

Liberty State Park

Environmental Design Studio 11:550:331, Fall 2026
Rutgers University, School of Environmental and Biological Sciences
Instructors: Dr. Frank Gallagher & Haemee Han, PLA



How to develop a sustainable park, for multiple stakeholders, changing economies, dynamic ecologies and a rapidly changing climate.

Overview

The Crown Jewel of the New Jersey State Park System

Liberty State Park is an extraordinary and unique public resource. With the Manhattan skyline, the Statue of Liberty and Ellis Island as a spectacular backdrop, it is also one of New Jersey's most dramatic places. The 1100 acres which make up the park are the remnants of the Central Railroad of New Jersey. After the CRRNJ bankruptcy in 1969, the local community advocated for the protection of the land and historic rail terminal. The State of New Jersey has spent the past 50 years acquiring the land, planning and building a park infrastructure that is suitable for public recreation and protecting the natural resources. As such the mission of Liberty State Park is to; ***Provide the public with access to the harbor's riches, teach them about its historic past and charge them with the responsibility for its continued improvement.*** As its original lead designer/planner Robert Geddes said "the park combines architectural form, social content and natural environment for a public urban landscape[1]. With approximately 4.5 million visitors annually, the park's development has been an extraordinary success.

In addition, Liberty State Park's transformation from an abandon and contaminated railyard to a public asset was also the impetus for the creation of the "Gold Coast" along the west side of the New York Harbor, and one of the earliest examples of urban waterfront revitalization in the country. The park anchors the south end of the 18.5-mile Hudson River Waterfront Walkway. By establishing a permanent, protected green space along the water, it

[1] Ada Louise Huxtable, The New York Times, Nov. 4, 1979

helped drive immense multi-billion-dollar private investments that transformed adjacent industrial properties into mixed-use neighborhoods, such as Newport and Exchange Place.

Toay the historic Central Railroad of New Jersey Terminal (CRRNJ), a grand setting for much of New Jersey's transportation history in the northeast, sits prominently at the north end of Liberty State Park. A two-mile promenade, Liberty Walk, links the picnic area to the Interpretive Center and the CRRNJ Terminal, while presenting visitors with a sweeping view of the Hudson River and Manhattan. Liberty Science Center, a popular attraction for students and families, is located in the park's western section.1 Together these amenities help visitors learn about the past, experience the natural resources of the present and look towards a future of stewardship.



The Central Railroad Terminal. How can Historic Infrastructure be Adaptively Reused?

Key Challenges of Liberty State Park

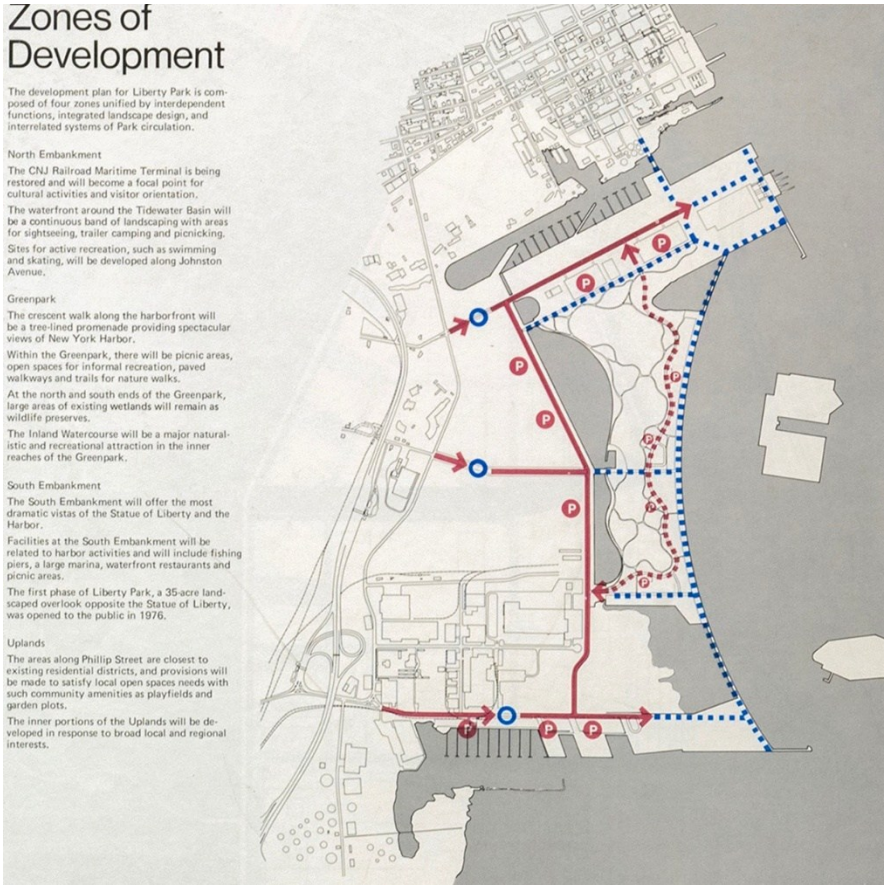
Environmental Vulnerabilities and Climate Change

Located on the western shore of the New York Harbor, Liberty State Park faces increasing threats from rising sea levels and extreme weather events. By 2100, sea levels in the New York Harbor are projected to rise by 2.5 to 6.5 feet. This permanent rise, combined with worsening storm surges from hurricanes and nor'easters, will cause daily high tides to reach blocks inland, and push extreme 500-year historical flood levels to return every few years.[2] Hurricane Sandy in 2012 exposed the vulnerabilities of its built and natural environment, prompting various infrastructural responses. All of the structures have been repaired but they have not been hardened against storm surge, therefore much of the park remains at risk. In addition, the city built of concrete and macadam with little green space experiences a heat Island effect that can raise the ambient maximum and minimum summer temperatures by more than 3^{o} C, the park serves as a refuge from the heat during the summer months. Heat Islands have also been shown to increase rainfall intensity further exacerbating event flooding. What landscape manipulation can be implemented to both reduce the risk posed by climate change and enhance the quality of life for the community?

The Identity Confusion: A local backyard, a regionally important destination and an international tourist attraction

Visitation to Liberty State Park can be separated into three different demographic groups. Local recreationalists from metropolitan area who enjoy the green spaces, families and academic institutions visiting the Liberty Science and Nature Centers as well as national and in**ternatio**nal heritage tourists traveling to the Statue of

[2] FiDi-Seaport-Climate-Resilience-Master-Plan_Chapter-4.pdf



An examination of zonation by use as proposed in the original Geddes masterplan.

Liberty National Monument and Ellis Island.

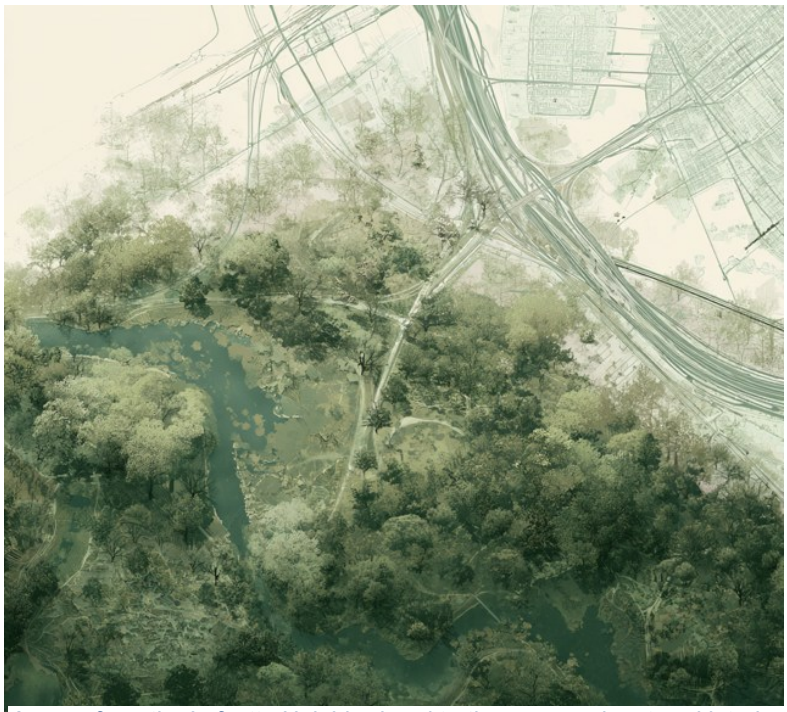
With such a diverse visitor profile the question becomes; what is being planned for who and where? From its inception the Geddes Master Plan recognized this complexity and proposed different amenities for specific audiences in various zones with the waterfront promenade as the common connector. However, changes to the plan over the years and the rapidly changing demographics in the local population mandate that plans must constantly be evaluated.

For example, Jersey City's demographics have shifted significantly over the past 20 years, marked by a population boom driven by young professionals, increased ethnic and racial diversity, and a surge in the affluent foreign-born population. They create unique visitation and use patterns that are driven by cultural preferences as well as much as the season.

Is predicting who will be visiting the park in 2100 possible? If so what facilities and support amenities will be needed. In other words, future plans for the park will have to address the visitor we don't know, in activities that may come from anywhere in the world, using technologies that have not been invented yet.

Limited Pedestrian Access

Pedestrian access to Liberty State Park from Downtown Jersey City is difficult as massive physical barrier separates the city and the park The direct walking route from Paulus Hook or Exchange Place is cut off, by the Morris Canal basin, forcing pedestrians to detour significantly down to the Jersey Avenue footbridge and all the way around via Audrey Zapp Drive, adding 45 minutes to a trip. In addition, pedestrian access from the Bergen-Lafayette neighborhood to Liberty State Park is difficult because the two areas are physically severed by heavy transportation infrastructure. Walkers are blocked by the Hudson-Bergen Light Rail tracks, the sprawling industrial and railyard zones, and the busy Port Authority/Turnpike (I-78) highway extensions.



Access from the Lafyette Neighborhood to the proposed restored interior section illustrating the barrier created by the NJ Turnpike and rail lines.

Rethinking The value of Public Urban Greenspace

There is a basic conflict between public and private use of common lands. Private initiatives tend to depend on resource extraction or privatization for profit such as mining, logging, grazing or special events. Public use is focused on conservation, recreation, ecosystem protection, and wildlife

preservation. This is a struggle over whether these areas should be managed for economic gain or for the collective, long-term environmental and recreational benefit of all citizens? As Gifford Pinchot wrote “The greatest good, for the greatest number, for the longest run”[3].

The Liberty State Park Development Corporation was a non-profit organization established in the 1980s by the State of New Jersey to implement the development of Liberty State Park. Acting as an intermediary, its purpose was to centralize management and forge public-private partnerships to build commercial and recreational facilities within the park. A controversial organization with a strong bias towards commercial development the Corporation was dissolved in 2003.

Ongoing Redevelopment Efforts

Currently he NJDEP Comprehensive Master Plan: This overarching framework directs the long-term future of the park. It balances community-driven requests for active recreation (such as the Northern and Southern Athletic Hubs, which feature multi-use fields and sports courts) with the restoration of the Central Railroad of New Jersey (CRRNJ) Terminal Plaza and historic Train Shed.

The Park Interior & Ecological Restoration: Overseen in partnership with the U.S. Army Corps of Engineers, this phase focuses on the 230-acre, formerly polluted interior. It features plans by firms like Biohabitats and Margie Ruddick Landscape to restore freshwater wetlands, salt marshes, and coastal woodlands while integrating responsible, elevated modular boardwalks.

North and South Waterfront Master Planning: Specialized urban design firms like WXY have contributed plans for the park’s-built infrastructure, directing the long-term adaptability of the south park's jetties and pathways. Key projects include new Audrey Zapp Drive and Morris Pesin Drive gateways, which feature dedicated bike lanes, shuttle stops, and active public amenities like splash pads and kayak launches.

Marina Green Revitalization: Aimed at transforming an eight-acre lawn space into a flexible community gathering area. This project introduces multi-use event lawns, tree-shaded promenades, and active play zones, prioritizing natural stormwater management alongside recreational space.

While there are many examples of such plans that were driven by various directives from the many Governors administrations since the park’s inception, few if any these have seriously considered the future projections of climate change and the rapidly changing demographics of the area.



Liberty State Park Revitalization Program

[3] Pinchot, Gifford. (1947). *Breaking New Ground*. Harcourt, Brace, and Company.

Studio Focus



Futuristic tidal turbines off the Liberty State Park waterfront.

Students will explore the potential of landscape architecture to transform Liberty State Parks into a prototype for urban sustainable open space in the next millennium. This course will challenge students to think beyond conventional urban redevelopment models and instead engage with the speculative futures resulting from climate change, radical design methods that consider alternate energy and ecosystem services, and experimental urban strategies. Students will also examine the social dimensions of public landscapes, including questions of equity, accessibility, community identity, environmental justice, and the evolving relationship between people and public space. By questioning the fundamental principles of ecology, art, recreation, and civic life in the urban open space context, students will reimagine Liberty State Park not as a historic artifact but rather as a site for innovation, resilience, social connection, and transformation.

Design Methods

1. New Urban Greenspace Framework

Each student will develop an urban open space system addressing one or more of the identified challenges. Can new urban systems respond to rising sea levels, storms, and changing ecosystems? Can new economic models help to support the many non-monetized benefits? Can new programs become physical forms that attach / intersect into the surrounding community in ways that transform their meaning? Could the Walkway be more than just a tourist attraction? What if it became a hybrid ecological and social system? How can playground co-exist with everyday life?



How do we prioritize open space, its benefits and connections, in the urban context.

2. Developing Intervention Catalogue

In this phase, students will design interventions that respond directly to the physical, social, and ecological conditions of park. Drawing from their urban frameworks, each student will propose a series of strategic, site-specific actions that address the city's challenges.

These interventions will take on adaptable formats that can respond to various urban conditions within the New York metropolitan area, offering a spectrum of approaches that range in scale, duration, and intensity. The outcome of this phase is a set of thoughtful, well-grounded intervention strategies—each a creative response to existing conditions, and a contribution to a broader vision for a more adaptive, inclusive, and resilient urban landscape.

Students will develop their ideas through drawings, diagrams, physical studies, and simple modeling techniques. While full-scale prototyping is not the emphasis, small mock-ups or material tests may be used to explore spatial or experiential qualities.

3. Masterplan (Site Design)



Site Plan for the vision of Liberty State Park developed by Margie Ruddick LLC.

Building on the modules and systems developed in the previous phase, students will now move into site-specific design. Each student will craft an overall site plan and focus on four key areas that serve as anchors of their design concept. These areas should express the core ideas of the intervention strategies and demonstrate how the proposed systems perform spatially, socially, and ecologically.

4. Future Scenarios

Students will explore possible future scenarios for Liberty State Park, imagining how the park and the Jersey city might evolve under shifting environmental, economic, and social conditions. These scenarios may respond to sea level rise, intensified storms, population shifts, tourism decline or resurgence, technological change, or

new models of governance and care.

This phase asks students to design with time—considering how their interventions unfold across short-, medium-, and long-term horizons. What happens immediately after implementation? What changes emerge five, ten, or twenty years later? By phasing their proposals, students will test how space transforms and how communities might adapt alongside it. Using drawings, timelines, mappings, and layered narratives, students will simulate the aftereffects of design-not just as objects in space, but as agents of ecological recovery, social interaction, and urban change.



Stoss, Detroit Future City, 2013 1

This final phase serves as both reflection and projection. It challenges students to situate their interventions within larger temporal and systemic dynamics, offering not only a spatial solution, but a vision for how design might guide the larger metropolitan area toward a more adaptive, inclusive, and resilient future.

Course Learning Goals and Objectives

1. **Explore** . . . the potential of space and spatial relationships to create socially vibrant and culturally inclusive design solutions.
    - Develop new urban open space systems that address economic, environmental, and social issues, exploring solutions beyond traditional models.
    - Reimagine existing infrastructures as a multifunctional, hybrid ecological and social space, balancing tourism with community needs.

2 **Analyze** . . . and thoughtfully incorporate natural features and systems to create enduring and ecologically sensitive design solutions.
    - Explore new landscapes and other urban interventions to revitalize the parks existing fabric and transform decaying megastructures.
    - Critical thinking and speculative design methods to propose radical urban transformations that challenge conventional redevelopment practices.

3 Understand . . . social, cultural, and behavioral factors in the historical development of designed and everyday landscapes to equitably shape our public realm.
    - Design long-term, sustainable urban strategies that respond to higher temperatures,
    - rising sea levels, and extreme weather events, creating resilient systems.
    - Explore the role of time in urban design through temporary interventions, permanent
    - urban strategies and phased approaches that adapt to shifting economic and
    - environmental conditions.

4 Master . . . technical and industry standards to effectively and sustainability foster safe accessible environments using the materials, methods, and technologies of site design and engineering.
    - Use both digital and physical modeling techniques to develop, test, and prototype
    - design concepts at various scales, from small interventions to large urban systems.
    - Create a transformative vision for Liberty State Park that redefines its identity and potential as a model for sustainable city in the 21st century.

Assignment Focus

Assignment 1: My Neighborhood, My Utopian Open Space *(Analytical Diagram + Concept Generating)*

*Assignment 2: Case Study *(Precedent Analysis)*

*Project Phase 1: Inventory & Analysis *(Mapping and Framing Issues)*

*Project Phase 2: Concept & Urban Framework
(Generating Urban Park Concepts and Developing Strategies)

*Project Phase 3: Intervention Catalogue *(Adaptable Landscape Systems)*

*Project Phase 4: Masterplan *(Site Design in Different scales)*

*Project Phase 5: Future Scenario & Final Design *(Phasing and Speculation)*

Reading Assignment

* *Indicates Group Project*

Course Schedule

* indicates ASLA Conference week
Red indicated no class

WK	DAY	ACTIVITY	ASSIGNMENT	SUGGESTED READINGS
1	9/1	*Why? (FG)* *Course Overview (HH)* *Analytical Diagram (FG)* *Utopia (HH)*	A.01 My Neighborhood Project	A Sense of Place (Stegner)
	9/3	*Urbanism + Parks (HH)* *History of LSP (FG)* Assignment 1 Discussion *Case Study Intro* *(FG, HH)*	**A.01 Due** A.02 : Case Study	The History of Liberty State Park
2	9/8	Labor Day Week	No Class- Monday Schedule	
	9/10	*Intro : Inventory / Analysis (HH)* Assignment 2 Discussion	**A.02 Due** P.01 :Inventory and Analysis	New Benchmarks: The Powerful R Public Parks in the 21st Century
3*	9/15	*Native vs Non-Native "Context" (FG)* *HH-Out for Conference*	Work Session	Ecological Design or Designer Ecology
	9/17	*What is a "Landscapist Attitude" in Design? (FG)* ***Han Yan*** *HH-Out for Conference*	Work Session	**Open Space Perceptions** **William Whyte** **Chapter 1 + 2**
4	9/22	***Potential Site Visit 1***		**Jane Jacobs, The Death and Lif** **Great American Cities,** **Chapter 5**
	9/24	Project 1 Discussion *Design Framework (HH)* *Design Group Formation*	**P.01 Due** P.02 :Design Framework	
5	9/29	Work Session		
	10/1	Work Session		
6	10/6	**Rob Rodriguez** / Work Session		Public Private Partnership
	10/8	Work Session		Chance Design for Ecological Democracy
7	10/13	Project 2 Discussion *Intervention Catalogue (HH)*	**P.02 Due** P.03 :Intervention Catalogue	

	10/15	Work Session		Ecosystem Service
8	10/20	Work Session ***Potential Site Visit 2***		
	10/22	Work Session		
9	10/27	Work Session		Public Trust Doctrine
	10/29	Project 3 Discussion *Masterplan Intro –* *Park in Different scale (FG+HH)*	**P.03 Due** P.04 :Masterplan	**Stan Allen, field conditions**
10	11/3	Work Session		
	11/5	**Pin Up**		
11	11/10	Work Session		
	11/12	Work Session		Watch on YouTube https://www.youtube.com/watch?v mMxO63E **Optional : Tsumi Lecture**
12	11/17	Work Session		
	11/19	**Mid Review**	**P.04 Due** **Midterm Review**	
13	11/24	Mid Review Recap *Intro to Final Deliverable (FG+HH)*	P.05 :Future Scenario	
	11/26	Thanksgiving Day	No Class	
14	12/1	Work Session		
	12/3	Work Session		
15	12/8	**Pin Up**	**Last Day of Class**	
	12/10	*Reading Day*	Additional Desk Crit per request	
16	12/18	**Final Presentation date**	**P.05 Due Final Review**	

*The schedule above is tentative and may change as the course develops. A detailed schedule with Individual assignments are found on the course website.

Grading

You will be graded based on your achievement of the learning objectives for the course through the completion of course assignments and active participation in course activities. Deliverables and evaluation criteria for specific exercises will be provided prior to the exercise. The studio will employ a variety of techniques and exercises over the semester, and grading techniques will vary with each assignment.

Assignment 1: My Neighborhood, My Utopia – *5%*
Assignment 2: Case Study– *5%*
Project Phase 1: Inventory & Analysis – *10%*
Project Phase 2: Concept & Urban Framework – *15%*
Project Phase 3: Intervention Catalogue – *15%*
Project Phase 4: Masterplan – *15%*
Project Phase 5: Future Scenario & Final Design – *30%*
Reading Questions – *5%*

Field Trips

Site visit(s) to Liberty State Park is/are required for the course.

Reviews

You will have two reviews over the course of the semester where you will be asked to formally present your work to reviewers, including external guest critics as well as your instructors.
We will try to limit these reviews to normal class hours, please keep in mind that presentations by the entire class can be time intensive and we will need to work around the schedules of guest critics. Reviews may start before normal class hours or end after, do what you can to schedule accordingly. Please let us know immediately of any schedule conflicts that arise over the course of the semester.

Studio Resources

Course readings will be made available on the course Canvas website. Data and information such as base maps and the environmental impact statement will be available through the course folder. However, students are highly recommended to search for and gather the data they need to support their research independently.
Canvas has difficulty with large files a course folder has been established on Rutgers OneDrive.
This studio will require all the basic drawing, drafting and modeling techniques that you have employed in prior studios. Individual assignments may require you to purchase specific materials depending on the approach you choose to take in developing your design. For all studio meetings, you should be prepared with the following at your desk:
Trace paper for sketching and diagramming; you should always have a roll of 12" trace at your desk, and large sizes as is required by the size of your drawings.

Computer and Software

In addition to analog materials, this studio will require you to utilize the computer for research, analysis, and representation. You should utilize your own computer or use the school's computers available in the computer labs when necessary. Students are highly recommended to be familiar with and have access to the following programs:

AI Tools : Midjourney, Nano Banana (optional)
The Adobe Design Suite
Microsoft Office (Excel, Word)
ArcGIS Pro
AutoCAD
Rhinoceros 3D
Lumion

Course Format

1. Lecture / Presentations
2. Readings/ Discussion
3. In-Class Exercises
4. Desk Crits
5. Site Visit
6. Mid Review & Final Review

Student Obligations and Expectations

The course is required in both the Environmental Planning and Landscape Architecture degree programs and the second in the sequence of Visualization courses required by the student for graduation. In accordance with university policy, students are expected to work an additional 9.75 hours per week outside of class. Therefore, please prepare appropriate time in your schedule this semester in relationship to your other course work, employment, and social obligations to prepare for and participate in class.

Students are expected to:
1. Complete and submit all assignments as directed on the designated due date. Late coursework will not be accepted.
2. Come to class on time. Late arrivals greater than ten (10) minutes will be marked as absence.
3. Take notes during class presentations to help retain knowledge and repeat procedures outside of class. The instructor will not review any content that has been missed by a student's absence. Your attendance will be directly related to your success in this class.
4. Care. Put 100% into every one of your assignments and be proud of the work you produce in this class. Treat each assignment like it is your last.

5. Seek help, when needed, during office hours and in advance of an assignment's due date.

Departmental Grading Guidelines

While the assignment of grades is ultimately the purview of the instructor, the department 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 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 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 SSO classes,

F- Failure - The student has demonstrated a lack of understanding or familiarity with course concepts and materials. Their performance was 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.

Studio Etiquette

In Studio, as you should in life, treat your fellow students and their work with respect. This will require patience and tolerance at times but is critical to fostering a safe and nurturing work environment for everyone. This is particularly important in a studio environment. You will be working closely together over the course of the semester, and such collaboration cannot succeed without mutual respect, patience and tolerance. As you are all in the third year of your tenure here, we should have a shared understanding of what this means in the studio environment. However, if issues of disrespect of people or their work arise, they will be addressed promptly and seriously.
Treating fellow students and their work with respect extends to all of your fellow students, not just your classmates for this course. Please be patient and tolerant and respectful of other work going on around you. Should any issues arise with treatment of your work or working space, notify the instructor immediately.

Accommodations for students with disabilities

Please follow the procedures outlined at the Office of Disability Services Getting Registered page (https://ods.rutgers.edu/students/getting-registered). Full policies and procedures are at Office of Disability Services (https://ods.rutgers.edu/)

Attendance

Studio Attendance is **mandatory**. 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 trips. All personal plans should be made in accordance with the class schedule.
Attendance and active participation in the studio is a fundamental part of design learning. The interaction, discussion, and design activity that takes place during studio will be critical to both the development of your design for this studio, but also your development as a designer. Unexcused absences are not permitted.
If you miss studio for illness or an emergency, please use the University absence reporting website https://sim.rutgers.edu/ssra/ to indicate the date and reason of your absence, preferably before the class missed, but no more than a week after the absence. An email is automatically sent to the instructor.
More than one unexcused absence will result in a reduction of half a letter grade with each absence. Should

you be absent, you are responsible for following up with the course instructor and fellow students to find out any work that you have missed. An absence is not an excuse for not being prepared for the next class. The course requirements above are in addition to, and do not obviate any departmental requirements as are laid out in the department's Student Handbook (http://landarch.rutgers.edu/current_students/policies_st.html).

Work Becomes Department Property

Submitted drawings, models, photographs, or written papers for any project assigned in Landscape Architecture courses are considered the property of the Department and may be retained in its archives for exhibition and accreditation purposes. All projects will be graded and returned to the student at a location designated by the instructor. Should your drawings be retained by the Department, you will be given the opportunity to obtain a print or photographic record of your work. Department files are off limits to students.

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 in an appropriate format.
- 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/.

DEI Statement

SEBS DEI Statement It is our intention that students of all backgrounds will be well served by this course. We will work to create an environment of inclusion which respects and a irms the inherent dignity, value, and uniqueness of all individuals, communities and perspectives. We are lucky to have a diverse university. Diverse voices and life experiences enhance the learning process and we welcome students to share their personal experiences. We will not tolerate disrespectful language or behavior against any individual or group. If you feel as though you have been disrespected or treated unfairly by the instructors or any other individual please let us know. You may speak with the instructors in person, over email or report anonymously via the O ice of Academic Programs. In addition, you may also report bias to the Rutgers Diversity and Inclusion initiative using this link: http://inclusion.rutgers.edu/report- bias incident/. For further reference, please visit: https://sebscourseapproval.rutgers.edu/policies/syllabus-dei-statements-policy