



Environmental Design Analysis (EDA)

11:550:230, Fall 2023

Asynchronous lectures, **IN-PERSON Meetings & Field Trips Wednesday 12:10 am - 1:30 pm EST**
3 Credits

CORE CURRICULUM

SEBS: Humanities and Arts

Core: AH, #p: Analyze arts and /or literatures in themselves and in relation to specific histories, values, languages, cultures, and technologies.



Core: 21st Century Challenge: 1. Analyze the degree to which forms of human difference shape a person's experiences of and perspectives on the world, 2. Analyze a contemporary global issue from a multidisciplinary perspective, 4. Analyze issues of social justice across local and global contexts.

PROGRAM GOALS

1. **Explore** space and spatial relationships
2. **Analyze** the physical environment
3. **Understand** socio-cultural context

Prerequisites: None

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Description of Course

Developing impactful communities and practices are important challenges for the 21st Century. In Environmental Design Analysis (EDA), you will explore how your everyday experience is situated in a landscape of cultural and environmental significance. In seeking to understand the necessary changes to

enable more sustainable communities, we must first understand the meanings, values, and processes that shape our landscape's features: homes, gardens, streets, neighborhoods, cities, parks, the river, and the forest. Students will learn about the theories and evolution of designed spaces relative to our local context. We will consider the city of New Brunswick our living laboratory.

As our classroom is often the city, although lectures will be asynchronous, expect to meet in person Wednesday—1/3 of those meetings will be in the field (i.e. mandatory field trips; the rest are in the classroom).

Design, by its very nature, is multi-disciplinary, incorporating the creative arts, social science, environmental science, political science, and other perspectives. Through lectures, readings, discussion, and assignments, students will be encouraged to study their own needs, assumptions, and preferences for particular kinds of places while at the same time realizing that other people may have different understandings and desires. Differences in terms of class, race and ethnicity, immigration, ability, gender, and age shape access to, use of, and values/meanings of everyday places. Embedded throughout will be discussions of environmental and social justice in accessing resources, enabling choice, and enabling civic activism. Sustainability – both ecological and social – involves not only understanding environmental conditions but also the necessary social engagement to encourage better practices and stewardship.

Learning Goals

In order to assess student learning, the following learning objectives will be assessed through class interactions exams, exercises, and class discussions.

Learning goal (21st Century Challenges 1, 2, 4; Ah-p):

Analyze the degree to which forms of human difference shape a person's experiences of and perspectives on the world.

Analyze personal behaviors and preferences in use of everyday space

Investigate how physiological, psychological, cultural, social, political, economic, and environmental factors shape an individual's access to and experience of everyday places (past, present, and future).

Analyze a contemporary global issue (in EDA: sustainable design) from a multidisciplinary perspective.

Analyze social and ecological implications of past and current ideals of everyday places – home, garden, community, parks and open space, agriculture, and city.

Identify and critique intended design (the theoretical ideals and/ or value-based impulses that shape decision-makers' and designers' intentions) to actual use (how users appropriate and change space over time).

Investigate barriers and potential for behavior change and adoption of sustainable design concepts.

Analyze issues of social justice across local and global contexts.

Analyze and critique class, race, ethnicity, and physical ability as relates to the meaning and use of everyday space.

Investigate impact of participatory process and social action in design and planning decision making

Analyze arts and /or literatures in themselves (in EDA: Environmental design) and in relation to specific histories, values, languages, cultures, and technologies.

Analyze evolution of urban form, park and open space design, home and garden design in the United States.

Investigate professional development of architecture, landscape architecture, and urban planning.

Develop skills in observation and analysis of environmental design.

Explore creative expression through mapping and design



Academic Integrity Policy

Every member of that community bears a responsibility for ensuring that the highest standards of academic integrity are upheld. Only through a genuine partnership among students, faculty, staff, and administrators will the University be able to maintain the necessary commitment to academic integrity. Please look at the full description at <http://academicintegrity.rutgers.edu/>. The website includes definitions of cheating, plagiarism, paraphrasing, multiple submission, fabrication, facilitating cheating or plagiarism, denying others access, and fair use of citations and common knowledge.

Communication: Canvas and Email

The class Canvas website serves as the clearinghouse for materials and announcements. Please make sure to check it regularly. We will send out Canvas email announcements about field trips, etc.

Lectures:

All lectures will be pre-recorded videos found in the Module page on Canvas. Weekly lectures will be available Mondays by 12pm EST and will be related to a wide variety of topics within environmental design. Lectures will be given by the instructors and various professors within the Landscape Architecture Department and SEBS.

Weekly Discussion Responses:

Students are expected to post weekly lecture-based discussion posts under the 'Discussions' tab on Canvas. Posts will be due Wednesdays 10am. The discussion posts will be related to the current week's readings, videos, and lecture. Students will post a short response linked to course material that they found interesting or thought provoking. Weekly discussion posts are a requirement for the course.

Wednesday Class Sessions: 12:10 am- 1:30 pm EST

Wednesday sessions are in the field and in the classroom (check the course calendar for location). Field trips will visit our landscape features in New Brunswick. Classroom meetings will include discussions on the lectures, overviews of upcoming assignments, breakout groups, and interactive exercises. Students will have the opportunity to conduct peer discussions based on weekly topics and ask the instructors questions related to course material. *These sessions are mandatory.*

Office Hours

You are always welcome to make an appointment to meet with either of us. Please reach out over email.

Reading Material

Reading material supports lectures, independent work, and exercises. All reading material is available on the Canvas website or through a link in the syllabus or on the assignment handout. There is no required textbook to purchase.

Excused Late Work Policy

If you encounter any personal circumstances that inhibit your ability to fulfill the requirements of this course, you should **contact the instructors immediately**. While this would include a bad viral infection, it applies to other unavoidable circumstances as well. Likewise, any student with a special need, circumstance or disability should make an appointment with the instructor during the first week of class. The most important thing is that you communicate with us about it. Otherwise, all late work will be penalized.

Course Evaluation and Grades

In order to keep grading up to date, no **late work** will be accepted unless by prior approved request. In addition to weekly **discussion posts** related to the lectures, you will receive points for **in-class activities** which are designed to orient you to the homework and get you started.

Module		Description: Exercise	Points
<i>Semester</i>	<i>Discussion Q's</i>	<i>Online Class Discussions with each lecture</i>	<i>80</i>
Module 1	Exercise 1	Environments from Popular Culture	10
Module 2	Exercise 2	Portfolio: Easton Avenue Mood Map	20
Module 3	Exercise 3	Portfolio: Forest/Garden	20
Module 4	Exercise 4	Portfolio: Garden/Forest	20
Module 5	Exercise 5	Portfolio: Train Station	20
Module 6	Exercise 6	Portfolio: Neighborhood, Streets	20
Module 7	Exercise 7	Portfolio: Park—Social Park Audit	20 10
Module 8	Exercise 8	Portfolio: Hidden History--Erasures	20
Module 9	Exercise 9	Portfolio: Hidden History--River	20
Module 11	Exercise 10	Group Project: From Redlining to Today	10
	Extra Credit	Portfolio: Gentrification and Urban Renewal	[20]
Module 12	Exercise 11	Group Project: NB Community Design Charette	10
Module 13	Exercise 12	Home	10
Module 14	Exercise 13	The Trees	10
Module 15	Exercise 14	Group Project: Final Assignment Pt. 1	20
	Exercise 15	Final Assignment Pt. 2	50

Extra credit opportunities may arise. These will be special assignments with an expected product (i.e. short paper) submitted by a pre-determined deadline.

Final Grades include: A (90-100%), B+ (86-89.9%), B (80-85.9%), C+ (76-79.9), C (70-75.9), D (60-69), F (59.9 or less). The Department of Landscape Architecture uses the following guidelines for understanding appropriate grading in its courses:

- A – Outstanding – This not only means fulfilling the requirements, but impressing and going beyond the initial expectations and assigned elements of the project. The student has demonstrated a superior grasp of the subject matter coupled with a high degree of creative or logical expression, individual initiative, and a 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 techniques, issues and related theories, with some additional work completed.
- 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. The 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.



Tentative Schedule (subject to change)

Check the modules on canvas.rutgers.edu for the lecture videos, final reading assignments and due dates. Modules will be posted on the Monday of each week. Some guest lecturers are unconfirmed.

11:550:230 Schedule (subject to change)

Module		Topic *	Readings	Class Activity/ Field Trip	Learning activity/ assignment
1	Sept. 5-8	What is EDA? Intro Nelson	Lippard, L. R. (1997). The lure of the local: Senses of place in a multicentered society. [Chapter: <i>On and Off the Map</i>] Stilgoe, J. R. (1999). Outside lies magic: Regaining history and awareness in everyday places. Bloomsbury Publishing USA.	Mapping + Social Reading Exercise	Exercise 1: Popular culture (10 pts)
2	Sept. 11-15	Our Physical and Social Environments Nelson	Low, S. (2022). <i>Why public space matters.</i> (Chapter 1)	9/13 Easton Ave. Site Visit Meet @ Scarlet Bowls, 174 Easton Ave.	Exercise 2: Portfolio: Easton Avenue Mood Map (20 points)
3	Sept. 18-22	Individuals and Environment Lo	Lang, Jon. "Privacy, Territoriality, and Personal Space." In <i>Creating Architectural Theory</i> . NY: Van Nostrand Reinhold, 1987. SKIM Video: NPR, "How different cultures handle personal space" (video 9 minutes)	9/20 Elijah's Promise Culinary school 211 Livingston Ave.	Exercise 3: Portfolio: Forest/ Garden (20 pts)
4	Sept. 25-29	Pre-colonial Landscape Video: Sanderson, <i>Mannahatta</i>	Sanderson, E. (2014, March 15). <i>New York—before the City:</i> [Video]. TED Conferences. https://www.ted.com/talks/eric_sanderson_new_york_before_the_city?language=en Basso, K. H. (1996). <i>Wisdom sits in places: Landscape and language among the Western Apache.</i> UNM Press. Landscape Performance Series, ASLA. https://www.landscapeperformance.org	9/27 Forest Quad Bus Stop, walk south on Rd 3 to gravel drive and parking area	Exercise 4: Portfolio: Garden/Forest (20 pts)
5	Oct. 2-6	The City: Legibility Nelson	Kevin Lynch, excerpt from <i>Image of the City</i> . Cambridge: MIT, 1960.	10/4 NB Train Station + Neighborhood Streets	Exercise 5: Portfolio: Train Station (20 pts)
6	Oct. 9-13	Parks Nelson	Prescribing Parks for Better Health, NRPA, 16pp Video: ASLA, "Design for Active Living" https://dirt.asla.org/2011/01/26/designing-for-active-living/ (video 4 minutes)	10/11 History Central Park + the Lost neighborhood Bucleuch Park video	Exercise 6: Portfolio: Neighborhood Streets (20 pts)
7	Oct. 16-20	SUNDAY VISIT Johnson Park Social Life + Parks	Marcus, C. C., & Francis, C. (Eds.). (1997). <i>People places: design guidelines for urban open space.</i> John Wiley & Sons.	10/18 Johnson Park: Audit Cuzin's 8 Albany St,	Exercise 7: Portfolio: Park: Social Park Audit (20 pts)
8	Oct. 23-27	Hidden History Film: <i>The Price of Silence</i>	Fuentes, M., & Gray White, D. (2016). <i>Scarlet and Black: Slavery and dispossession in Rutgers history.</i> Rutgers University Press. Hood, W., & Tada, G. M. (2020). <i>Black landscapes matter.</i> University of Virginia Press.	10/25 Ridgeley Hutchinson Erasure. Place/River	Exercise 8: Portfolio: Hidden History (20 pts)

9	Oct. 30 – Nov. 3	Environmental Justice Christine Morales + Mariann Bischoff	Bullard, R. D., Gardezi, M., Chennault, C., & Dankbar, H. (2016). Climate change and environmental justice: A conversation with Dr. Robert Bullard. <i>Journal of Critical Thought and Praxis</i> , 5(2).	Mapping Pollution In-class Exercise	Exercise 9: Portfolio: Park: River (20 pts)
10	Nov. 6-10	Roots of Racism: Redlining, Segregation, Activism Lawson	Video: Silkworm, Segregated by Design https://www.bing.com/videos/search?q=video+segregated+by+design&view=detail&mid=7460AA8A77D17BB494D07460AA8A77D17BB494D0&FORM=VRDGAR Rios, Michael. "Cultural Insurgency in Public Realm." In <i>Insurgent Public Space</i> , edited by Jeff Hou. London: Routledge, 2010: 99-110. Lawson, L. and J. Sorensen. "When Overwhelming Needs Meet Underwhelming Prospects." In <i>Insurgent Public Space</i> , edited by Jeff Hou. London: Routledge, 2010: 255-266.	Group Discussion: Gentrification & Redlining	Exercise 10: From Redlining to Today Portfolio: Gentrification and Urban Renewal (20 pts)
11	Nov. 13-17	Community Design Alomar	Arnstein, Sherry. "Ladder of Participation." <i>Journal of American Planning Association</i> , 1969: 216-224.	Group Project: Charette Game	Exercise 11: Charette Game Questions (10 pts)
12	Nov. 20-24	Home and Residence Nelson	Marcus, C. C. (2006). <i>House as a mirror of self: Exploring the deeper meaning of home</i> . Nicolas-Hays, Inc.. Quiz Portfolio Due	No Class Thanksgiving	Exercise 12: Portfolio Due (5 points)
13	Nov. 27- Dec. 1	Landscape Architecture Nelson	Film: Elliott, S. [Director] (2016) <i>The Trees: Growing a Forest at Ground Zero</i>. PBS. Rutgers 2030 plan https://masterplan.rutgers.edu/reports/rutgers-2030-volume https://masterplan.rutgers.edu/reports/rutgers-2030-volume-1-new-brunswick1new-brunswick	Film	Exercise 13: The Trees (20 pts) (10 pts)
14	Dec. 4-8	Looking Backward JB JACKSON READING	Jackson, J.B. "Westward Moving House." Landscape 2, 3 (spring 1953) Reprinted in Places, posted 07.05.11.	Group Project: Final Assignment, Pt. 1	Exercise 14: Final Assignment Pt. 1 (20 pts)
15	Dec. 13	EDA Review + Gallery Show Nelson + Kaplan		Review Gallery Show Workshop	Final Exercise: Final Assignment Pt. 2 (50 pts) Due: Dec. 18th , 10:00 am

*Lectures each have Discussion Questions to answer.