

Modern and Contemporary Landscape Architecture



Jasenovac Memorial; Croatia. Bogdan Bogdanović, designer; 1966.

LAND 574 | Spring 2024

Graduate School of Architecture, Urban Design, and Landscape Architecture
Washington University in St. Louis

Time: Tuesdays 6:00-8:50PM

Location: Givens Hall 118

Instructor: Michael Allen, Senior Lecturer
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314-920-5680 (cell)

Description

Modern & Contemporary Landscape Architecture (M/CLA) covers landscape architecture practice, including built projects and theoretical currents, from the large park movement of the late 19th century to early 21st century themes.

Weekly topics, related to landscape discourse through time, structure the course. In one sense the topics form a linear history of landscape architecture; at the same time, the course draws connections and criticisms among texts, projects, and frameworks. Each week, the course provides a number of critical perspectives on landscape architecture, including your own perspective.

Together, instructor and student will analyze a predominantly Western history of landscape architecture, questioning what has been included and what has been excluded in dominant narratives. The course surveys primary sources and secondary sources, with an interest in their scholarly lineages, but interrogates the notion of lineage in the production of landscapes. We will look at how global transformations in social, environmental, economic, and technological realms have affected landscape discourse and practice.

M/CLA requires critical reading and writing, independent research, and analysis through drawing.

Readings

All required and suggested readings are posted on Box or are available online. Readings are listed on the course schedule.

Aims

The aims of this course are: 1) To introduce students to the history of the professional field and the academic discipline of landscape architecture since 1850; 2) To present critical perspectives that interrogate landscape architectural history, supporting students' ideas with argument. Through the course, students will become more confident and dexterous with discussing landscape architecture theory and practice, through written essay, visual analysis, and oral argument.

Learning Outcomes

By the end of the course, students will be able to:

1. Recognize and discuss theoretical and built projects in landscape architecture since 1850;
2. Recognize key concepts in landscape architecture since 1850, and know the period of their origin and influence;
3. Practice dexterity with reading scholarly articles in/adjacent to the field of landscape architecture;
4. Analyze and critique practices and theories, through writing, oral argumentation, and drawing.

Schedule

Tuesday, January 16: Landscape Architecture as Cultural Production

Suggested Reading:

John Brinckerhoff Jackson "The Word Itself," *Discovering the Vernacular Landscape* (New Haven: Yale University, 1984).

Tuesday, January 23: Landscape and the Modern City

Readings:

Frederick Law Olmsted, "Public Parks and the Enlargement of Towns," *Civilizing American Cities: A Selection of Frederick Law Olmsted's Writings on City Landscape* (Cambridge: MIT Press, 1979).

Roderick Nash, "The Wilderness Idea" and "The Old World Roots of Opinion," *Wilderness and the American Mind* (New Haven: Yale University Press, 1967).

Denis Cosgrove, "Sublime Nature: Landscape and Industrial Capitalism," *Social Formation and Symbolic Landscape* (Madison: University of Wisconsin Press, 1984).

Sonja Dümpelmann, "Tree Doctor Vs. Tree Butcher: Standardized Trees and the Taylorization of New York City," *Seeing Trees: A History of Street Trees in New York City and Berlin* (New Haven and London: Yale University Press, 2019).

Tuesday, January 30: Emergent Public Landscapes in the United States of America

Readings:

Anne Whiston Spirn, "Constructing Nature: The Legacy of Frederick Law Olmsted," *Uncommon Ground: Rethinking the Human Place in Nature* (New York: WW Norton & Company, 1996).

Elizabeth Barlow Rogers, "America the Beautiful: The National Park System," *Landscape Design: A Cultural and Architectural History* (New York: Harry N. Abrams, Inc., 2001).

Blanche Linden-Ward, "Strange but Genteel Pleasure Grounds: Tourist and Leisure Uses of Nineteenth-Century Rural Cemeteries," *Cemeteries Gravemarkers* (Logan: Utah State University Press, 1989).

Tuesday, February 6: No Class, Instructor Sick Day

Tuesday, February 13: Landscape and Social/Spatial Reform

Guest: Jenny Price, Research Fellow, Sam Fox School

Readings:

Caroline Constant, "Social Idealism and Urban Landscape: Sunnyside Gardens versus Romerstadt," *The Modern Architectural Landscape* (Minneapolis: University of Minnesota Press, 2012).

Marjorie Sewell Cautley, "Planting at Radburn," *Landscape Architecture* 21.1 (October 1930).

Jenny Price, "Remaking American Environmentalism: On the Banks of the L.A. River," *Environmental History* 13.3 (2008).

Fabiano Lemes de Oliveira, "Abercrombie's Green-Wedge Vision for London: the County of London Plan 1943 and the Greater London Plan 1944," *The Town Planning Review* 86.5 (2015).

Midterm Essay Assigned

Tuesday, February 20: Modernism in Europe

Readings:

Dorothee Imbert, "The AIAJM: A Manifesto for Landscape Modernity," *Landscape Journal* 26.2 (2007).

Constant, Caroline, "A Landscape 'Fit for a Democracy': Jože Plečnik at Prague Castle," *The Modern Architectural Landscape* (Minneapolis: University of Minnesota Press, 2012).

Sanja Horvatinčić, "Memorial Sculpture and Architecture in Socialist Yugoslavia," *Toward a Concrete Utopia: Architecture in Yugoslavia 1948-1980* (New York: Museum of Modern Art, 2018).

Matthew Worsnick, "Partisan Memorial Cemetery, Mostar," *Toward a Concrete Utopia: Architecture in Yugoslavia 1948-1980* (New York: Museum of Modern Art, 2018).

Tuesday, February 27: Modernism in North America

Readings:

Garrett Eckbo, "What Do We Mean by Modern Landscape Architecture?" *Journal of the Royal Architectural Institute of Canada* 27.8 (1950).

Marc Treib, "Dan Kiley and Classical Modernism: Mies in Leaf," *Landscape Journal* 24.1 (2005).

James Rose, "Freedom in the Garden," *Pencil Points* (Oct. 1938); "Plants Dictate Garden Forms," *Pencil Points* (Nov. 1938), 639–43; "Articulate Form in Garden Design," *Pencil Points* (Feb. 1939), 98–100. Reprinted in *Modern Landscape Architecture: A Critical Review*, edited by Marc Treib (Cambridge: MIT Press, 1993).

Tuesday, March 5: Modernism in Central & South America

Reading:

Luis Barragan, "Secret Gardens," *Luis Barragan: The Complete Works* (New York: Princeton Architectural Press, 1996).

Roberto Burle Marx, "A Garden Style in Brazil to Meet Contemporary Needs," *Landscape Architecture* (July 1954); and "Garden and Ecology" (1969).

Zeuler Lima, "Beyond Roberto Burle Marx: Another Genealogy of Modern Landscape Architecture in Brazil," *Woman, Modernity, and Landscape Architecture* (London: Routledge, 2015).

Final Project Assigned

Tuesday, March 12: No Class Meeting - Break

Tuesday, March 19: Modern & Contemporary in Asia and the Middle East

Guest: Dhay Aldhawyan, former Head of the Center for Urban Design and Planning at Saudi Cities

Reading:

Dorothy Tang, "Between Poetics and Utility: Landscape Infrastructure in China," *Made in China Journal* (July 23, 2019).

<https://madeinchinajournal.com/2019/07/23/between-poetics-and-utility%E1%BB%BF-landscape-infrastructure-in-china/>

Cuttaleeya Jiraprasertkun, "Thai Conceptualizations of Space, Place and Landscape," *Landscape Culture: Culturing Landscapes* (Berlin: Springer, 2014).

Sareh Moosavi, Jala Makhzoumib and Margaret Grosea, "Landscape Practice in the Middle East: Between Local and Global Aspirations," *Landscape Research* (2015).

Ziva Kolodney and Rachel Kallus, "The Politics of Landscape (Re)Production: Haifa Between Colonialism and Nation Building," *Landscape Journal* 27.2 (2008).

Final Project Selection

Midterm Essay Due

Tuesday, March 26: Landscape Ecology

Readings:

Ian McHarg, "An Ecological Method for Landscape Architecture," *Landscape Architecture* 57 (January 1967).

James Corner, "Ecology and Landscape as Agents of Creativity," *Ecological Design and Planning* (New York: Wiley, 1997).

Anna Lownhaupt Tsing, "The Life of the Forest," *The Mushroom at the End of the World: On the Possibility of Life in Capitalist Ruins* (Princeton, N.J.: Princeton University Press, 2015).

Rod Barnett, "Open Systems," "Field Theory" and "Formless," *The Ten Points Guide to Emergence* (2013).

<http://www.nonlinearlandscapes.com/the-ten-point-guides-to-emergence>

Tuesday, April 2: Postmodernism and Participatory Design

Guest: Eric Ellingsen, Assistant Professor of Landscape Architecture, Sam Fox School

Readings:

Elizabeth K. Meyer, "The Expanded Field of Landscape Architecture," *Theory in Landscape Architecture* (Philadelphia: University of Pennsylvania Press, 2002).

Alison B. Hirsch, "Open Space" to "Public Space": Activist Landscape Architects of the 1960s," *Landscape Journal* 33.2 (2014).

Arturo Escobar, "Design for Transitions," *Designs for the Pluriverse: Radical Interdependence, Autonomy and the Making of Worlds*. (Durham: Duke University Press, 2018).

"Land, Trust and Design: A Conversation between Nandini Bagchee and Mariana Mogilevich," *Les Cahiers de la Architecturale Recherche Urbaine et Paysagère* 17 (2023).

<https://journals.openedition.org/craup/12336?lang=en>

Tuesday, April 9: Landscape Urbanism

Guest: Tom Klein, Landscape Designer, Wenk Associates

Readings:

Pierre Bélanger, "Landscape as Infrastructure," *Landscape as Infrastructure* (New York: Routledge, 2017).

Charles Waldheim, "Introduction: A Reference Manifesto," and "Landscape as Urbanism," *The Landscape Urbanism Reader* (New York: Princeton Architectural Press, 2006).
Vera Vicenzotti, "The Landscape of Landscape Urbanism," *Landscape Journal* 36.1 (2017).
Nate Millington, "From Urban Scar to 'Park in the Sky': *Terrain Vague*, Urban Design, and the Remaking of New York City's High Line Park," *Environment and Planning A* 47 (2015).

Tuesday, April 16: Truth, Reconciliation and Landscape

Field Work: Philippine Village Historical Site with Janna Añonuevo Langholz

Readings:

Rod Barnett, "Utu in the Anthropocene," *Places Journal* (August 2021).

<https://placesjournal.org/article/redesigning-colonial-landscapes/>

Kofi Boone, "Black Landscapes Matter," *Ground Up Journal* (2020).

<https://worldlandscapearchitect.com/black-landscapes-matter-by-kofi-boone/?v=7516fd43adaa>

Michael R. Allen, "The Long Reconstruction of Fairground Park: Spatial Citizenship, Race, and the Public Landscape," *The Common Reader* (April 2022). <http://commonreader.wustl.edu/c/the-long-reconstruction-of-fairground-park/>

Ahmad Barclay, "Mapping Palestine: Erasure and Unerasure," *Sharpening the Haze: Visual Essays on Imperial History and Memory* (London: Ubiquity Press, 2020).

Suggested Reading:

Danny Wicentowski, "The World's Fair and the Lost Dead of St. Louis' Human Zoo," *Riverfront Times* (September 8, 2021).

<https://www.riverfronttimes.com/stlouis/the-worlds-fair-and-the-lost-dead-of-st-louis-human-zoo/>

Tuesday, April 23: Resilience and Planetary Futures

Guest: Derek Hoferlin, Chair of Landscape Architecture and Associate Professor

Readings:

Billy Fleming, "Lost in Translation: The Authorship and Argumentation of Resilience Theory," *Landscape Journal* 35.1 (2016).

Richard Schiffmann interviewing Kate Orff, "Ecosystems as Infrastructure: A New Way of Looking at Climate Resilience," *YaleEnvironment360* (November 7, 2023).

<https://e360.yale.edu/features/kate-orff-interview>

Derek Hoferlin, "Speculate + Synthesize," *Way Beyond Bigness: The Need for a Watershed Architecture* (Applied Research + Design Publishing, 2023).

Håvard Haarstad, Jakob Grandin, Kristin Kjærås and Eleanor Johnson, "Why the Haste? Introduction to the Slow Politics of Climate Urgency," *Haste: The Slow Politics of Climate Urgency* (London: University College London Press, 2023).

Final Project Draft Due

Tuesday, April 30: No Meeting, Final Review Week

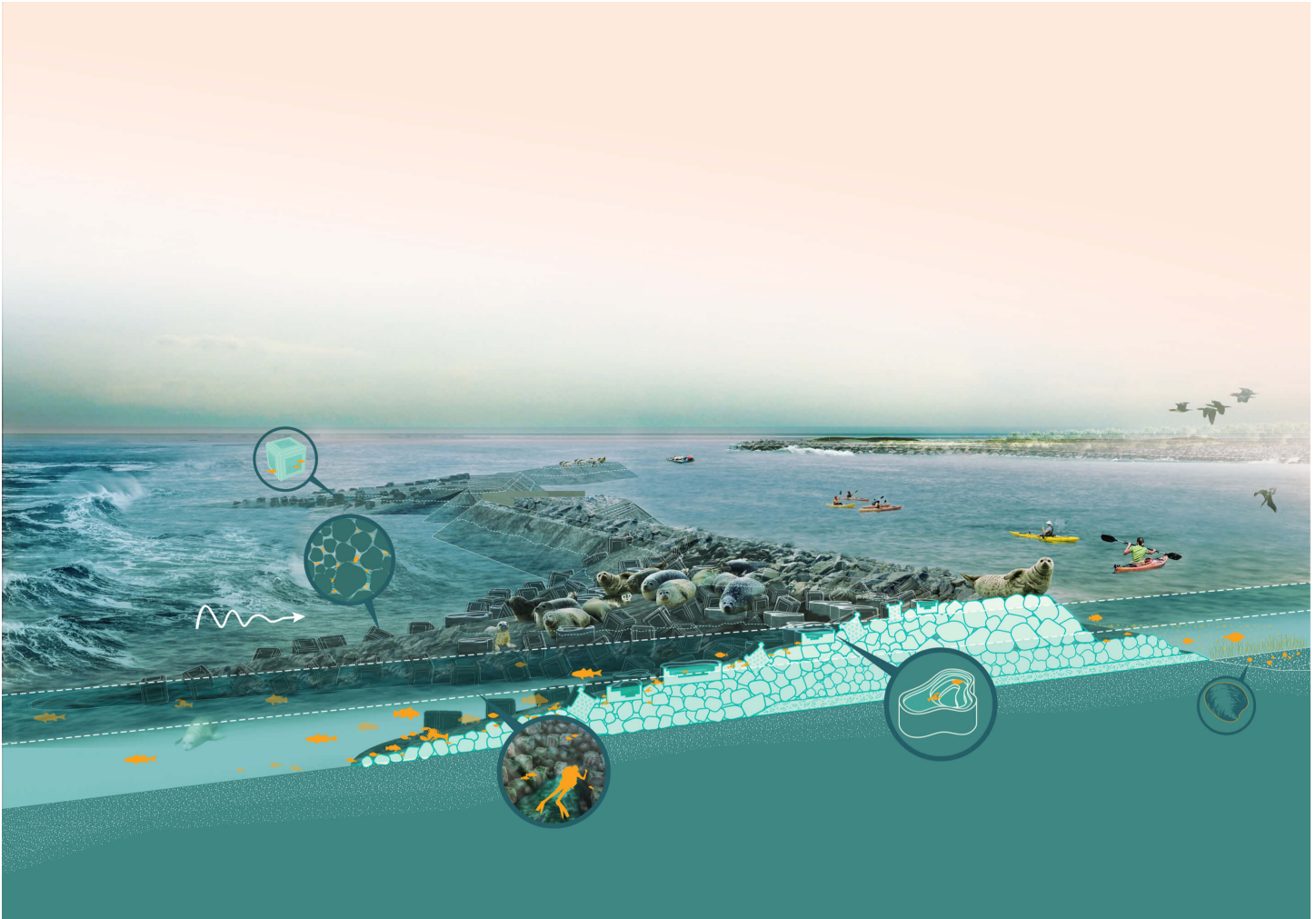
Tuesday, May 7: Conclusions

Final Student Presentations and Discussion

Friday, May 10

Final Project Due

Reading Response Journal Due



Living Breakwaters project in lower New York Bay; New York, New York (2021-2023). Design by SCAPE.

Assignments

Reading Response Journal

Students will keep a journal with responses to the readings, which could consist of written thoughts, diagrams or drawings. There should be at least one page for each week, but there is no limit. These journals will be due along with the Precedent Study at the end of the semester.

Presentation

Each student is responsible for presenting one of the weeks' topics. The presentation will add context to selected readings and the student will develop critical questions to drive the in-class discussion. The presentations are evaluated on focus, research resourcefulness, unique insights, clarity, and presentation craft. Analytical drawing, such as diagrams are highly encouraged. A handout will explain further details and evaluation, and a schedule will be circulated on the first day.

Midterm Essay

This essay asks each student to produce a critical review of one reading from the syllabus. Readings from before the due date are recommended, but students can choose from all readings. One route is to agree with one author and further support your argument with our own synthesized thoughts and examples. The other route is to take a critical stance, disagreeing with or qualifying an argument in one of the readings. A handout will explain further details and evaluation. A handout will explain further details and evaluation.

Precedent Study

Students will make an in-depth study of a contemporary project or condition (selected from a provided list or proposed to the instructor). Students will make an essay about some part of the project and build an illustrated essay that supports the student's main argument. A handout will explain further details and evaluation, but you can already see scheduled checkpoints on the syllabus.

Submissions

All work shall be submitted by Box by uploading work to the designated folder, except for the Precedent Study, which shall be submitted in hard copy.

Evaluation and Grading

The required work in the seminar will include several response papers, midterm and final projects, participation in discussion and attendance. The final grade will be based on this formula:

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|--------------------------------|-----|
| • Attendance and Participation | 15% |
| • Reading Response Journal | 20% |
| • Midterm Essay | 20% |
| • Presentation | 10% |
| • Precedent Study | 35% |

Papers and work will be graded numerically out of 100 points. Final grades will be letter grades based on the following grading scale:

A	=	93% +
A-	=	90–92%
B+	=	87–89%
B	=	83–86%
B-	=	80–82%
C+	=	77–79%
C	=	70–76%
D	=	60–69%
F	=	60% or lower

Course Policies and Information for Students

Attendance Policy

Attendance is a significant part of design education and crucial to evaluation performance and to cultivate an energetic and inspiring participatory culture. The attendance policy is intended to ensure an optimal learning environment across all courses.

Unexcused Absences

Students are allowed two unexcused absences (one unexcused absence for any course less than 3 credits) and will receive one full letter grade penalty for each subsequent unexcused absence. Students who accumulate four unexcused absences in any course (two unexcused absences for any course less than 3 credits) or miss a midterm, final review, or exam are at risk for a non-passing grade. Students who miss more than 20 minutes of class are considered absent; three late arrivals or early departures will equal one absence.

Excused Absences

Students are allowed excused absences due to illness and quarantine without penalty. Faculty may ask for a doctor's note or other acceptable proof to substantiate an excused absence.

Students who accumulate more than six excused and unexcused absences (three excused and unexcused absences for any course less than 3 credits) are at risk for receiving a non-passing grade, at the determination of the program chair in consultation with the faculty.

Any student who misses class is responsible for contacting a fellow student to find out what they missed, make up all work, and prepare for the next class.

The Sam Fox School and College of Arts & Sciences Attendance Policies remain in place, but accommodations will be made in light of COVID-19. As noted in public health protocols, any student diagnosed with COVID, experiencing symptoms associated with COVID, or exposed to COVID directly should not come to class. Communicate with the instructor immediately about the situation and work toward a commonly understood resolution. In some cases, students may shift their participation online. In other cases, students may need to make up for missing classes or critiques/reviews through other means.

Following university policy, class will begin promptly with the start time listed or the agreed online time with the instructor.

Other Policies

1. **PENALTIES FOR LATE WORK and REQUESTS FOR EXTENSIONS:** Late work will lose three points for each day that it is late. Requests for extensions must be made before the start of the class session before the assignment is due. Always consult the instructor if in doubt.
2. **REGRADING POLICY:** Regrading is not automatic. The instructor retains discretion to grant requests for regrading.
3. **REQUESTS FOR INSTRUCTOR FEEDBACK ON DRAFTS AND REQUESTS TO REVISE:** Please consult the instructor if you want to receive feedback on writing before it is due.
4. **TECHNOLOGY POLICIES:** Computers and smart phones may aid course sessions by allowing students to pull up readings, websites, images or other materials to share. These devices should not be used for other purposes during class time. Absolutely no use of these devices for personal communications, web browsing or games is allowed.

Post Break Policy

The university recognizes that meaningful breaks from coursework are important in creating an environment that fosters wellness and balance in our campus community. To enhance students' capacity to utilize scheduled breaks within the semester to support their well-being:

- No assignments of any kind should be due during break days, as listed on the University Registrar's website.
- No assessments or assignments (i.e., exams, quizzes, papers, projects) contributing to a significant portion of the course grade ($\geq 15\%$ of the course grade) may be due on the first calendar day of classes following a break.
- Instruction Assistants should not be expected to return graded material on these days.

Routine preparation for class is still expected, including reading assignments. Exceptions may only be made for courses meeting once per week; however, these courses are encouraged to avoid scheduling significant assessments or assignment deadlines for these days wherever possible.

Grade Dispute Policy

The university aims to provide each student with a fair assessment of their academic work and studio. Students have the right to dispute their overall course grade (not individual assignments) if they believe that grade does not accurately reflect the quality of their work. A grade dispute must be submitted to the faculty member who assigned the grade within 30 days of receipt of the grade. The School stresses that every effort to resolve this dispute be made by the faculty and student involved. A student's eligibility for advancement in sequential coursework requires timely resolution of the grade dispute. For more information, visit <https://insidesamfox.wustl.edu/items/grievance-grade-dispute-policy/>.

Religious Holiday Class Absence Policy

The university recognizes the individual student's choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors

to make up work missed due to religious observance, and instructors are asked to make every reasonable effort to accommodate such requests. The Office of Religious, Spiritual, and Ethical Life maintains a calendar of many religious holidays observed by the WashU community. The policy guides students and faculty for accommodations for religious observances.

Technology Policies

Computers or other electronic devices may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic devices to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices is at the instructor's discretion unless this use is an accommodation approved by Disability Resources.

Nonacademic use of laptops, cellphones, and other electronic devices or use of these for coursework from other classes is prohibited as it is disruptive to the learning process of everyone in the classroom. Nonacademic use includes emailing, texting, social networking, playing games, instant messaging, and Internet use. Work on other coursework may include, but is not limited to, accessing the Internet, writing papers, using statistical software, analyzing data, and working on quizzes or exams. All devices should be set on silent before class begins. In the case of an emergency, please step out of the room to take a call. The instructor has the right to hold students accountable for meeting these expectations. Failure to do so may result in losing participation or attendance points or being asked to leave the classroom.

License for Non-Exclusive Right to Reproduce and Distribute

Michael Allen has non-exclusive rights to reproduce and distribute work produced in this class as part of a publication or body of work, including products from this course or other works. Students retain ownership of all rights held under copyright. This permission is revocable for three months following this course's conclusion via written notification to Michael Allen.

Academic Integrity

Effective learning, teaching and research all depend upon the ability of members of the academic community to trust one another and to trust the integrity of work that is submitted for academic credit or conducted in the wider arena of scholarly research. Such an atmosphere of mutual trust fosters the free exchange of ideas and enables all members of the community to achieve their highest potential.

In all academic work, the ideas and contributions of others (including generative artificial intelligence) must be appropriately acknowledged and work that is presented as original must be, in fact, original. Faculty, students and administrative staff all share the responsibility of ensuring the honesty and fairness of the intellectual environment at Washington University in St. Louis.

For additional details on the university-wide Undergraduate Academic Integrity policy, please see: <https://wustl.edu/about/compliance-policies/academic-policies/undergraduate-student-academic-integrity-policy/>

Instructors are encouraged to include in their syllabus a link to school-specific information on Academic Integrity policies and procedures.

English Language Proficiency

If English language proficiency is such that the student may need special assistance in lectures, reading, written assignments, or exam taking, please communicate these needs to the instructor, who may refer the student to the English Language Program (ELP). ELP is a University-wide resource that provides classes and academic English language support designed to increase non-native English-speaking students' English language proficiency and facilitate their academic success at Washington University. Other Academic Assistance resources are available through the Office for International Students and Scholars.

Diversity, Equity, and Inclusion

The university is committed to providing an equitable and inclusive classroom and studio experience in which students, faculty, and staff engage in diverse topics and thoughtful dialogue. Students, staff, and faculty may experience or witness microaggressions and incidents of bias, prejudice, or discrimination. You may report your experience to the Bias Report and Support System (BRSS) and find additional resources through the Center for Diversity and Inclusion:
<https://students.wustl.edu/bias-report-support-system/>.

University-Wide Policies and Resources for Students

For information on all available student resources, including disability accommodations, campus safety, mental health resources, writing assistance, grievance procedures, and much more, please go to Policies & Resources.

For school registration policies and procedures, please reference the Front Matter.

COVID-19 Health and Safety Protocols

Students experiencing symptoms consistent with COVID-19 or concerned about a possible exposure should contact Habif Health and Wellness Center (314 935-6666) to arrange for testing as indicated. If a student tests positive for Covid-19, they will receive a letter with instructions about any necessary isolation that they can share with their instructors. Any accommodation needs for COVID-related absence not covered in an instructor's standard course policies should be discussed between the student and instructor.

While on campus, it is imperative that students follow all public health guidelines established to reduce the risk of COVID-19 transmission within our community. The full set of University protocols can be found on the Health and Safety webpage. This includes:

Masking;

Masking remains a valuable tool in the mitigation of COVID-19, particularly in light of new and emerging variants. Students and instructors are encouraged to treat requests to mask with care and consideration, keeping in mind that some individuals may be at a higher risk, caring for others at a higher risk, or feeling less comfortable in a mask-optional environment. Based on monitoring of regional and campus conditions, a mask requirement may be implemented as needed.

Students with disabilities for whom masked instructors or classmates create a communication barrier are encouraged to contact Disability Resources (www.disability.wustl.edu) or talk to their instructor for assistance in determining reasonable adjustments. Adjustments may involve amplification

devices, captioning, or clear masks but will not allow for the disregard of mask policies should a requirement be in place.

Reporting Sexual Assault and Harassment

If a student discusses or discloses an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if a faculty member otherwise observes or becomes aware of such an allegation, the faculty member will keep the information as private as possible, but as a faculty member of Washington University, they are required to immediately report it to the Department Chair or Dean or directly to Ms. Cynthia Copeland, the University's Associate Title IX Coordinator, at (314) 935-3411, cmcopeland@wustl.edu. They will also offer available resources, including confidential support resources through the Relationship and Sexual Violence Prevention (RSVP) at 314-935-3445. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Gender Equity and Title IX Compliance Office

Disability Resources (DR)

WashU supports the right of all enrolled students to an equitable educational opportunity, and strives to create an inclusive learning environment. In the event the physical or online environment results in barriers to the inclusion of a student due to a disability, they should notify the instructor as soon as possible.

Disabled students requiring adjustments to equitably complete expectations in this course should contact WashU's Disability Resources (DR), and engage in a process for determining and communicating reasonable accommodations. Because accommodations are not applied retroactively, DR recommends initiating requests prior to, or at the beginning of, the academic term to avoid delays in accessing accommodations once classes begin. Once established, responsibility for disability-related accommodations and access is shared by Disability Resources, faculty, and the student.

Disability Resources: www.disability.wustl.edu; 314-935-5970

Statement on Military Service Leave

Washington University recognizes that students serving in the U.S. Armed Forces and their family members may encounter situations where military service forces them to withdraw from a course of study, sometimes with little notice. Students may contact the Office of Military and Veteran Services at (314) 935-2609 or veterans@wustl.edu and their academic dean for guidance and assistance. See: <https://veterans.wustl.edu/policies/policy-for-military-students/>.

Preferred Name and Personal Pronouns

Washington University in St. Louis recognizes that many students prefer to use names other than their legal ones to identify themselves. In addition, in order to affirm each person's gender identity and lived experiences, it is important that we ask and check in with others about pronouns. This simple effort can make a profound difference in a person's experience of safety, respect, and support. See: Pronouns Information and Preferred Name.

Emergency Preparedness

Before an emergency, familiarize yourself with the building(s) that you frequent. Know the layout, including exit locations, stairwells and the Emergency Assembly Point (EAP). Review the “Quick Guide for Emergencies” that is found near the door in many classrooms and main lobby areas of buildings for specific emergency information and instructions. For additional Information and EAP maps, visit <https://emergency.wustl.edu/>. To ensure that you receive emergency notifications, make sure your information and cell phone number is updated in SIS, and/or download the WashU Safe app and enable notifications.

To report an emergency:

Danforth Campus: (314) 935-5555

School of Medicine Campus: (314) 362-4357

North/West/South and Off Campus: 911 then (314) 935-5555

Confidential Resources for Instances of Sexual Assault, Sex Discrimination, Sexual Harassment, Dating Violence, Domestic Violence, or Stalking

The University is committed to offering reasonable academic accommodations (e.g. a no-contact order, course changes) to students who are victims of relationship or sexual violence, regardless of whether they seek a formal investigation or criminal charges. If a student needs to explore options for medical care, other services, or reporting, or would like to receive individual counseling services, there are free, confidential support resources and professional counseling services available through the Relationship and Sexual Violence Prevention (RSVP) Center. If you need to request such accommodations, please contact RSVP to schedule an appointment with a confidential and licensed counselor. Although information shared with counselors is confidential, requests for accommodations will be coordinated with the appropriate University administrators and faculty. The RSVP Center is located in Siegle Hall, Suite 435, and can be reached at rsvpcenter@wustl.edu or (314) 935-3445. For after-hours emergency response services, call the Sexual Assault and Rape Anonymous Helpline (SARAH) at (314) 935-8080 or call 314-935-6666 or (314) 935-5555 and ask to speak with an RSVP Counselor on call. See: RSVP Center.

Counseling and Psychological Services Counseling and Psychological Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect a student’s academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety, depression, and thoughts of suicide. Individual, Conjoint, and Group therapy are all provided in addition to referrals for off-campus support. Information can be found on the Mental Health Services webpage.

The Division of Student Affairs also offers a telehealth program to students called TimelyCare. While students are encouraged to visit Counseling and Psychological Services during business hours, this additional service also provides after-hours access to medical care and 24/7 access to mental telehealth care across the United States, with no cost at the time of the visit. 12 counseling visits are provided at no charge as well as a limited number of psychiatry appointments. Students who pay the Health and Wellness fee are eligible for this service.

Additionally, see the mental health services offered through the RSVP Center listed above.

The Writing Center

The Writing Center offers free writing support to all Washington University undergraduate and graduate students. Staff members will work with students on any kind of writing project, including essays, writing assignments, personal statements, theses, and dissertations. They can help at any stage of the process, including brainstorming, developing and clarifying an argument, organizing evidence, or improving style. Instead of simply editing or proofreading papers, the tutors will ask questions and have a conversation with the writer about their ideas and reasoning, allowing for a higher order revision of the work. They will also spend some time looking at sentence level patterns to teach students to edit their own work.

The Center is located in Mallinckrodt and open Sunday through Thursday from 11:00 am to 9:00 pm and Friday from 11:00 am to 5:00 pm. Students are seen primarily by appointment, with walk-ins accepted as the schedule allows. They also have dedicated walk-in hours for undergraduates on Tuesday and Wednesday afternoons. Both in-person and online appointments are available. To make an appointment, go to writingcenter.wustl.edu. Email: writing@wustl.edu.

The Learning Center

The Learning Center provides peer-led support programs, including course-specific mentoring and academic skills coaching (study and test-taking strategies, time management, etc.), that enhance undergraduate students' academic progress. Contact them at learningcenter@wustl.edu or visit ctl.wustl.edu/learningcenter to find out what support they may offer for your classes.

Center for Diversity and Inclusion (CDI)

The Center for Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, collaborates with campus and community partners, and promotes dialogue and social change to cultivate and foster a supportive campus climate for students of all backgrounds, cultures, and identities. Additional Diversity and Inclusion information can be found at <https://diversityinclusion.wustl.edu/>.

Gephardt Institute

Students play an essential role in a vibrant and functioning democracy! State and local elections take place throughout the year and have a direct impact on our communities. You can register to vote, request an absentee ballot, confirm your polling location, and get Election Day reminders at <http://wustl.turbovote.org> for any of the 50 states and Washington D.C. WashU students are considered Missouri residents, and eligible student voters can register to vote in the state of Missouri or their home state.

If you are ineligible to vote, you can participate by encouraging your friends to register and vote, engaging your peers in local issues, and taking part in other civic and community engagement activities. For more resources on voting and other civic and community engagement opportunities, please visit <http://washuvotes.wustl.edu> and <http://gephardtinsttute.wustl.edu>.

University Libraries

University Libraries include seven unique locations across the Danforth Campus, but they are much more than just beautiful, quiet spaces for studying and group work. The Libraries include librarians for

every discipline on campus, with the expertise to work with you to develop research ideas and find the best resources to meet your needs; or you are welcome to explore our research guides, tailored for each subject and available online. The Libraries hold five million items in the collection—print books, journals, electronic resources, databases, and millions more accessible through interlibrary loan—and you can find it all at the search on our home page. Additional resources for students include special collections, data services, citation help, digital publishing, and more. Visit the Libraries website for more details about these and other ways that the Libraries are here to support your academic success.

Disclaimer

The instructor reserves the right to modify this information throughout the semester.