content Nature and Landscape: Symbolic Meaning and Daily Use</p> <p>Introductory Lecture: The work and impact of Lucius Burckhardt</p> <p>Reading: Lucius Burckhardt, <i>Why is Landscape Beautiful? The Sciences of Strollology</i>, edited by Markus Ritter and Martin Schmitz. Basel: Birkhäuser, 2015, pp. 31-50.</p> <ul style="list-style-type: none"> - "Why Is Landscape Beautiful" (1979) - "Ecology - Only a Fashion?" (1984) - "Nature Is Invisible" (1989) <p>"What is Livability? On Quantifiable and Invisible Needs " (1981). In: <i>Lucius Burckhardt Writings. Rethinking Man-made Environments</i>, edited by Jesko Fezer and Martin Schmitz. Wien-New York: Springer 2012, pp. 170-178.</p>
W 5	<p>February 15</p> <p>Project Presentation: Jeremiah Bergstrom 12.35pm-1pm presentation. 1pm-1.40pm discussion. Break</p> <p>Individual Feedback, 45min each: Donna Dahringer 2pm-2.45pm Dean Janulus 2.50pm-3.35pm <u>Please send your paper to instructor by February 14, 3pm.</u></p>

W 6	<p>February 22</p> <p>Project Presentation: Thomas Young 12.35pm- c.a.1pm presentation. 1pm-1.40pm discussion. Break Individual Feedback, 45min each: Kimberly Tryba 2pm-2.45pm NN. 2.50pm-3.35pm <u>Please send your paper to instructor by February 20, 3pm.</u></p>
W 7	<p>March 1</p> <p>Project Presentation: Breanna Robles 12.35pm- c.a.1pm presentation. 1pm-1.40pm discussion. Short break Project Presentation: Jennifer Ryan 1.50pm-c.a.2.15pm presentation. 2.15pm-2.55pm discussion. Individual Feedback, 45min each: Amber Betances 3pm-3.45pm</p> <p>Additional morning sessions / Individual Feedback: Tian Hao: 10am-10.45 am Radhika Bhagwat: 11am-11.45am <u>Please send your paper to instructor by February 27, 3pm.</u></p>
W 8	<p>March 8</p> <p>DEADLINE: Submit first draft of the Master's Thesis (it does not have to be complete) in the Rutgers Thesis format for review to The Graduate School.</p> <p>This Class is reserved to review the formats of the existing thesis work together. Instructor will pass by individually. All students should be present and be ready to submit the first draft of the Thesis (a couple of pages) at the end of this day to Wolfram Hoefler, Graduate Program Director (whoefler@sebs.rutgers.edu)</p>
W 9	<p>March 15</p> <p>Spring Break. NO CLASS</p>
W10	<p>March 22</p> <p>Class is held by Wolfram Hoefler (Anette Freytag holds a Keynote in Switzerland)</p>

W 11	<p>IMPORTANT: March 30-March 31 GRADUATE PROJECT PRESENTATIONS Please sign up and send dates to Wolfram Hoefer by February 1. 3-5 printed boards, 24x36.</p> <p>DEADLINE APRIL 3: Diploma Application Period for May Graduation Ends</p> <p>Applications include signatures from committee and GPD that work will be sufficient for May graduation.</p> <p>NO CLASS ON MARCH 29. Instructor will be present at all presentations on March 30 and 31.</p>
W 12	<p>April 5 Class Discussion Preparation of the Final Public Presentations & Communication Strategy</p>
W 13	<p>April 12 Individual Consultancy by Instructor Please sign up at the end of the Class of April 5 if you need individual 1:1 support. Please specify what support you need.</p> <p>DEADLINE April 17th at 4:30 pm: Upload of all forms and final thesis.</p>
W 14	<p>April 19 Class Discussion Preparation of the Final Public Presentations & Communication Strategy</p>
W 15	<p>Week of April 24-28: Guest Lecture (TBC)</p> <p>Robin Winogrand, Partner of Studio Vulkan (studiovulkan.ch) Overview of her work and discussion with graduate students</p> <p>Studio Vulkan is currently one of the most successful European Landscape Architectural Offices. Robin Winogrand (born in Chicago) will be visiting us on her way to final crits at GSD Harvard and give an insight into her work and philosophy.</p>
	<p>Late April, early May:</p> <p>Public Presentation of Boards (Master's Thesis Works)</p>
	<p>Prepare individually for ASLA Student Awards (TBD with Wolfram Hoefer)</p>

Regular Classes End on May 1

Commencement of The Graduate School of Rutgers: May 17 at 2pm.

All master's and doctoral degree candidates.

Academic Integrity

As an academic community dedicated to the creation, dissemination, and application of knowledge, Rutgers University is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic integrity is essential to the success of the University's educational and research missions, and violations of academic integrity constitute serious offenses against the entire academic community.

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 others.
- 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. See also: <http://academicintegrity.rutgers.edu/>



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