

THEORIES OF LANDSCAPE ARCHITECTURE 16:550:553 - TENTATIVE SYLLABUS

Mondays and Thursdays, 12:10pm - 01:30pm Blake Hall 148

Selected classes will be held on Zoom only. One class will be co-taught with students of Dr. Rosetta Elkins, Director of the MLA program at Pratt Institute, NYC

Dr. Anette Freytag, Professor of the History and Theory of Landscape Architecture

Department of Landscape Architecture, Rutgers University, SEBS

(anette.freytag@rutgers.edu)

Office Hours: Mondays, 2:30pm-3:30pm by appointment only (please email me)

In person or via Zoom

LMS used in this course: **Canvas**

Guest lecturers: Dr. Philip Urech, architect and lecturer, ETH Zurich, Dr. Nadine Schütz, architect, sound artist, and IRCAM fellow, Echora Paris/Zurich, Megan Lotts, MFA, MILS, Art Library faculty and Artist (SAS), Dr. Anne Brandl, spatial planner, Zurich, Caspar Schärer, architect and MAS spatial planning, Dr. Luis Gabriel Hilti, creative place-maker, Zaš Brezar, editor-in-chief of [Landezine](#)

Field trip April 13- Projects in NYC that have a connection to our discussions

COURSE DESCRIPTION

This course discusses theoretical aspects of the disciplinary core of Landscape Architecture as an academic field as well as a profession. It further presents relevant theories for understanding interdisciplinary relations with ecology, architecture, public humanities, urban and spatial planning, philosophy, and fine arts. The goal of this course is that students can link the theories that we will discuss throughout the course to the actual work of selected landscape architects, creative place makers, urbanists, and others, who give form to landscape.

This semester, the focus will be on the following theoretical frameworks and their impact on landscape architecture practice and education:

- Topology in Landscape Architecture (incl. Field Instruments of Design and Sonic Topologies to also investigate tools of fabrication and representation relevant for landscape architecture projects as well as the acoustic dimension of landscape architecture)
- Experiential Approaches to Landscape Design and Planning (incl. Strollology- The Science of Walking, Phenomenology, Land-Based Learning, Creative Placemaking)
- The Discovery of the Vernacular (Car-driven and through waking in suburbia) and the Birth of Creative Placemaking

- Seminal basic theoretical texts like “The Land as Palimpsest”, “Transparency”, “Ten Thesis on Landscape Architecture”, Landscape as Expanded Field”
- Landscape Urbanism
- Ecological Urbanism
- The large scale and planning as drivers for landscape architecture

Every concept discussed shall be linked to concrete works of landscape architects and proponents of other design disciplines.

STRUCTURE OF THE CLASS

Readings and accompanying lectures

The lifeline of this seminar is an active and creative discussion. Due to the diverse background of the students in this graduate seminar, some texts might occur to be more relevant to your interests than others. This course is about the theory of designed landscapes and the art of place-making. Learning to read and understand a theoretical text is part of an important learning experience that will help you throughout your future studies. Your participation in discussions will be observed to assure equity. You are expected to read and prepare all material assigned for a class. This includes that you prepare at least two questions per reading. Feel free to elaborate a little on that question and please post it at least four hours before the class meeting on Canvas (8am on the day of the class). Each student will also present one author of the texts we are reading. This information and the questions will support the discussion in class. The instructor will prepare lectures and presentations to accompany the discussion of the readings with concrete examples from the history and contemporary practice of place-making.

Canvas

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

Discussions

Guided by the readings, the discussions will complement the lectures. You are encouraged to bring a printed copy of the assigned reading with your personal marks and underlines to the classroom. This will help to address questions and insights that occur while reading the text. Each student is expected to take responsibility for one seminar discussion through leadership in preparation and class discussion. It is suggested that the topic of the discussion is related to your theoretical article.

Presentations / running a class

In addition to active and engaged discussions, students will be paired to groups of two and each group will run a week of classes, starting in the month of April. This includes preparing the discussion of two readings and each of them giving a presentation. The presentation should be about the work of a landscape architect that is linked to theoretical framework you present. The lecture shall be 25min followed by 15min of Q+A and/or discussion.

Designing and contributing to our own issue of a Theories magazine / pamphlet

The final deliverable of this class is to produce a theoretical magazine together. The exact format of the journal will be determined in class. All participants will contribute an article to this journal. We will determine one design, one editing, and one layout/communications team. The goal is to develop original contributions to the existing body of knowledge of Theories of Landscape Architecture and Creative Placemaking.

For the research and presentations in this class, as well as the final article, you are strongly encouraged to make full use of the [Rutgers Library System](#). The Art Librarian Megan Lotts will introduce you to the resources of the libraries.

Field trip

To deepen what we learn during this course, we will go on a one-day field trip to New York City. We will determine which projects to visit / discuss critically (ev. Focus: Landscape Urbanism).

LEARNING GOALS & ASSESSMENTS

Learning Goals <i>At the end of this course, students will:</i>	Assessments
1. Have an overview of the main theoretical frameworks in the field of landscape architecture within the past fifty years and develop the competence to actively participate in the scholarly discourse of the field.	Weekly reading assignments. Attend class each week with prepared discussion questions. Present each one author during the semester Guided discussions of reading assignments.
2. Be able to link the theoretical frameworks to tools of analysis, representation, and fabrication in landscape architecture, and of course, concrete works of landscape architects.	Discussions in class, running one guided discussion, own oral presentation, field trip.

3. Generate original contributions to the existing body of knowledge in theories of landscape architecture and creative placemaking.	Joint design and production of a Theories magazine / pamphlet with individual contributions.
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GRADING

1) Complete your weekly reading assignments and participate actively in the discussions in class and in the discussion forums, where you post your questions before the start of the class. (TBD in class: building two groups). Introduce at least one author of a text we discuss.	50%
2) Run one week of classes, together with a peer. This includes leading a guided discussion of a text, and delivering your own 25min oral presentation on the work of a landscape architect linking the work to the theoretical framework you chose to present	30% (15+15)
3) Participate in the design and production of a theoretical journal / pamphlet and write an individual contribution for it.	20%
<u>Nota bene:</u> Each unexcused absence lowers the final grade by 5%; each class for which you do not bring discussion questions lowers the grade by 2%.	

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%)

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. Each unexcused absence lowers the grade by 5%.

Stay home if you feel sick! Covid-19 information and protocol:

<https://coronavirus.rutgers.edu>

COMMUNICATION

If you have questions during the semester, please email the professor (anette.freytag@rutgers.edu) and I will generally reply within 24 hours, Monday through Friday.

SCHEDULE OF CLASSES

WEEK 1, 01/18: INTRODUCTION

1. Why are we here? Introducing the main themes and program of the class.
 2. Introductions: Who are you, why did you take this class, and have you already been in contact with Theories in Landscape Architecture?
 3. **In-class readings** (copies will be provided)
Corner, James: "Origins of Theory (1990)" and "Theory in Crisis (199)". In *Theory in Landscape Architecture. A Reader*, ed. by Simon Swaffield, Philadelphia: Penn Studies in Landscape Architecture (2002): 19-21.
Freytag, Anette, Kirchengast, Albert, Krizenecky, Suzanne: "Definition [of Topology]." In *Topologie/Topologie* (Pamphlet 15), Zurich: gta Verlag (2013): 34.
 4. Discussion of the field trip (dates, destinations) and deliverables (oral presentations, contributions, and design of a Theories pamphlet/magazine)
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WEEK 2: INTRODUCTION TO TOPOLOGY IN LANDSCAPE ARCHITECTURE

01/22 AND 01/25:

Lectures by Dr. Anette Freytag

Topology and Phenomenology in Landscape Architecture 1+2

Reading assignment to be prepared for class / please note down three questions

Topologie/Topologie (Pamphlet 15), Zurich: gta Verlag (2013) - all english texts
Introduction by Christophe Girot; Definitions, Reflexions, Maxims, by Freytag, Anette, Kirchengast, Albert, Krizenecky, Suzanne, Richter, Dunja

WEEK 3: INTRODUCTIONS TO THE LIBRARIES + DISCUSSION TOPOLOGY

01/29: NO CLASS - NJASLA

Assignment for those, who attend: Check-out any ongoing theoretical discussions and report in the discussion forum on Canvas

02/01: Text discussions Topology and Art Librarian Megan Lotts will introduce you on how to do research in landscape architecture using the Rutgers Libraries

Attention: large reading assignment to be prepared for Week 4 - start in week 3!

WEEK 4: THE LAND AS PALIMPSEST

Reading assignments to be prepared for class:

- Corboz, André: "The Land as Palimpsest". In *Diogenes*, March 1983 (31): 12-34.
- Freytag, Anette: "The Country Manor La Gara as Palimpsest." In *The Gardens of La Gara. An 18th century estate in Geneva with gardens designed by Erik Dhont and a labyrinth by Markus Raetz*, Zurich: Scheidegger&Spiess (2018): 43-45.
- Descombes, Georges: "Shifting Sites: The Swiss Way, Geneva." In *Recovering Landscape. Essays in Contemporary Landscape Architecture*, ed. by James Corner, New York: Princeton Architectural Press (1999), 78-85.

02/05 & 02/08: Discussing the idea to read the land as palimpsest and the consequences to reading and designing sites. Shown in the concrete examples of the work of Erik Dhont and Georges Descombes.

WEEK 5: TOPOLOGY AS METHODOLOGY FOR DESIGNING LANDSCAPES / SONIC TOPOLOGIES

No additional readings required. Refresh the texts on Topology and the Land as Palimpsest [Start reading for week 6!](#)

02/12: Guest lecture by Dr. Philip Urech, architect ETHZ: "Site Core Design"

Philip RW Urech is currently postdoctoral researcher in the module Resilient Blue-Green Infrastructures at the Future Cities Laboratory Global in Zurich. He holds a Master and a Doctor of Sciences in architecture and has taught landscape and urban design in master's studios, thesis projects and postgraduate study programs. Philipp was a guest lecturer and teacher in parallel programs at the ETH Zurich, at the NUS Singapore, at the Technion in Haifa. He also led design research studios at the Singapore University of Technology and Design (SUTD) while conducting doctoral research at the Singapore-ETH Centre in Singapore. His thesis "Shaping Physical Landscape" devises a design methodology based on innovative 3D modeling techniques that gives designers new means to interact with the physical geometry of the environment. Philip will talk about the importance of a site specific and time specific design.

He will lecture via Zoom and will take the time to discuss his work with you.

02/15: Guest lecture by Dr. Nadine Schütz, sound artist and IRCAM fellow / Paris: "Sonic Topologies and the Acoustic Dimension of Landscape Architecture"

Dr. Nadine Schütz is a sound artist, architect, and member of the research team «Acoustic and Cognitive Spaces» at the Institute for Research and Coordination in Acoustics/Music (IRCAM) in Paris. From 2009 - 2023, she worked with Prof. Christophe Girot at the ETH Zurich, with whom she has established a new research and teaching focus on landscape acoustics. She has conducted the «Raum-Klang-Labor», an experimental teaching project bringing together architecture and music students and developed through a cooperation with the Institute for Computer Music and Sound Technology (ICST) of the ZHdK. In 2017, she has accomplished her doctoral thesis on The Acoustic Dimension of Landscape Architecture, which also included the installation of a new lab for the spatial simulation of sonic landscapes, the AudioVisual Lab. Nadine Schütz works on landscape architectural and artistic projects in her studio ([\(\(echora\)\)](#)). Nadine will demonstrate her work on the acoustic dimension of landscape architecture, explain the use of an audio-visual lab, and introduce you to examples of her latest artwork in which she commemorates the histories of urban industrial sites.

WEEK 6: PHENOMENOLOGY, STROLLOLOGY, AND LAND-BASED LEARNING

Reading assignments for 02/19

- **Refresh:** Descombes, Georges: "Shifting Sites: The Swiss Way, Geneva." In *Recovering Landscape. Essays in Contemporary Landscape Architecture*, ed. by James Corner, New York: Princeton Architectural Press (1999), 78-85.
- Handke, Peter: "The Long Way Around." In *Slow Homecoming* (Translated by Ralph Manheim), New York: Farrar / Straus / Giroux (1985): 3-137. Please read pp. 3-11 (only the first paragraph of p. 11)

Lecture: Walking, Writing, Designing: Peter Handke's Influence on Postmodern Landscape Architecture

Three Swiss landscape architects of international renown claim that the Austrian author Peter Handke (b. 1942) has crucially influenced their design work: George Descombes (b. 1948), Dieter Kienast (1945-1998) and Günther Vogt (b. 1957). Movement in space is a central motif in Handke's work, whereby his observations and descriptions focus especially on the margins of urban space. Walking in the city, out into the periphery, crisscrossing and passing through nature are frequently recurring motifs. At such moments, Handke finds a "legibility" and "experienceability" of landscape that corresponds to his poetic ideal, for which he was awarded the Nobel Prize in 2019. Anette Freytag's lecture shows how Handke, who found his way to a phenomenological aesthetic in the late 1970s and the three landscape architects aimed to uncover an experience of an existing landscape that is, however, only manifested through form.

Discussion on form, experience, and scenography in texts and landscapes.

Reading assignments for 02/22

- Burckhardt, Annemarie and Lucius: "Strollology. A Minor Subject. In Conversation with Hans Ulrich Obrist (2000)." In: *Why is Landscape Beautiful? The Science of Strollology*, ed. by Markus Ritter & Martin Schmitz. Berlin, Basel, Boston: Birkhäuser (2015): 7-16.
- Burckhardt, Lucius: "On Movement And Vantage Points – The Strollologist's Experience (1999)." In: *Why is Landscape Beautiful? The Science of Strollology*, edited by Markus Ritter and Martin Schmitz. Berlin, Basel, Boston: Birkhäuser (2015): 295-309.

Joint class with MLA graduate students from Pratt Institute, Brooklyn

February 22, 9:30am-12:30pm (you will eventually have to leave earlier for studio. TBD)

Pratt Institute - Higgins Hall, Master of Landscape Architecture , Room 105

200 Willoughby Avenue · Higgins Hall North 1 Brooklyn, NY 11205

Course: ARCH 871 [Everything Change](#): The Future of Land-Based Learning,
Dr. Rosetta S. Elkin

Presentation by Dr. Freytag:

Lucius Burckhard's "Science of Walking," Horst Rittel's "Wicked Problems", and Bernard Lassus' "Minimal Interventions": What it Means When Design is Invisible

WEEK 7: TEN THESES ON LANDSCAPE ARCHITECTURE / TRANSPARENCY

Reading assignments for 02/26:

- Kienast, Dieter "Ten Thesis on Landscape Architecture." In: Anette Freytag, *The Landscapes of Dieter Kienast*, Zurich: Verlag gta (2021): 403-405.
[The entire book chapter incl. Annex is uploaded]
- Whiston Spirn, Ann: "The Granite Garden (1984)." In *Theory in Landscape Architecture. A Reader*, ed. by Simon Swaffield, Philadelphia: Penn Studies in Landscape Architecture (2002): 173-175.

Discussion on Zoom / Synchronous - no in person meeting (Dr. Freytag is traveling)

Reading assignments for 02/29:

Rowe, Colin, and Slutzky, Robert: "Transparency: Literal and Phenomenal." *Perspecta 8* (1963): 45-54.

Discussion on the text and lecture on Transparency in Architecture / Frank Lloyd Wright by Ana Maria Oliynyk

WEEK 8: TRANSPARENCY IN LANDSCAPE ARCHITECTURE AND THE RETURN TO FORM / DISCOVERING THE VERNACULAR

Reading assignments for 03/01:

- Keep fresh: Rowe, Colin, and Slutzky, Robert: "Transparency: Literal and Phenomenal." *Perspecta 8* (1963): 45-54.
- Freytag, Anette: "Back to Form: Landscape Architecture and Representation in Europe after the Sixties." In *Composite Landscapes. Photomontage and Landscape Architecture*, ed. by Charles Waldheim and Andrea Hansen, Boston: Isabella Stewart Gardner Museum (2014): 93-115.

Lecture: Transparency in Landscape Architecture and the Return to Form

Reading assignment for 03/07

- Jackson, John Brinckerhoff: "Concluding with Landscapes." In: *Discovering the Vernacular Landscape*. New Haven, London: Yale University Press (1984): 145-157
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J.B. Jackson and the Vernacular American Landscape

Discussing the text / the meaning of Landscape One, Landscape Two and Landscape Three. Watching together: **A Figure in the Landscape (1989)** (documentary).

You will better understand the experience as well as the planning rationale of your surrounding "vernacular" landscape. "Learning how to see the landscape" was J. B. Jackson's most important quest.

WEEK 9: SPRING BREAK

WEEK 10: DISCOVERING THE VERNACULAR II / WALKING IN SUBURBIA - CREATIVE PLACEMAKING

Week on Zoom, Dr. Freytag traveling

03/18 Dr. Freytag's research partners (AT/CH/DE) are invited to present their latest project: Dr. Anne Brand, spatial planner, Caspar Schärer, architect

Agglowandern. Warum Planung und Klimaschutz mehr Handlungs- und Erfahrungswissen brauchen (=Walking in Suburbia. Why planning and climate protection need more knowledge gained from practice and experience. A Manual) Zurich: Verlag Hochparterre (forthcoming)

03/21 Zoom lecture by Dr. Luis Gabriel Hilti: "Imagined territories: a real-world experiment in Liechtenstein"

Dr. Luis Hilti is a postdoctoral fellow at the University of Liechtenstein, Urban design & Spatial Development. He is also Teaching in the Advanced Studio Landscape Architecture. He will present his research an activism in participatory design and creative placemaking. He is the initiator of the Art Space "Engländerbau" and has contributed to the Biennale in Venice and to other exhibitions

WEEK 11: ORGANIZATION THEORIES MAGAZINE

03/23 CLASS MEETING BETWEEN STUDENTS - DISCUSSION OF THEORIES MAGAZINE

Design ideas, **organization of the publication, who will do what?**

(creative design team, text editing team, layout team, proof reading team, communications team) Dr. Freytag traveling

03/29: CHECK-IN on the program and deliverables of the last 4.5 weeks of classes: Theories magazine, own oral presentations; Students present their ideas and questions

WEEK 12 & 13: LANDSCAPE URBANISM

04/01, 04/04, 04/08, 04/11 AND FIELD TRIP ON 04/13 (Saturday) - 6 students

Reading assignments for the two weeks

- Waldheim, Charles: "Is Landscape Urbanism?" In *Is Landscape...? Essays on the Identity of Landscape*, ed. by Gareth Doherty and Charles Waldheim, London/New York: Routledge (2006): 162-189
- Waldheim, Charles: "Claiming Landscape as Urbanism." In *Landscape as Urbanism. A General Theory*. Princeton/Oxford: Princeton Architectural Press (2016): 13-29
- Waldheim, Charles: "Thinking Landscape as Urbanism." In *Thinking the Contemporary Landscape*, ed. by Christophe Girot and Dora Imhoff, Princeton/New York: Princeton Architectural Press (2017): 86-102

Lectures on the work of

- **F L Olmsted & Calvert Vaux- History on which Waldheim builds**
- **OMA - Office of Metropolitan Architecture (Rem Koolhaas/Parc de La Villette)**
- **James Corner**
- **Michael Van Valkenburgh**
- **Kongjan Yu (Turenscape)**
- **West 8 (Adriaan Geuze)**

WEEK 14: LANDSCAPE THEORY/PRACTICE MAGAZINE NOW / ECOLOGICAL URBANISM

04/15: Class visit of Zas Brezar, editor-in-chief of LANDEZINE (Landscape Architecture Platform / LILA Awards)

Landezine is based in Ljubljana, Slovenia and has become one of the most influential platforms to presenting current trends and projects in landscape architecture. The platform also runs the LILA Design Awards. The editor-in-chief, Zas Brezar, is on a residency fellowship in New York and has agreed to come to the class to present the work of Landezine and to discuss your ideas.

04/18: Group work on the magazine

Dr. Freytag at the SAH (Society of Architectural Historians) Conference

WEEK 15: ECOLOGICAL URBANISM / PLANNING-REGIONAL SCALE

04/22: Ecological Urbanism

Reading assignments

- Waldheim, Charles: "Conclusion: From Landscape to Ecology." In *Landscape as Urbanism. A General Theory*. Princeton/Oxford: Princeton Architectural Press (2016): 177-195
- Lister, Nina Marie: "Is Landscape Ecology?" In *Is Landscape...? Essays on the Identity of Landscape*, ed. by Gareth Doherty and Charles Waldheim, London/New York: Routledge (2016): 115-137

Presentation on work of the offices

- HNTB MVVA
- ZJA Zwartz & Jansma Architects

04/26: Landscape Planning - Large and Regional Scale

Reading assignment

- Steiner, Frederick: "Is Landscape Planning?" In *Is Landscape...? Essays on the Identity of Landscape*, ed. by Gareth Doherty and Charles Waldheim, London/New York: Routledge (2016): 138-161

Presentation on work of

- Ian Mc Harg
- Dlandstudio
- Turenscape (Kongjan Yu)

WEEK 16: LANDSCAPE AS EXPANDED FIELD

04/26 Landscape as expanded field

Reading assignment

- Meyer, Elizabeth: "The Expanded Field of Landscape Architecture (1997)." In *Theory in Landscape Architecture. A Reader*, ed. by Simon Swaffield, Philadelphia: Penn Studies in Landscape Architecture (2002): 167-170.
- **Work of Kathryn Gustafson**

ADDITIONAL RESOURCES

ACADEMIC INTEGRITY

Plagiarism is a major offense at Rutgers University. You are responsible for understanding the academic integrity policy and following these principles. 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. The complete academic integrity policy can be found here: <http://academicintegrity.rutgers.edu/>.

The principles described on this website forbid plagiarism and require that every Rutgers University 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 unsanctioned materials or unsanctioned collaboration.
- 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.

Violations of academic integrity will be treated in accordance with university policy, and sanctions for violations may range from no credit for the assignment, to a failing course grade to (for the most severe violations) dismissal from the university.

THE CLASSROOM ENVIRONMENT

Classroom Citizenship

All members of the Rutgers University community are expected to conduct themselves in a manner that reflects our shared commitment to the university as a site of learning, open inquiry, and respect for intellectual, cultural, and personal differences. All voices in this classroom are important, and it is incumbent upon all of us to acknowledge and honor the variety of perspectives, experiences, and backgrounds that we bring to our work together. I will do my best to set a positive tone in the classroom, but if you have any concerns or become aware of problems, please don't hesitate to reach out to me. You must also familiarize yourself with—and abide by—the university's Policy on Student Conduct.

Inclusion and Anti-Discrimination

All teachers and guest lecturers in this class strive to foster a safe, secure, and supportive learning environment for all students. To this end, we recognize that the space of inclusion and trust is predicated on a community that is anti-racist, anti-sexist, anti-homophobic, anti-transphobic, non-ableist, non-ageist, and is reverent to different religious beliefs and practices. We strive to establish expectations for care, respect, and compassion in all our activities as a class community. As Rutgers schools with students, faculty, and staff from

different states, countries, racial and ethnic backgrounds, religions, and gender identities, as well as first-generation college students, veterans, and those with diverse learning styles, we at SEBS, Mason Gross, and SAS are in a unique and privileged position to be inspired, challenged, and transformed by and through our differences. Your voice, your safety, and your experience both in and out of this classroom matter and are deeply valued.

We all have different experiences and literacies that inform who we are and that contribute to our academic and creative work. We all have room to grow to deepen our commitment to equity and care. Our attitude towards navigating these differences should be one of engagement, curiosity, openness, honesty, and the ability to listen.

Concerning latest tension on campus, there is useful information at the university level ([Reject Hate](#)), from SEBS ([DEI at SEBS/NJAES](#)) and for students ([Diversity Peer Educators](#)). We believe that to be meaningful and specific. In the landscape architecture program, we strive to go beyond that and bring together faculty, the LA undergrad and grad clubs, and students for a series of workshops to develop a common agreement on how to deal with speech at Blake.

Names and Pronouns

If you use a name and/or gender pronoun that is not indicated on the class roster, or if it changes over the course of the semester, please let me know. If I make an error in addressing you, please correct me.

Land Acknowledgment

We acknowledge that the land on which we stand is the ancestral territory of the Lenape People.

We pay respect to Indigenous people throughout the Lenape diaspora—past, present, and future—and honor those that have been historically and systemically disenfranchised. We also acknowledge that Rutgers University, like New Jersey and the United States as a nation, was founded upon the exclusions and erasures of Indigenous peoples.

(<https://diversity.rutgers.edu/honor-native-land>)

Technology

You may use a laptop or other device that enables you to take efficient notes. However, you may not use that device in a way that distracts either your peers or the instructor. If you are using devices to watch videos, write e-mails, send text messages, or surf the web, you will be asked to leave class.

Academic Integrity

Academic integrity is the foundation of all scholarly inquiry; this means producing our own work independently, honestly, and fairly, and giving credit to others upon whose work we draw. As participants in this learning community, we must all agree to abide by this core principle. All students are responsible for understanding Rutgers University's policy on academic integrity (<http://academicintegrity.rutgers.edu>), including the range of consequences and disciplinary actions that result from violation of the policy. It is essential

that we cite all sources; resources to learn this skill are available through the Purdue OWL website, among many others. If you have questions about when to cite, please ask! And please know that it is always better to provide too many citations rather than too few. I have a zero-tolerance policy for violations of academic integrity and refer all violations to the Office of Student Conduct (<https://studentconduct.rutgers.edu>).

PLEASE ASK FOR HELP IF YOU NEED IT

Contact Us

As your instructors, we are committed to helping you succeed in this course and in your studies at the university. We encourage you to contact us or drop by office hours if you are encountering obstacles to your academic success or personal welfare. In accordance with university policy, please contact us through your Rutgers email account.

We are providing these links in case they are helpful to you:

Covid-19 information: <https://coronavirus.rutgers.edu>

Rutgers Learning Centers: Services include tutoring, assistance with writing, strategizing for schoolwork and stress management, and workshops to prepare for exams, among others. <https://rlc.rutgers.edu>

Rutgers Writing Program: Services, tutoring, and courses to assist with writing. <http://wp.rutgers.edu>.

Assistance for English Language Learners: <https://wp.rutgers.edu/special-programs/reli>.

Counseling, ADAP & Psychiatric Services (CAPS): <http://health.rutgers.edu/medical-counseling-services/counseling/> or (848) 932-7884. CAPS provides counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professionals within Rutgers Health Services. CAPS services include individual and group therapy, workshops, crisis intervention, referral to specialists, and consultation and collaboration with campus partners.

Violence Prevention and Victim Assistance: www.vpva.rutgers.edu/ or (848) 932-1181. This office provides confidential crisis intervention, counseling, and advocacy for victims of sexual and relationship violence and stalking to students, faculty, and staff.

Reject Hate: <https://diversity.rutgers.edu/reject-hate>

DEI at SEBS/NJAES: <https://execdeanagriculture.rutgers.edu/diversity-equity-inclusion/>

Disability Services: <https://ods.rutgers.edu/> or (848) 445-6800. (See the suggested disability statement above.)

Scarlet Listeners: <https://rutgers.campuslabs.com/engage/organization/scarletlisteners> or (732) 247-5555. Free and confidential peer counseling and referral hotline.

Report a Concern: <http://health.rutgers.edu/do-something-to-help/>

Speak Up Bias Prevention Campaign: <https://diversity.rutgers.edu/speakup>

Report a bias incident: <http://inclusion.rutgers.edu/report-bias-incident/>

Basic Needs Security: Any student who has difficulty affording groceries or accessing sufficient food, or who lacks a safe and stable place to live, and believes this may affect their performance in this course, is urged to contact the Dean of Students (<http://deanofstudents.rutgers.edu>; deanofstudents@echo.rutgers.edu) for support.

Office of the Dean of Students: <http://deanofstudents.rutgers.edu>; deanofstudents@echo.rutgers.edu. This office provides resources to assist all students at Rutgers in navigating the university.

Rutgers Student Food Pantry: <http://ruoffcampus.rutgers.edu/food/>; ruoffcampus@echo.rutgers.edu.