

JEDI Committee Report: Autumn 2022 Update

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with contributions from Ken Yocom, Catherine De Almeida, Julie Parrett, and Jeff Hou

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Introduction

The purpose of this report is to summarize the University of Washington Landscape Architecture (UWLA) department's social justice efforts over the course of the 2021-22 academic year. This report also seeks to continue documenting such efforts in response to the [Equity and Justice Task Force Recommendations](#) first published two years ago in Summer 2020 by UWLA students, alumni, and local professionals. This is the second of three follow-up reports requested by department chair Ken Yocom in monitoring our accountability around equity and justice issues within the department's community. While [last year's Autumn 2021 update](#) took the form of direct responses to specific items in the original report, this year's approach seeks to bring a more holistic narrative around departmental efforts. It also sets a precedent for regular reporting of such activities by the UWLA Justice, Equity, Diversity and Inclusion (JEDI) committee.

UWLA's 2021-22 JEDI committee was made up of students, staff and faculty. While the committee requires one faculty (Professor Lynne Manzo), one staff (BLA Program Adviser Jennie Li), and one student (UWASLA JEDI Chair Ginger Plaster, BLA 2022), the open call for committee members in Autumn 2022 resulted in two more student members: Kat Golladay (CBE Diversity Council student representative in 2021-22, and 2022-23 administrative support staff, MLA 2024), and Malka Hoffman (MLA 2024, active during Autumn and Spring quarters 2021-22). The JEDI committee met all three quarters for weekly hour-long meetings, in addition to a few extra event-related planning meetings.

The following sections of this report will include an overview of the College of Built Environment (CBE)'s Diversity Council, followed by updates around the three core areas first identified in the original Equity and Justice Task Force Recommendations, which are Communications and Outreach, Curriculum, and Departmental Culture. Within those overarching topics, some key departmental actions that we will discuss include youth outreach activities as well as the all-department Spring 2022 JEDI Jam event.

CBE Diversity Council

In April, 2021 Dean Renee Cheng appointed Lynne Manzo (Professor, Dept of Landscape Architecture) and Laura Barrera (Assistant Director of Advancement Services for the College) as Co-chairs of the CBE Diversity Council. The Diversity Council has 19 members, representing students, staff and faculty across all five departments as well as non-departmental offices (e.g. CBE Computing). In addition to having the Department represented by MLA student Mingrui (Ray) Jia, last year's student representative, Katrina Golladay, is now serving as the administrative support staff member to the Diversity Council co-chairs and helps oversee the broader operations of the Diversity Council as a whole.

Under Diversity Council leadership, the College has launched several new initiatives. These include: (1) the launch of college-wide student affinity groups (there is now a new CBE Filipino Student Affinity Group); (2) EDI events during the college-wide new student orientation days; (3) EDIfy Movie Night, showing films that focus on issues of diversity, equity and justice; (4) regular communications about EDI events and observances (e.g. Indigenous People’s Day, Black history month, etc.). The Diversity Council is also spearheading the writing of an EDI Strategic Plan for the College. A first draft of this will be released in the Spring of 2023 at which time there will be an open comment period and subsequent refinement of the Plan.

Communications and Outreach

This section of the report relays the JEDI committee’s communication approach and actions, as well as department outreach activities as related to social justice efforts identified in the Equity and Justice Task Force Recommendation. Related outreach activities taken within the department as a whole included a year’s worth of youth-outreach projects implemented by students and staff, a breadth of interdisciplinary research and teaching collaborations undertaken by faculty, and renewed commitments to engaging the department’s Professional Advisory Council (PAC), particularly the PAC JEDI Committee at a more granular level of planning.

JEDI Initiatives Plan

During Autumn 2021, JEDI committee member Ginger Plaster (BLA 2022) drew upon her past experience in marketing to draft an EDI specific Communications Plan, which we have renamed as “JEDI Initiatives” to more accurately represent the scope of actions encompassed within this document (see Appendix A). This plan directly reflects actionable items first identified in the Equity and Justice Task Force Recommendations and starts to propose implementation timelines as well as identifying target audiences, communication format, and parties responsible for each update. While the list of items and actions is ultimately more aspirational than thoroughly implementable at this stage given limited resources and budget, the JEDI committee used this document as a stepping stone for identifying projects and implementing its agenda, and revisited this document again at the beginning of the 2022-23 academic school year. Most notably, we committed to a quarterly newsletter focused on gathering and celebrating on-going JEDI efforts within the department, which is sent out through email listservs, and also published on the sidebar of [JEDI-related pages](#) of the department website.

Youth Outreach Programming

A particular accomplishment we sought to highlight this year was the implementation of our youth outreach program. The bulk of this project was led by UWASLA Youth Outreach Chair, Maria Arevalo-Martinez (BLA 2023), as a result of being awarded a Diversity and Inclusion seed grant from the UW Office of Minority Affairs & Diversity in Spring 2021. Maria, along with substantial support from other students in the department and the College of Built Environment, carried out extensive lesson plans for two different cohorts of middle-school and high-school aged students interacting with just under 150 youth from south Seattle. We provided progress updates in our quarterly newsletters, with a [final project report](#) submitted to the UW Diversity Council staff in Summer 2022. As a result of this project’s success, as well as dovetailed efforts by the CBE, a continuation of the youth outreach program

for 2022-23 is being funded by the departments of Landscape Architecture and Urban Design and Planning. Funding proposals to continue beyond this year are currently in development, in collaboration with the CBE Office of Student Services as well as the Architecture department.

Additionally, department staff Jennie Li undertook and co-planned two consecutive hour-long lectures and related post-session activities for TRIO's Upward Bound program at UW this summer, interacting with around 100 high-school students who would be first-generation college students. Lesson content focused on environmental justice and the built environments, landscape architecture and the field's role in design justice and activism, as well as transportation planning and mobility justice, the latter of which was developed by Planning in Color member and Seattle Department of Transportation Planner Belen Herrera.

Interdisciplinary Research & Teaching Collaborations

Full time faculty members are committed to furthering JEDI culture and work through interdisciplinary research and teaching collaborations. Below is a summary of projects that were engaged/initiated in 2021-22.

- I. **Just Circular Communities Project.** Assistant Professor Catherine De Almeida began building relationships and partnerships with the Duwamish Valley Sustainability Association and Sustainable Seattle to support the development of and visioning for a just circular community in South Park, Seattle. Beginning with supporting the siting of an anaerobic biodigester (see LARCH 503 Studio), Catherine is applying to more grant funding to support their efforts and will be co-teaching a BE Studio in Spring 2023 with Associate Professor Gundula Proksch (Architecture) that will explore how South Park can serve as a model for developing a just circular economy that supports frontline communities.
- II. **Artificial Turf in Low-Income Communities.** Assistant Professor Catherine De Almeida, with Associate Professor Rebecca Neumann (CEE), Associate Professor David Butman (SEFS), and Associate Professor Berry Brosi (Biology), in partnership with the Seattle-based interdisciplinary firm Mithun, received a 2022-23 Urban@UW Spark Grant to study the short and long-term effects and multi-scalar impacts of artificial turf in built environments. Catherine is working with four MLA students on a group capstone project to document the lifecycle of artificial turf, use landscape performance research methods and metrics to evaluate the material in built environments, and explore alternative materials and assemblies for a variety of uses and applications.
- III. **Coastal Adaptations Collaboration with the Shoalwater Bay Tribe.** Professor Lynne Manzo, along with Dan Abramson (Urban Design and Planning) and Julie Kriegh (Architecture, Construction Management) received a UW Earthlab research grant to work with the Shoalwater Bay Tribe in Tokeland, Washington to develop culturally responsive design and planning strategies for the Tribe's expansion from the tidal lowlands to the forested uplands in response to sea level rise and tsunami risk. This project includes teaching an advanced interdisciplinary studio (Landscape Architecture, Urban Design & Planning, Architecture) in the Autumn of 2022. Both the research project and the studio fundamentally address issues of justice in supporting

an indigenous community to reinhabit their ancestral lands by using both traditional ecological knowledge and technical innovations in design and planning including the use of carbon storing materials, design for disassembly along with the tribes traditional seven generations framework.

- IV. **Equity Frameworks:** Associate Professor Ken Yocom and Adjunct Associate Professor Rachel Berney (primary appointment in Urban Design and Planning) have collaborated on a project with Washington State Parks (PARKS) to research and develop an operative framework for integrating equity into the into the biennial fiscal decision-making process for the agency. The project employs two students (PhD and Masters level) to assist with the work and has, to this point, provided PARKS with a deep evaluation of the strategies in development and employed by other public land management agencies across the U.S., interviews of key stakeholders, and are in the early stages of developing alternatives.
- V. **Living Exhibits:** Associate Professor Ken Yocom is working in collaboration with the Burke Museum of Natural and Cultural History (Burke), design firm GGN, Oxbow Nursery, and University of Washington Grounds to manage and maintain a designed camas meadow at the Burke to develop strategies that are culturally responsive, ecologically sound, and efficient from a labor perspective. This ongoing project is funded by the Campus Sustainability Fund and is supported by student researchers from the landscape architecture department who monitor the establishment and evolution of the plant community while further organizing public volunteer care events and presentations.
- VI. **Virtual Experiences with the Duwamish Tribe; “Weaving Realities”:** Lead by students Jude Brown (BLA + MUP) and Erin Irby (MLA), Assistant Professor Catherine De Almeida supported their efforts to develop “Weaving Realities,” an immersive educational experience focused on past, present, and future narratives of the Duwamish River Valley, developed in partnership with Duwamish Tribal Services. It is a mobile-based application (app) that invites users to experience the cultural and ecological legacies of the lower Duwamish River Valley, with a focus on Duwamish storytelling and placemaking. The project was supported by UW’s Living Landscape Incubator Grant. Over the course of the Living Landscapes Incubator grant period, the Weaving Realities team collaborated with graduate students from the Human Centered Design and Engineering department at UW to develop a prototype, winning the Department’s Community Equity Award for their capstone project.
- VII. **Urban Forest Preservation on Beacon Hill:** Associate Teaching Professor Julie Parrett is working in collaboration with the Beacon Hill Council to preserve a parcel of land in the East Duwamish Greenbelt. The project focuses on environmental and social justice goals to preserve the landscape as filtration from road and aircraft air and noise pollution; honor the Duwamish ancestors and descendants; honor Beacon Hill’s industrial role in the development of Seattle; and provide passive recreation opportunities for residents of Beacon Hill. The Beacon Hill community is predominantly composed of BIPOC and immigrant/refugee residents. The project is supported by UW’s Living Landscapes Incubator Grant. Initial work included collaboration with faculty and students in the College of Built Environments, College of the Environment, and the School of Public Health as well as local organizations working in Beacon Hill. In particular, she worked with graduate students Erynne van Zee, Erin Irby and Stephanie Roh on their capstone project with community advocacy group Reconnect South Park to develop a 3D model as well as

a handbook of community engagement activities for all ages that would help Reconnect South Park facilitate discussions within the community around the future of the neighborhood. The students pursued and were granted funding for this project from both the CBE Dean's Office as well as the City of Seattle.

- VIII. Community Design and Civic Engagement:** Prof. Jeff Hou continued to collaborate with researchers and educators on practices of community design and civic engagement across the Pacific Rim most recently through the APRU (Association of Pacific Rim Universities) Sustainable Cities and Landscapes Hub. Hou led a working group as part of the Hub's annual conference, hosted this year by the University of Hawai'i at Manoa with participation by faculty and students from Canada, Japan, Korea, Nepal, Singapore, Taiwan, Thailand, and the United States. In collaboration with colleagues in architecture and urban planning from Singapore and Korea, a new edited volume titled "Emerging Civic Urbanisms in Asia: Hong Kong, Seoul, Singapore, and Taipei beyond Urbanization" was published by Amsterdam University Press with support from International Institute for Asian Studies.

PAC Collaboration

Lastly, the department has tried to highlight and better facilitate collaborations with the PAC JEDI Committee. In AY 2021-22, we launched an Ask the Pac MStTeams channel to better connect students directly with PAC members, as well as continue to host PAC-developed student facing events. The JEDI Committee also reached out to the PAC JEDI subcommittee to collaborate on the department's Spring JEDI Jam event, and have established regular monthly standing invitations to future JEDI Committee meetings.

Curriculum

Both full-time and part-time faculty have endeavored to broaden the curriculum to address issues of justice, equity, diversity and inclusion in their courses. A number of courses have been updated, several of which are described below.

- I. **LA 300 Introduction to Landscape Architecture Studio:** This course has evolved to take an expanded approach to site layout and design beyond Kevin Lynch and Catherine Dee to multiple perspectives and ways of knowing. Students explore techniques in site layout that now include directionality, spirituality, deep time, cultural traditions, and reading nature. This has led to rich discussions and provides diverse students with the confidence that their views and perspectives have a place in design.
- II. **LA 322 Intro to Planting Design, LA 502 Advanced Studio, LA 474 Professional Practice:** In the past two years, department lecturer Kristina Park, has taught the above courses and has shifted the syllabi and course materials to include language that addresses "Creating a Supportive and Anti-Racist Learning Environment." At the beginning of each quarter, time is allocated to review this language as a class to discuss this approach to communication and learning as a student/teaching team. Providing this discussion on the first day of class and including this language in the syllabus has helped to foster an inclusive teaching and learning environment

(see Appendix B for sample syllabus from LA322 for more information on the specific language, p.3).

- III. **LA 361 Human Experience of Place:** This undergraduate lecture class, open to all majors, continues to investigate different paradigms and visions of cities, contested meanings and understandings of urban space, the social and political processes of placemaking, and the everyday experiences and imaginaries." In addition to the overall framing of the course, specific sessions have a JEDI focus. The session on Transcultural Cities focuses on cultural diversity and multiplicities in urban places. The session on Engaging Multiple Publics focuses on methods of engaging underserved minorities in placemaking. Other sessions including Citizen Design and Community-Driven Placemaking also included cases with JEDI themes or components.
- IV. **LA 402 Urban Sites:** In this studio taught by Assistant Professor Catherine De Almeida, students consider what belonging means in the context of marginal urban landscapes. Students identified marginalized communities for whom they designed public landscapes as they developed visual and verbal narratives for these places.
- V. **LA 432 Materials, Craft, and Construction:** The course, taught by Assistant Professor Catherine De Almeida, begins with a critical discussion of materials extraction and disposal, facilitated by watching a documentary that is paired with a reading by Jane Mah Hutton. Students reflect on who is harmed by material practices that the LA practice relies on early in the quarter, and is a reference point throughout the quarter as students explore and consider the lifecycles of materials, sustainability and landscape performance, and landscape labor in the context of materials and construction. This year, I hope to include field trips to material manufacturing facilities in order for students to experience firsthand the hidden labor, work, and processes involved in landscape making.
- VI. **LA 498 Therapeutic Design:** This special topic seminar in therapeutic design offered in the AY 2021-22 by Affiliate Associate Professor Amy Wagenfeld, covered DEI (and Justice) in one of its weekly modules. Students identified newsworthy items that pertained to DEI and justice and design, and co-facilitated a class discussion on the articles. The course had a guest speaker (Kaleb Germinaro) who discussed his work, which focuses on understanding community and individual mental health for BBI communities and how it relates to spaces/locations in their communities they relate to or consider safe. During this module on diversity, equity and justice, students also completed a hands-on reflective activity called The 4th Box. This activity invites participants to think beyond equality and equity into liberation and their own conceptualization of what DEI and justice represents to them. The required readings and podcast for this particular course module focused on various aspects of DEI and justice.
- VII. **LA 503 Advanced Studio:** In this studio, students, guided by Assistant Professor Catherine De Almeida, partnered with the Duwamish Valley Sustainability Association, a community-based organization in South Park, Seattle. South Park is a racially and ethnically diverse frontline community that resides within a Superfund site. Students documented the harms caused by waste mismanagement in the Duwamish Valley, and explored the potentials for a just circular neighborhood as part of their proposals.
- VIII. **LA 561 Human Experience of Place:** This course continues to look at people-place relationships through the lens of socio-spatial justice. Topics include the politics of belonging, environmental

justice, green gentrification and displacement, contested identities, meanings and uses of public space and grassroots design activism.

- IX. **LA 598 Design Justice:** In Spring of 2021, Professor Manzo taught this graduate level special topics seminar focused on design justice. Design justice is about a new kind of engagement between design and the world as a means to construct alternative visions for a new, more inclusive future. It examined ways in which the placemaking professions can diverge from their legacies of oppression and become, instead, tools for liberation. More specifically, this seminar explored ways in which diversity, power, and marginalization play out spatially, the implications of these dynamics on design and placemaking, and the creative responses of designers and citizens to claim, design and use space as resistance to oppression (see Appendix C for course flyer).

Departmental Culture

New Faculty Hire

In the 2021-22 academic year, the department took part in a college-wide search for five new faculty who could be leaders in innovation and interdisciplinary research and teaching. The department engaged the CBE Diversity Council in developing the set of criteria for all applicants so that diversity would be prioritized in the hiring process. This included requiring an EDI Statement so that applicants could articulate the ways that they address diversity, equity, inclusion and social justice in their research and teaching.

As a result of this process, the department hired Assistant Professor Celina Balderas Guzmán. Professor Balderas Guzmán works across environmental planning, design, and science on a diverse set of research projects broadly focused on water flows, particularly coastal climate adaptation, urban stormwater, and green infrastructure. In adaptation, Celina studies how shoreline strategies for sea level rise could shift socio-ecological vulnerabilities at a regional scale in the future. Specifically, she uses ecological modeling to examine the impacts of future shoreline hardening/softening on coastal wetlands and the communities that depend on them for coastal protection. By documenting these interactions, Celina's research contributes to greater effectiveness in adaptation to sea level rise at a regional scale.

BIPOC Teaching Mentorship Program

In the academic year 2021-2022 the department initiated a pilot program to encourage and support the mentorship of BIPOC professionals interested in teaching within the discipline of landscape architecture and allied fields. The program sought recommendations from professional and academic colleagues and recruited individuals to join with experienced educators in the department in a mentor/mentee capacity to learn strategies, approaches, and techniques for developing, conducting, and evaluating teaching. Over the course of the year the department hired, as temporary lecturers, 7 emerging professionals who identify as persons of color in 9 courses. The pilot program produced many benefits. At the end of the term they were teaching the individuals hired met with the Chair to discuss their experience and their comments were largely positive though many did recognize the challenges of teaching especially while maintaining employment elsewhere. Further comments from students were highly supportive not only in the opportunity to receive education across a wider array of lived experiences and professional

perspectives, but also in learning from professionals who had graduated with their professional degrees in the past 10 years.

While generally deemed a success there were administrative challenges, in large part related to budget. Hiring extra instructors to teach courses that would normally be taught by a single individual was a significant draw on the departmental budget, and acting as a role of mentor required a significant commitment from the experienced educators on top of their established teaching responsibilities. In response to all this feedback the department is continuing with the program but has downscaled and adjusted. At this point, the department has offered teaching opportunities for the academic year 2022-2023 to 4 emerging professionals who identify as persons of color though more may be added as the year progresses. Three are continuing from the previous year with one taking on the primary responsibilities of teaching a class with close oversight and mentorship from the Department Chair.

JEDI Jam Event

“On Monday, April 18, 2022, the Department of Landscape Architecture held its first in-person department event since the start of the pandemic! The initiative for this event was to provide a space where the department’s community could generate open-ended ideas to help guide future thinking about issues of justice, equity, diversity and inclusion without the constraints associated with a mandate for implementation.”

Follow [this link](#) for a full report of the event, documentation, and analysis of community responses, which can also be found under the “Department Accountability and Actions” tab of the [JEDI page on our website](#).

Student Affinity Group

The College’s Diversity Council has a working group component, one of which is a group focused on the Support of Student Affinity Groups that works closely with the Office of Student Affairs. These entities aim to facilitate, but not lead, the forming and sustaining of affinity groups that are created along students’ shared identities. The department has been engaged with these efforts through faculty and student leadership. As Co-chair and L Arch faculty representative of the Diversity Council, Professor Lynne Manzo has been directly involved with this inclusivity work. The 2021-2022 diversity council student representative for the department, Kat Golladay, served on the council’s Support of Student Affinity working group, co-organized quarterly lunches for BIPOC students across the college, and serves as the UWASLA JEDI Officer for the 2022-2023 academic term where she will encourage students to engage with JEDI efforts at both the department and college levels. UWASLA, a quasi-affinity group housed in the department and led by students, serves as a fountain of connections to resources and services for all landscape architecture students. One facet of UWASLA, among others, includes opportunities to support the work of the department’s JEDI Committee.

Student Recruitment

For the first time, the department was able to offer a recruitment scholarship for underrepresented students to a transfer applicant to the BLA program. This offer also sets a precedent for the College of

Built Environment to engage and invest in undergraduate students from non-traditional backgrounds and diversify the student body.

APPENDIX A

UW//LA JEDI Initiatives

Activities/Actions	Audience	Goals	Schedule	Format	Responsibility
L ARCH JEDI Task Force Recommendations	CBE/L ARCH Faculty, Students	Articulate L ARCH Dept strategy, goals and action items around JEDI initiative	Publish once finalized, Fall 2021 <i>*Completed</i>	Plan document (JEDI Task Force Recommendations)	L ARCH Dept Chair, Faculty, JEDI Committees
L ARCH Dept. Web Site - JEDI Page	CBE/L ARCH Faculty, Students, Prospective Students	Provide overview of L ARCH Dept JEDI initiative, links to resources, scholarship information, etc.	Review and update each fall or as needed	Web site	L ARCH JEDI Committee
UWASLA JEDI Page	CBE/L ARCH Faculty, Students, Prospective Students	L ARCH student focused site for JEDI information, news, events, resources, contacts, etc.	<ul style="list-style-type: none"> Update each fall or as needed Regular updates with JEDI related materials & communications 	Web site	UWASLA JEDI Representative
L ARCH Teams JEDI Channel	L ARCH Faculty, Students	<ul style="list-style-type: none"> Repository for JEDI materials Current/past communications all in one place Sub channels for sub groups and specific topics 	<ul style="list-style-type: none"> Regular updates with cc: of all JEDI related materials & communications Updates to sub channels as needed 	L ARCH MS Teams	L ARCH JEDI Committee
L ARCH Dept. JEDI Bulletin Board	CBE/L ARCH Faculty, Students	Communicate JEDI strategy and goals, direct to additional resources	Fall 2021	Poster(s)	L ARCH JEDI Committee

L ARCH JEDI Quarterly Update	L ARCH Faculty, Students	<p>Potential Topics:</p> <ul style="list-style-type: none"> • Progress on Task Force action items • Profiles in Diversity: Feature BIPOC faculty or professionals speaking to experience in field, relevant topics • Highlight JEDI related updates to curriculum • Updates on recruiting efforts, youth outreach, and community projects • Promote JEDI speakers and events at UW, WASLA, other public venues • JEDI quarterly book club topic & discussion • Selected links to JEDI articles, webinars, other useful resources 	First month of each quarter	Email, post to Teams, web site	L ARCH JEDI Committee
CBE/L ARCH Faculty JEDI Training	L ARCH Faculty	Training for faculty members on JEDI related topics, incorporating into classes	Ongoing - TBD	TBD	CBE Dean, L ARCH Dept Chair
L ARCH Student JEDI Training	L ARCH Students	Training on JEDI related topics	<ul style="list-style-type: none"> • Current students - TBD for 2021/22 • Part of L ARCH Orientation starting Fall 2022 	TBD	L ARCH Dept Chair, JEDI & Orientation Committees

L ARCH Student JEDI Survey	L ARCH Faculty, Students	Solicit feedback on JEDI related areas of interest / concern / opportunity	<ul style="list-style-type: none"> • Current students - Winter 2021 • Annually in Fall Quarter going forward 	Web Survey	L ARCH JEDI Committee
L ARCH Syllabus Talks	L ARCH Faculty, Students	Meetings with students and faculty to discuss how specific syllabi can be more equitable and just, regarding course readings, objectives, topics, structure, etc.	Quarterly	TBD	L ARCH Faculty, JEDI Committee
L ARCH JEDI Special Topics Seminar	CBE/L ARCH Students	Potential one credit weekly seminar course covering JEDI related topics, similar format to UW Farm Lunch series and other special topic seminars	TBD	Seminar	L ARCH Faculty
L ARCH Book/Article Club	L ARCH Faculty, Students	Shorter-form article or longer-form book club that explores EDI issues and how they relate to the UWLA department (past discussions: Black Landscapes Matter, Addiction in Public Space, How To Be An Anti-racist, Disability and Landscape Architecture)	Quarterly	TBD	L ARCH JEDI Committee
L ARCH JEDI Speaker Series	CBE/L ARCH Faculty,	<ul style="list-style-type: none"> • Faculty and other professionals 	Quarterly, more often when	Meeting (in person, virtual,	L ARCH Faculty, JEDI

	Students	<p>speaking on JEDI topics</p> <ul style="list-style-type: none"> • Record and share in-class speakers on JEDI topics where permissible • Partner with CBE, other UW groups, WASLA, or other local community organizations as appropriate • Connect students to JEDI events outside of UW - ASLA, City of Seattle, etc. 	possible	recorded)	Committee
Youth Outreach	L ARCH Prospective Students	<ul style="list-style-type: none"> • Partner with CBE, UWASLA, other UW groups, WASLA, other organizations as appropriate • High schools • Relevant community youth programs • Related programs at community colleges • UW students yet to apply to department 	TBD	TBD	L ARCH Faculty, JEDI Committee, UWASLA
L ARCH JEDI Community Projects	L ARCH Faculty, Students	<ul style="list-style-type: none"> • Class design/build projects • Departmental project or work day with relevant community organization 	TBD	On site work day(s)	L ARCH Faculty, JEDI Committee, UWASLA

APPENDIX B

L ARCH 322 A Sp 22: Introduction To Designing with Living Materials

[Jump to Today](#) 

Intro to Design with Living Materials (Intro to Planting Design) | LA322 | Spring Quarter 2022

Dates and Times

Mondays: Asynchronous (we do not meet in person on Mondays). All assignments/coursework will be available by 11a on Mondays via the course modules.

Wednesdays: 11:30a - 12:50p synchronous discussion/peer-work sessions. Available in two formats:

Inperson: Meet in Paccar Hall Rm. 192 <https://www.washington.edu/classroom/PCAR+192>
(<https://www.washington.edu/classroom/PCAR+192>)

Zoom: <https://washington.zoom.us/j/92068511402> [.\(https://washington.zoom.us/j/92068511402\)](https://washington.zoom.us/j/92068511402) | Meeting ID 92068511402

Office Hours (Instructor or Student Assistant by appointment)

Course Instructor

Kristi M. Park, PLA, ASLA | kpark23@uw.edu (<mailto:kpark23@uw.edu>)

Student Assistant

Cyrus Deloye | cdeloye@uw.edu (<mailto:cdeloye@uw.edu>)

Important Links

Modules: weekly assignments and course materials: | <https://canvas.uw.edu/courses/1548124/modules>

MS Teams (for casual discussions/peer reviews): [MS Channel](#)
(<https://teams.microsoft.com/l/team/19%3aU04wuxuTJ9k60bnCa9BMG1FFasiK5BJv2AGVQuD7vVQ1%40thread.tacv2/conversations?groupId=93325dbf-ae81-4b60-957d-af4ec25de517&tenantId=f6b6dd5b-f02f-441a-99a0-162ac5060bd2>)

Google Drive Link: [Link](#) (https://drive.google.com/drive/folders/18d1-Hn0OtUZnTQT4LORIHFOL5T_L9sAf?usp=sharing)

Plant Resources: [0 Plant Reference Materials](#)

COURSE FORMAT

This course offers a hybrid learning opportunity. Monday's content will be delivered asynchronously. We will not meet as a class on Mondays. On Wednesdays, we will meet as a class synchronously. The Wednesday synchronous class will be available both in-person and online. However, students will be required to choose either an in-person or online format at the beginning of the quarter to accommodate the formation of discussion groups.

COURSE SUMMARY

As urban and rural areas accommodate an ever-growing population, we must reckon with harmful development patterns from the past and present. In this course, we will ask ourselves questions like, "How do we equitably balance human and ecological health?" We will explore questions such as this through an unsung heroic method: designing with living materials (aka. plants). This quarter, we will continuously jump between global and site-specific scales through weekly exercises, diagramming, sketching, and observations. As an introductory course, prior knowledge of plants, spatial relationships, drawing, design, or ecology is not required. However, a willingness to explore, discuss, exercise your imagination, think afresh, and work hard, is essential.

COURSE OBJECTIVES

- Develop observational and site analysis skills through field observation assignments

- Develop an appreciation for living materials by studying and observing urban ecological systems and plants.
- Understand design concepts and practice design creativity
- Increase familiarity with plants and their role in enhancing biodiversity
- Understand the basics of the design process & the implications of plants as living systems
- Foster a discovery of ecological literacy, natural systems & environmental stewardship

MATERIALS REQUIRED

- sketchbook (recommended size 6" x 8.25" or a size that you can easily/comfortable carry around)
- pencils and or other drawing tools
- fine point black sharpie pens (or other fine point black pens)
- digital camera/phone with a camera
- regular access to a laptop and wifi

COURSE MODULES

[1_Course Introduction and the Importance of Designing with Living Materials](#)

[2_Intro to Horticulture, Ethnobotany and Botany](#)

[3_Human Experience of Place](#)

[4_Urban Ecology + Landscape Typologies + Social Equity](#)

[5_Schematic Design - Site Layout](#)

[6_The Power of Living Materials to Create a Place](#)

[7_The compelling case for living systems in cities](#)

[8_Graphic Representation and Schematic Planting Design](#)

[9_10_Design Workshops](#)

COURSE EXPECTATIONS

<https://www.washington.edu/coronavirus/> **PARTICIPATION**

Students are strongly encouraged to participate in synchronous discussion sessions, keep up with assigned readings/media/pre-recorded lectures, turn in assignments on time, and actively engage in outdoor assignments. Each week, your group will appoint a discussion leader to take notes and ask questions to their groups to facilitate discussion. Leading your group 1 - 2 times through the quarter is a portion of your participation grade.

Participation and timely completion of assignments are essential to learning and developing your planting design skills, reflected in your grade. Students will be encouraged to challenge themselves to question their own and others' design processes, approaches and responses, interpretation of sites, systems, theories and data, and graphic and other communication media choices.

FIELD OBSERVATIONS

Going outside and observing the natural world around you is an integral part of the learning experience for this course. When tasked with field observation, go outside and sketch! Take photos, try to absorb, and record everything you notice.

ASSIGNMENTS

Each assignment must be turned on on time and be thoroughly completed.

FINAL ASSIGNMENTS

The final assignment will build on the content learned in this course but is not a traditional exam or paper. You will be using skills gained in this course to create a graphic planting design for a specific site.

EVALUATION & GRADING

This course is a credit/no-credit class. This class's successful completion will include achieving a satisfactory level of effort to pass each quiz and assignment. To receive credit for this course, you will need a minimum of 75 points. At the mid-point of the quarter, any students not meeting expectations will be notified about such concerns and strategies for improving their performance.

Participation	20 points
Field Observations	20 points
Assignments	40 points
<u>Final Assignment</u>	<u>20 points</u>
Course Total	100 points

LATE ASSIGNMENTS

Assignments turned in late without prior arrangements with faculty will be marked down 1/2 point per day. Please notify the instructor before the deadline if a life event or other reasons necessitate an assignment's tardiness. We can't stress this directive enough; communicate with us.

CREATING A SUPPORTIVE AND ANTI-RACIST LEARNING ENVIRONMENT

We support naming racism or offensive conversations or acts when they occur. We will do everything to create an anti-racist and supportive learning environment as an educational team. As students, we hope you feel empowered to stop a conversation and say, "This is a racist statement/reading/discussion/ lesson (etc.)." If you feel uncomfortable talking with the whole group or your educational team right on the spot, that is ok - please reach out to us privately, and we will figure out the next steps to support your ability to learn in an anti-racist and supportive environment

A few ideas as a participant in a supportive and anti-racist course:

- Reflect on the conversational dynamics of the group. Every group member has a role in facilitating an equitable dialogue by asking for feedback and encouraging everyone to participate. If you find that you are speaking a lot and potentially excluding others from participating, make space for others to join the conversation.
- If you feel uncomfortable with confrontation during class, if/when an offensive or racist topic comes up, feel free to reach out to us or offer indirect comments during class such as "that statement felt uncomfortable, can you tell me more about why you said that?" (as an example).
- Try to gauge a room - if you sense the room shift, ask for help from the instructor/student assistants. Ask for feedback, or offer a follow-up statement. Perhaps you, we, or I (the instructor) said something unintentionally or even unknowingly racist or offensive. As a learning community, we encourage a commitment towards offering an apology, pausing for discussion, and/or planning a follow-up discussion.
- We hope you feel supported by your instructor and student assistants. As individual educators or as a team, we may do something wrong, not out of unkindness or intentional racism, but because we are all from different backgrounds, we may see the world through varied lenses. The lack of a shared experience can lead us to miss things, inadvertently assume, misuse words, or misinterpret an idea. As instructors and student assistants, we are always open to contemplation, feedback, being challenged, or being made aware. We are your ally, your support, and aim to offer you the best educational environment possible.

SENSITIVE COURSE CONTENT

This course will touch on many aspects of humanity and ecology. Occasionally, readings, ideas, guest lecturers, and project discussions may challenge your opinions, experiences, and/or beliefs. Remember that this course is an open forum where we practice critical thinking and respect for all voices, and tolerance of diverse views. If, at any point, a topic becomes uncomfortable and you would like to discuss this sentiment, please set up an appointment with the instructor or student assistants to determine the best way to support you.

RESOURCES AND ACCOMMODATIONS FOR STUDENTS

Your experience in this class is important to us. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you have already established accommodations with Disability Resources for Students (DRS), please activate your accommodations via myDRS to discuss how they will be implemented in this course.

If you have not yet established services through DRS but have a temporary health condition or permanent disability that requires accommodations (conditions include but are not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), contact DRS directly to set up an Access Plan. DRS facilitates the interactive process that establishes reasonable accommodations. Contact DRS at [disability.uw.edu \(http://depts.washington.edu/uwdrs/\)](http://depts.washington.edu/uwdrs/).

RELIGIOUS ACCOMMODATION

"Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about requesting an accommodation, is available at [Religious Accommodations Policy \(https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/\)](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form \(https://registrar.washington.edu/students/religious-accommodations-request/\)](https://registrar.washington.edu/students/religious-accommodations-request/).

PLAGIARISM/CHEATING

Properly cite all text and images used for work in this class. Review the University of Washington Plagiarism & Cheating Policy for additional information: <https://depts.washington.edu/grading/pdf/AcademicResponsibility.pdf>

SAFETY + WELLNESS

In the event of emergencies, dial 911. If you are on campus, please note facilities are limited to registered students and authorized faculty only. The University of Washington stresses that ensuring safety and preventing violence is a shared responsibility in which everyone at the UW plays a part. As a UW student and a participant in this course, you are expected to help make the campus a safe personal, work, and learning environment. For general information about UW resources, policies, and violence reporting requirements, please visit the website <http://www.washington.edu/safecampus/> To centralize resources to support your well-being, the University of Washington has developed a website that serves as a portal for many different resources. Please check out Husky Health & Well-Being at: <https://wellbeing.uw.edu/> If you have any concerns for your safety or for that of others, call SafeCampus at 206-685-7233.

COVID-19 SUPPORT

As a UW student and valued community member, we urge you to be attentive to your physical health and follow the guidelines of health and governmental authorities regarding Covid-19. In addition to your physical safety, we strongly encourage you to stay mindful of your emotional and mental wellbeing and seek resources when you need them. <https://www.washington.edu/coronavirus/>

Course Summary:

Date	Details	Due
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Date	Details	Due
Wed Mar 30, 2022	 L ARCH 322 A Sp 22: Introduction To Designing with Natural Materials (https://canvas.uw.edu/calendar?event_id=2703258&include_contexts=course_1548124)	11:30am to 1:15pm
Wed Apr 6, 2022	 1 Field Observations Weekly Topic "What's Blooming" (https://canvas.uw.edu/courses/1548124/assignments/7187479)	due by 11am
	 L ARCH 322 A Sp 22: Introduction To Designing with Natural Materials (https://canvas.uw.edu/calendar?event_id=2703259&include_contexts=course_1548124)	11:30am to 1:15pm
Mon Apr 11, 2022	 Assignment 1 - Existing Conditions Site Analysis (https://canvas.uw.edu/courses/1548124/assignments/7187486)	due by 11am
Wed Apr 13, 2022	 2 Field Observation Botanical Drawing (https://canvas.uw.edu/courses/1548124/assignments/7187480)	due by 11am
	 L ARCH 322 A Sp 22: Introduction To Designing with Natural Materials (https://canvas.uw.edu/calendar?event_id=2703260&include_contexts=course_1548124)	11:30am to 1:15pm
Wed Apr 20, 2022	 3 Field Observation Exploring Biophilia (https://canvas.uw.edu/courses/1548124/assignments/7187481)	due by 11am
	 L ARCH 322 A Sp 22: Introduction To Designing with Natural Materials (https://canvas.uw.edu/calendar?event_id=2703261&include_contexts=course_1548124)	11:30am to 1:15pm
Mon Apr 25, 2022	 Assignment 2 - Spatial Concept Diagramming (https://canvas.uw.edu/courses/1548124/assignments/7187487)	due by 11am
Wed Apr 27, 2022	 4 Field Observations Plant Communities (https://canvas.uw.edu/courses/1548124/assignments/7187482)	due by 11am
	 L ARCH 322 A Sp 22: Introduction To Designing with Natural Materials (https://canvas.uw.edu/calendar?event_id=2703262&include_contexts=course_1548124)	11:30am to 1:15pm
Mon May 2, 2022	 Assignment 3 - Schematic Site Layout (https://canvas.uw.edu/courses/1548124/assignments/7187488)	due by 11am
Wed May 4, 2022	 L ARCH 322 A Sp 22: Introduction To Designing with Natural Materials (https://canvas.uw.edu/calendar?event_id=2703263&include_contexts=course_1548124)	11:30am to 1:15pm

Date	Details	Due
Thu May 5, 2022	 5 Field Observation Five Seasons The Gardens of Piet Oudolf https://canvas.uw.edu/courses/1548124/assignments/7355394	due by 11am
Wed May 11, 2022	 6 Field Observations Shaping space with living materials https://canvas.uw.edu/courses/1548124/assignments/7187485	due by 11am
Mon May 16, 2022	 L ARCH 322 A Sp 22: Introduction To Designing with Natural Materials https://canvas.uw.edu/calendar?event_id=2703264&include_contexts=course_1548124	11:30am to 1:15pm
Wed May 18, 2022	 Assignment 4 - Plant Selection, Composition and Schedule (Draft) https://canvas.uw.edu/courses/1548124/assignments/7187489	due by 11am
Wed May 18, 2022	 L ARCH 322 A Sp 22: Introduction To Designing with Natural Materials https://canvas.uw.edu/calendar?event_id=2703265&include_contexts=course_1548124	11:30am to 1:15pm
Wed May 25, 2022	 L ARCH 322 A Sp 22: Introduction To Designing with Natural Materials https://canvas.uw.edu/calendar?event_id=2703266&include_contexts=course_1548124	11:30am to 1:15pm
Wed Jun 1, 2022	 L ARCH 322 A Sp 22: Introduction To Designing with Natural Materials https://canvas.uw.edu/calendar?event_id=2703267&include_contexts=course_1548124	11:30am to 1:15pm
Thu Jun 2, 2022	 5 Final Assignment Schematic Landscape Plan + Planting Schedule https://canvas.uw.edu/courses/1548124/assignments/7187484	due by 11pm
Thu Jun 2, 2022	 Participation https://canvas.uw.edu/courses/1548124/assignments/7187490	due by 11am

SP 2021 // UW // CBE // LANDSCAPE ARCHITECTURE
L ARCH 598C:

DESIGN JUSTICE

FULFILLS MLA SOCIO-POLITICAL DIM. OF DESIGN SELECTIVE

TUES. 10:30AM - 1:20PM
PROF. LYNNE C. MANZO
3 CREDITS

FOR ADD CODE:
LMANZO@UW.EDU

What is design justice and what does it look like? How can design and the placemaking professions advance social justice? What is our agency in this?

In order to imagine a different future – one that is more equitable and just – we need to make space to dig in, explore and have conversations about what that would look like. This graduate seminar offers an opportunity to engage in discussion, debate & exploration around the ways that design and the place-making professions – long used as tools of oppression – can be reclaimed to advance social justice, equity and inclusion.

The spirit of the seminar is exploratory and experimental – it is a venue for us to think together about these complex issues and consider ways forward toward more equitable environments and strategies. This course is designed to enhance critical reflexivity, challenge our assumptions, become aware of our own positionality, and consider alternative framings. This is what Paulo Freire calls "Conscientization."

Topics will include:

- explorations of conceptions of justice and equity
- environmental and climate justice
- critical race theory/anti-racist work
- examining privilege & white supremacist culture/
exploring meaningful white allyship
- decolonization/indigeneity
- social & ecological reciprocal healing
- radical approaches to design & planning

In exploring these topics, the course will offer creative freedom to pursue your particular interests in design and social justice through a creative/research project of your choosing

This course is open to all majors, welcomes a diversity of perspectives and skill sets, and encourages innovative thinking.