



LANDSCAPES IN PROCESS

2021-22

2021

LANDSCAPES IN PROCESS 2021–2022

Layout: Darcy Van Buskirk
Coordinators: Darcy Van Buskirk, Eric Baratta,
Rae Zarate and Rebecca Jacob
Student assistants: Charlye Stewart, Sierra Caley
and Hazel Sun
Editor: Richard Weller

Department of Landscape Architecture
University of Pennsylvania
Stuart Weitzman School of Design
210 South 34th St, 119 Meyerson Hall
Philadelphia, PA 19104-6311
Phone: 215-898-6591
Fax: 215-573-3770
www.design.upenn.edu

© 2022 Trustees of the University of
Pennsylvania
All rights reserved.



Cover image by Samuel Ridge

CONTENTS

| | |
|----|---|
| 3 | Foreword |
| 4 | Program Philosophy |
| 5 | History of Landscape Architecture at Penn |
| 7 | Faculty |
| 8 | Faculty News |
| 10 | MLA Curriculum Requirements |
| 12 | Studios |
| 40 | Workshop Courses |
| 44 | Media Courses |
| 47 | Urban Ecology |
| 48 | Theory Courses |
| 49 | Elective Courses |
| 56 | Independent Studies |
| 57 | Independent Thesis Studios |
| 60 | Student Awards |
| 62 | ASLA Honor and Merit Awards |
| 80 | PennPraxis |
| 82 | McHarg Center |
| 84 | LA+ Journal |
| 86 | Lectures and Events |
| 88 | MLA Graduates 2021–2022 |



Anuradha Mathur in the field, photo credit: Leeju Kang

FOREWORD

This booklet documents a year in the life of the Department of Landscape Architecture program at the University of Pennsylvania Stuart Weitzman School of Design. It is the 26th in the series and my last as Chair of the Department.

As well as including selected student work, it serves as a summary of the program's history, philosophy, and curriculum, and a record of the events and lectures the department has hosted, and news pertaining to faculty and student achievements. Sections are also devoted to the McHarg Center, Penn Praxis, the department's flagship publication LA+ Journal, and the annual ASLA student awards for which a select group of students curate an exhibition of their time at the school.

The studios for the 2021–2022 academic year included sites in Philadelphia, Buffalo, Washington, DC, Chattanooga, Appalachia, the Mississippi Delta, the American agricultural grid, the Piedmont region, Puerto Rico, and Paraguay. The geographic reach, variety of scale, and complexity of issues with which students and faculty have engaged in these studios is testament to our ambitions for the field of landscape architecture.

This issue also marks the timeframe in which we lost our much loved and hugely respected colleague and mentor, Anu Mathur. Through her extraordinary work and the memories we all have of her, Anu will live on in this department and the school more broadly for many years to come.

I have loved chairing this department and I am grateful to all the faculty, students, administrators and alumni who have made it such a rewarding experience. In closing I especially want to acknowledge Professor Sonja Duempelmann who has served as interim Chair during the transition period to the appointment of a new Chair in 2023.

Richard Weller
Martin and Margy Meyerson Chair of Urbanism
Professor and Chair, Department of Landscape Architecture
March 2023

PROGRAM PHILOSOPHY

Initially established in 1924 and later revitalized under the leadership of Professor Ian McHarg in the 1960s, the Department of Landscape Architecture and Regional Planning at the University of Pennsylvania Stuart Weitzman School of Design is recognized around the world for its pioneering contributions to ecological planning and design. Over the last 50 years McHarg's legacy has been actively and critically extended in a variety of ways by the department's chairs Anne Whiston Spirn, John Dixon Hunt, James Corner, and now Richard Weller. Today, the department builds on its history through its commitment to innovative design as informed by ecology, history, techniques of site analysis, new media, and contemporary urbanism. The work of both faculty and students reflects the ambitious character and intense design focus of the department as rapidly changing social, environmental, and political conditions around the world require that future professionals be able to respond with new concepts, new forms, and new methods of advancing ideas and realizing projects.

Students of the landscape architecture program at the Weitzman School are introduced both to the varied scales of practice (from gardens and small urban parks to larger territories such as city sectors, brownfields, regional watersheds, megaregions, and conservation areas) and to the full range of digital and analogue techniques that propel the design process. Across its curriculum the program constantly seeks a balance between professionalism, experimentation and activism. This manifests in the design studios, where students are encouraged to explore and expand their own creativity while learning the necessary conceptual, visual, and technical skills to professionally and accountably develop their work. Seminars and workshops in history and theory, technology, ecology, horticulture, earthworks, construction, and visual and digital media further complement and are designed to synchronize with the creative work being undertaken in the studios. Advanced, speculative work takes place in the final year of study, where students may choose from an array of offerings across the school and pursue independently conceived research projects.

The faculty is internationally distinguished and provides expertise in design, urbanism, representation, technology, and history and theory. Faculty specialize in subjects such as advanced digital modeling, global biodiversity, landscape urbanism, urban ecology, the form and meaning of design,

cultural geography, representation, and detail design. In addition, leading practitioners and theorists around the world are regularly invited to lecture, run seminars, or teach advanced studios. Together with strong links to the other departments in the school and a deep pool of talent in the profession the department is well served by exceptional teachers, each a leading authority or rapidly emerging voice in the field.

The department is represented in the broader public and academic arenas by a prolific array of important books from faculty and two biannual journals devoted to critical inquiry in landscape architecture: *Scenario* and *LA+*. In addition, the department makes a point of using its resources to instigate major events such as international design competitions, symposia and conferences, and a variety of avant-garde and archival exhibitions.

The department offers two primary courses of study leading to a professionally accredited Master of Landscape Architecture (MLA). The first professional degree program is three years in length and is designed for students with an undergraduate degree in a field other than landscape architecture or architecture. The second professional degree is two years in length and is designed for those who already hold an accredited bachelor's degree in either landscape architecture or architecture. Students may be admitted with advanced standing into either of these programs depending upon their respective backgrounds. Dual-degree programs with architecture (MLA/MARCH), city planning (MLA/MCP), historic preservation (MLA/MSHP), fine arts (MLA/MFA), urban spatial analytics (MLA/MUSA) and environmental science (MLA/MES) are also available. The MLA degree may be combined with many of the school's certificate programs, three of which—Urban Risk and Resilience, Urban Design, and Landscape Studies—are hosted by the department.

The department also offers students an array of research opportunities through the McHarg Center for Urbanism and Ecology. The center has four streams of research activity; Climate and the Green New Deal, Biodiversity, The Public Realm, and Environmental Modelling. Additionally, students can be employed on a wide range of not-for-profit design and planning projects through Penn Praxis, which champions community engagement and social impact design.

HISTORY OF LANDSCAPE ARCHITECTURE AT PENN

The School of Fine Arts at the University of Pennsylvania was started in 1890 with programs in architecture and fine arts (including music and art history). Landscape architecture was first introduced as a subject in 1914 through a series of lectures by George Bernap, landscape architect for the United States Capitol. In 1924, a new department of landscape architecture was founded, with Robert Wheelwright as director, and authorized to award the BLA. Wheelwright was co-founder and co-editor of *Landscape Architecture Magazine* and a practicing landscape architect. He outlined his definition of the profession in a letter to the New York Times in 1924:

There is but one profession whose main objective has been to co-ordinate the works of man with preexistent nature and that is landscape architecture. The complexity of the problems which the landscape architect is called upon to solve, involving a knowledge of engineering, architecture, soils, plant materials, ecology, etc., combined with aesthetic appreciation can hardly be expected of a person who is not highly trained and who does not possess a degree of culture.

This first phase of the department's history was brief. The department was suspended for ten years during the 1940s, and from 1941 to 1953 no degrees were awarded in landscape architecture. Though a single course of landscape architecture was offered in 1951, it was incorporated into a land and city planning department founded by the new Dean, Holmes Perkins. Perkins subsequently recruited Ian McHarg to rebuild the program in landscape architecture.

In 1957, landscape architecture was re-established as an independent department offering a BLA and a one-year MLA for architects. McHarg obtained scholarships to support eight students and advertised the new program in *Architectural Review*; the first class of 14 students came from around the world (including eight from McHarg's homeland, Scotland). In 1962, McHarg, in partnership with David Wallace, founded Wallace McHarg (later Wallace McHarg Roberts and Todd), initiating a close connection between the department and professional practice that persists to this day. With a single exception, tenured faculty in the 1960s were all practicing

landscape architects.

The decade from 1965–1975 was one of growth in universities throughout the country, from which Penn's Department of Landscape Architecture and Regional Planning also profited. In 1965, a large grant from the Ford Foundation enabled McHarg to found a new regional planning program and to assemble a faculty in natural sciences (meteorology, geology, soils science, ecology, and computer science). In the early 1970s a grant from the National Institute of Mental Health permitted McHarg to add several anthropologists to the faculty and to integrate social sciences into the curriculum. The integration of research and practice in community service has been a long-standing tradition in the department from the 1970s, when faculty and students produced an environmental plan for the town of Medford, New Jersey, and the landscape architecture master plan for the Penn campus.

While enrollment in landscape architecture remained stable during the 1970s, with only modest increase, enrollment in the regional planning program soared and shaped faculty tenure appointments (all three tenure appointments from the late 70s to early 80s were natural and social scientists). By 1985, with changes in governmental policies and reduced funding for environmental programs, the enrollment in regional planning collapsed and many landscape architects on the faculty reduced their teaching commitment and shifted their focus again to practice. Indeed, the department served as a laboratory and launching pad for many new professional practices, with nationally prominent firms such as WMRT (now WRT) and Collins DuTot (now Delta Group) in the 1960s, Hanna/Olin (now OLIN) in the 1970s, Andropogon Associates in the 1970s, and Coe Lee Robinson (now CLRdesign Inc.) in the 1980s.

In 1986, Anne Whiston Spirn was recruited to succeed McHarg as chair with the mandate of extending the department's legacy and renewing its commitment to landscape design and theory. The task of the next eight years was to reshape the full-time faculty in order to teach landscape architects—now the vast majority of students in the department—and to rebuild the regional planning program in collaboration with the Department of City and Regional Planning. In the 1980s and 1990s the department's tradition of community service continued with the

West Philadelphia Landscape Plan and Greening Project that engaged faculty and students with neighborhood residents in planning and with the design and construction of local landscape improvements.

The 1990s was a period of growing deficits and shrinking financial resources in universities throughout the nation and Penn's Graduate School of Fine Arts was no exception. Despite these constraints the department has continued to respond to the needs of landscape architecture education and practice. Indeed, since the late 1960s a central idea sustaining the curriculum has been process – process in terms of design, ecology, and social ideas, especially as these relate to the needs of the profession. The addition of humanist and artistic perspectives to natural and social scientific emphases culminated in a major revision of the curriculum during 1993 and 1994.

In 1994, John Dixon Hunt was appointed professor and chair of the department. He continued the department's strong tradition of chairs as authors and editors and brought an established international reputation as perhaps the world's leading theorist and historian of landscape architecture. Between 1994 and 1999, the faculty developed significant advances in the collaboration between design and conceptual or theoretical inquiry, giving landscape architectural design a fresh visibility at the critical edge of practice. Hunt also launched what has now become an internationally recognized publication series on landscape topics, the *University of Pennsylvania Press Penn Studies in Landscape Architecture*.

In May 2000, James Corner, a graduate of the MLA program under Ian McHarg, was named department chair. His commitment to advancing contemporary ideas and innovative design sets the current tone of the department, where renewed emphases upon ecology, technology, digital media, theory, and urbanism drive the design studio sequence to this day. His own practice, James Corner Field Operations (JCFO), has produced many well-known works of early 21st-century landscape architecture including New York City's High Line. Together with other recognized practices affiliated with the program—including OLIN, WRT Design, Andropogon, Stoss, Mathur/da Cunha, PEG, and PORT Urbanism—this strong presence

of professional practice greatly enriches the landscape architecture program at Penn.

In July 2003, the Graduate School of Fine Arts changed its name to the School of Design. This change reflected the broader nature of the departments and programs under its domain together with the School's emphasis upon design. Under the previous Deans, Gary Hack and Marilyn Jordan Taylor, the School has enjoyed a renewed commitment to cross-disciplinary work, scholarly and professional leadership and international visibility – all of which have directly benefited and enriched the landscape architecture program.

In January 2013, Richard Weller joined the faculty as professor and Meyerson Chair of Urbanism, succeeding James Corner as department chair. During Weller's chairmanship the department has renewed its commitment to social and environmental justice and has increased its international prominence through a series of high-profile events, the establishment of the McHarg Center of Urbanism and Ecology, and the production of its award-winning interdisciplinary journal of landscape architecture (*LA+ Journal*).

A full history of the department can be found in *Transects: 100 Years of Landscape Architecture at the School of Design of the University of Pennsylvania*.

FACULTY (2021-2022)

Standing Faculty

Richard Weller, *Professor and Department Chair, Martin and Margy Meyerson Chair of Urbanism*
Sean Burkholder, *Assistant Professor*
Sonja Dümpelmann, *Professor*
Christopher Marcinkoski, *Associate Professor*
Karen M'Closkey, *Associate Professor*
Nicholas Pevzner, *Assistant Professor*
Frederick Steiner, *Dean and Paley Professor*
Aaron Wunsch, *Associate Professor (HSPV)*

Associated Faculty

Matthijs Bouw, *Professor of Practice*
David Gouverneur, *Associate Professor of Practice*
Ellen Neises, *Associate Professor of Practice*
Lucinda Sanders, *Adjunct Professor*
William Young, *Adjunct Professor*

Emeritus Faculty

James Corner
John Dixon Hunt
Laurie Olin
Dan Rose
Dana Tomlin

Full-Time Lecturers

Misako Murata, *Lecturer*
Keith VanDerSys, *Senior Lecturer*

Part-Time Lecturers

Anwar Basunbul
James Bennett
James Billingsley
Tim Block
Molly Bourne
Ryan Buckley
Gregory Burrell

Stephanie Carlisle
Candace Damon
Patrick Danahy
Andrew Fix
Billy Fleming
Zachery Hammaker
Tatum Hands
Marie Hart
Chieh Huang
Nicholas Jabs
Dorothy Jacobs
Anneliza Kaufer
Rebecca Klein
Cari Krol
Yadan Luo
Ernel Martinez
Michael Miller
Sarah Miller
Todd Montgomery
Valerio Morabito
Miranda Mote
Rebecca Popowsky
Krista Reimer
Theresa Ruswick
Jae Yun Shin
Cindy Skema
Alexander Stokes
Abdallah Tabet
Bradley Thornton
Judy Venonsky
Patricia West
Barbara Wilks
Sarai Williams
Sally Willig

FACULTY NEWS

Richard Weller was invited to present works from “The Atlas for the End of the World” and “The World Park” at the Venice Biennale of Architecture from May through November 2021 and, in collaboration with Rob Levinthal, presented the installation “Our Beautiful Broken World” at the Chinese Academy of Fine Art, Beijing in May 2022.

Led by **Richard Weller** and **Billy Fleming**, the department co-curated the “Grounding the Green New Deal” summit in April 2022 in collaboration with the Landscape Architecture Foundation. The summit was based on the Green New Deal Superstudio – a forum conceived by the Department of Landscape Architecture then undertaken in partnership with the LAF and the Center for Resilient Cities at Columbia which attracted over 650 submissions relating design to the Green New Deal.

Frederick Steiner published *Megaregions and America’s Future*, with Bob Yaro and Ming Zhang (Lincoln Institute of Land Policy). He authored several book chapters and journal articles.

Sonja Dümpelmann was promoted to professor in January 2022. She edited a new book, *Landscapes for Sport: Histories of Physical Exercise, Sport, and Health* (Dumbarton Oaks Research Library and Collection) and published several book chapters and articles. Dümpelmann gave invited lectures at the University of Copenhagen and the Technical University Berlin, and delivered the keynote address at the CELA 2022 conference.



Christopher Marcinkoski’s firm, PORT, exhibited “River Frames” in The Available City: Chicago Architecture Biennial 2021. PORT received a 2022 Merit Award from the ALSA Pennsylvania-Delaware chapter for the master plan for the 8th Street Gateway Park in Bentonville, Arkansas. Marcinkoski served as guest editor for *LA+SPECULATION* released in Fall 2022.

Karen M’Closkey, Keith VanDerSys and Sean Burkholder launched the McHarg Center’s new EMLab (Environmental Modelling Laboratory) with the Instruments of Change symposium in February 2022, which brought together leading scholars about the use of digital technology to model, map, and monitor landscapes. Work from the EMLab and PEG office of landscape + architecture, the practice of M’Closkey and VanDerSys, was included in the exhibition Experimental Landings, at Pratt Institute in July 2021.

Karen M’Closkey lectured at Rutgers University in March 2022 and was the plenary speaker at the Digital Landscape Architecture conference at Harvard Graduate School of Design in June 2022. She advised student Wenqi Yang’s “Arboretum Within Wetland” project, which received an Honor Award in the 2022 ASLA Student Awards: General Design category.

Robert Gerard Pietrusko, formerly of Harvard University Graduate School of Design, joined the department as an associate professor effective January 1, 2022. Works by Pietrusko were included in exhibitions at the American Academy in Rome,

Rome, Italy; Le Centre George Pompidou, Paris, France; and the Walker Art Center, Minneapolis, Minnesota. He was co-director with Courtney Stephens of the short film, *Remastering Eden*. He gave invited lectures at Technical University Delft; HKW Haus der Kulturen der Welt, Berlin, Germany; and Oslo School of Architecture, Oslo, Norway, and authored multiple book chapters and journal articles.

Sean Burkholder contributed a chapter, "Finding Landscape Through Curiosity" to *Designing Landscape Architectural Education: Studio Ecologies for Unpredictable Futures* edited by Rosalea Monacella and Bridget Keane. Burkholder, together with Brian Davis, and **Theresa Ruswick** co-authored "Developing and Monitoring an Innovative NNBF to Nourish a Bay Bar: An Example from the Southeast Shore of Lake Ontario" in the *Journal of Great Lakes Research*.

Nicholas Pevzner, along with **Richard Weller** and **Tatum Hands**, co-edited *LA+GREEN* released in Spring 2022. He contributed to the white paper, "Renewable Energy Landscapes at Scale: Designing place-based energy generation for local value" for Pacific Northwest National Laboratories with co-authors Rebecca O'Neil, Danielle Prezioso, Katie Arkema, Yekang Ko and Kirk Dimond. At the 2022 CELA Conference, Pevzner presented "A Green New Deal for Forests: Rethinking Fire, Jobs, and Timber in America's Dry Forest Landscapes" and co-presented "Resilient & Multifunctional Energy Landscapes for a Green New Deal." He was a presenter and co-author with Max R. Piana of "Beyond the axe: interdisciplinary approaches towards an urban silviculture" at the 2022 Urban Forests, Forest Urbanisms & Global Warming Conference, KU Leuven, Belgium.

Matthijs Bouw was promoted to professor of practice for a five-year term beginning January 1, 2022. Bouw's practice ONE received *The Architect's Newspaper* 2021 Best of Practice Award for Urban Planning in the Northeast, and second prize in the 2021 Nourishing City: Shenzhen Xili Reservoir Planning and Landscape Design Competition in collaboration with LOLA Landscape, Land+Civilization Compositions, and Taller Architects.

Ellen Neises was promoted from adjunct professor to associate professor of practice beginning August 2021, and named the inaugural Laurie Olin Professor of Practice. Through PennPraxis, Neises was co-principal on the Pittsburgh Strategic Water Plan and is the principal on several ongoing projects including Sojourner Truth State Park in Kingston, New York; Delaware & Lehigh National Heritage Corridor in Lehigh Valley, Pennsylvania; and The Farm of the Future in New Bolton, Pennsylvania. She delivered, "Design to Thrive," the Peter Schaudt Lecture at the Illinois Institute of Technology School of Architecture in 2022.

David Gouverneur consulted on a coastal residential district in Cartagena, Colombia, for Diego Bermúdez y Asociados. With **Judy Venonsky**, he advised a project by students Linda Ge, Yihan Huang, Ruoxin Jia and Zhimin Ma in Toa Baja, Puerto Rico, which received an Honor Award in the 2022 ASLA Student Awards: Residential Design category.

Billy Fleming was reappointed as director of the McHarg Center for another four years along with **Richard Weller** and **Frederick Steiner** as the executive directors. **Misako Murata** was appointed as full-time lecturer and **Bill Young** was appointed to adjunct associate professor in 2021.

THREE-YEAR MLA CURRICULUM REQUIREMENTS

For students with a Bachelor of Arts or Bachelor of Science degree, the total course units required for graduation in the three-year first professional degree program are 28.

| Required Courses | Course Units |
|--|--------------|
| Studios | |
| LARP 501 Studio I | 2 |
| LARP 502 Studio II | 2 |
| LARP 601 Studio III | 2 |
| LARP 602 Studio IV | 2 |
| LARP 701 Studio V | 2 |
| LARP 702 Studio VI | 2 |
| Workshops | |
| LARP 511 Workshop I: Ecology and Built Landscapes | 1 |
| LARP 512 Workshop II: Landform and Planting Design | 1 |
| LARP 611 Workshop III: Site Engineering and Water Management | 1 |
| LARP 612 Workshop IV: Advanced Landscape Construction | 1 |
| Theory | |
| LARP 535 Theory I: Histories and Theories of Landscape and Environment | 1 |
| LARP 540 Theory II: The Culture of Nature | 1 |
| Media | |
| LARP 533 Media I: Drawing and Visualization | 1 |
| LARP 542 Media II: Fundamentals of 3D Modeling | 1 |
| LARP 543 Media III: Landscape and Digital Dynamics | 1 |
| 601 Studio Co-Requisite* | |
| LARP 761 Urban Ecology | 1 |
| Electives | |
| Students must select six elective courses | 6 |
| TOTAL | 28 |

Students with adequate prior experience may substitute Landscape Architecture elective courses for required courses with the permission of the instructor and with approval of the department chair. Students who waive required courses must earn at least 22 LARP credits plus the 6 elective credits needed to graduate with the first professional MLA degree.

TWO-YEAR MLA CURRICULUM REQUIREMENTS

For students with a professionally accredited Bachelor of Landscape Architecture or Bachelor of Architecture degree, the total course units for graduation from the two-year second professional degree program are 19.

| Required Courses | Course Units |
|--|--------------|
| Studios | |
| LARP 601 Studio III | 2 |
| LARP 602 Studio IV | 2 |
| LARP 701 Studio V | 2 |
| LARP 702 Studio VI | 2 |
| Workshops * | |
| LARP 611 Workshop III: Site Engineering and Water Management | 1 |
| LARP 612 Workshop IV: Advanced Landscape Construction | 1 |
| Theory | |
| LARP 535 Theory I: Histories and Theories of Landscape and Environment | 1 |
| LARP 540 Theory II: The Culture of Nature | 1 |
| Media | |
| LARP 543 Media III: Landscape and Digital Dynamics | 1 |
| 601 Studio Co-Requisite* | |
| LARP 761 Urban Ecology | 1 |
| Electives | |
| Students must select five elective courses | 5 |
| TOTAL | 19 |

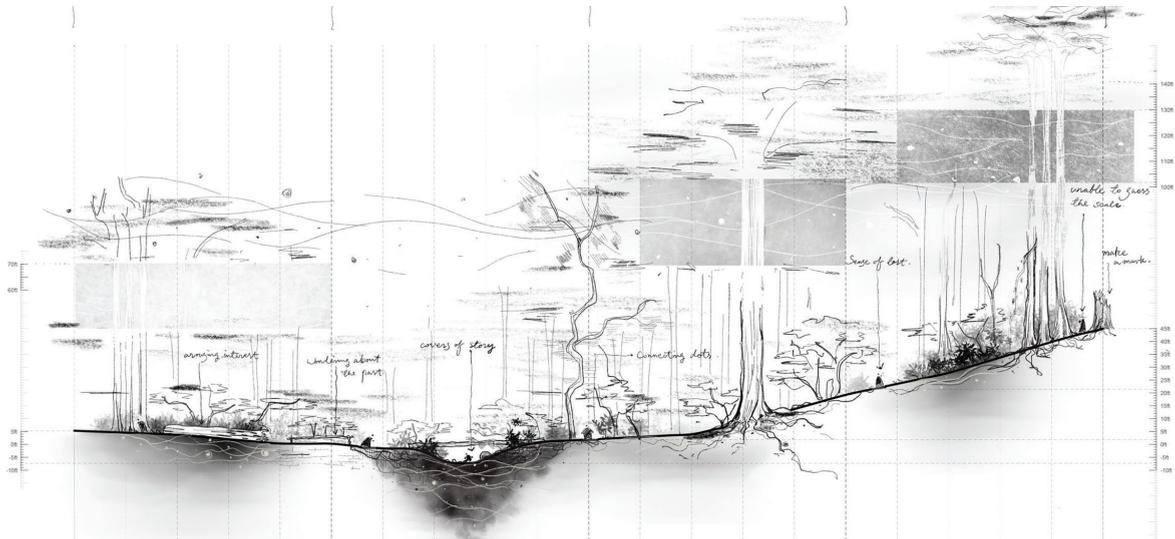
Students with adequate prior experience may substitute Landscape Architecture elective courses for required courses with the permission of the instructor and with approval of the department chair. Students who waive required courses must earn at least 14 LARP credits plus the 5 elective credits needed to graduate with the second professional MLA degree. Students may register for up to 5 course units per term.

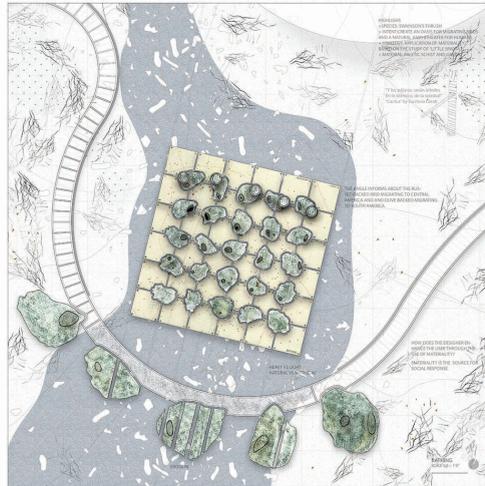
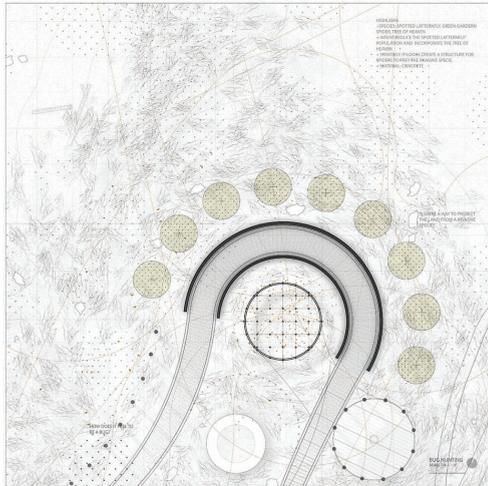
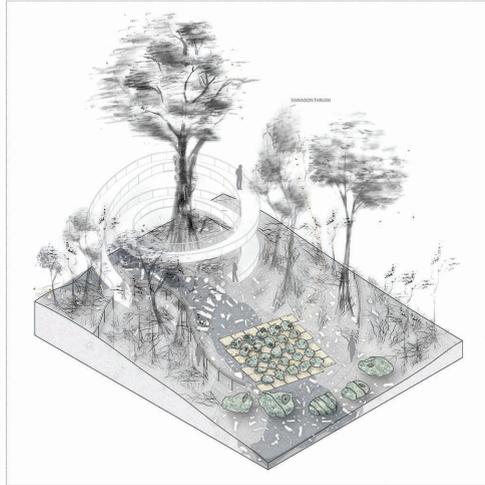
** All 2-year MLA students entering with bachelor's degrees other than a BLA from an accredited program are required to attend the Natural Systems/Ecology Week of the Summer Institute; to audit LARP 512: Workshop II – Landform and Planting Design (the schedule of classes is arranged to allow for these sessions to be offered during the first half of the fall term); and have the option to attend the Workshop II – Spring Field Ecology week of field trips following final reviews in early May. With the chair's consent, students who can show sufficient previous experience with these materials may apply for a waiver.*

STUDIO I MAPPING, MEASUREMENT, AND PROJECTION IN TIME WEST FAIRMOUNT PARK, PHILADELPHIA

Critics: Sean Burkholder, Rebecca Popowsky, Michael Miller and Dorothy Jacobs
Teaching assistants: Arisa Lohmeier, Zihan Zuo, Priyanjali Sinha and Lizzy Servito

This studio explored the design language of landscape. It introduced students to strategies for seeing, interpreting, representing and designing within the context of natural and constructed environments. As the first core studio of the landscape architecture curriculum, this studio was particularly focused on seeing and experiencing landscape through various forms of representation as a fundamental driver of design. Based on those previous experiences and their representation, the studio then built to focus on the design of landscape space in time. Studio projects evolved out of the fusion of repeated visits to the site, the representation strategies that documented and explored those visits, lessons learned through precedent studies, and imaginative formal and conceptual explorations. Projects were not understood as complete or final constructs, but instead as negotiations of fixity and change that engaged existing site dynamics, the passage of time, and the design imagination. At the same time, spatial and material specificity was expected in all proposed design interventions. With the straightforward task of designing a garden, students were asked to traverse and record the found landscape, and to then reimagine and project a transformed future that developed their own agenda for the site, drawing out and building upon particular qualities of the landscape.





Andreina Sojo, garden views (above);
Weijing Wang transect section (opposite)

- Martha Ashe
Uma Basu
Johanny Bonilla
Alyssa Castanon
Yuanyi Cen
Michelle Chan
Wing Chu
Kwan Chung
Sarah Evantash
Jixuan Guo
Yiding Han
Mira Hart
Jiewen Hu
Ada Hu
Zitong Huang
Nikki Kojima
Nina Lehrecke
Yingjia Lei
Xiaofan Liu
Xinyu Liu
Siyi Lu
Yuming Lu
Maura McDaniel
Ruth Penberthy
Lihao Peng
Hassan Saleem
Lucia Salwen
Caroline Schoeller
Jenna Selati
Andreina Sojo
Charlye Stewart
Jiachen Sun
Shengqian Wang
Weijing Wang
Hanzhang Xiao
Menghan Yu
Ying Zhang
Zicheng Zhao
Yining Zhu



Martha Ashe
 Uma Basu
 Johanny Bonilla
 Yuanyi Cen
 Michelle Chan
 Wing Chu
 Kwan Chung
 Sarah Evantash
 Jixuan Guo
 Yiding Han
 Mira Hart
 Jiewen Hu
 Ada Hu
 Zitong Huang
 Nina Lehrecke
 Xiaofan Liu
 Xinyu Liu
 Siyi Lu
 Yuming Lu
 Maura McDaniel
 Ruth Penberthy
 Hassan Saleem
 Lucia Salwen
 Caroline Schoeller
 Jenna Selati
 Priyanjali Sinha
 Andreina Sojo
 Charlye Stewart
 Jiachen Sun
 Shengqian Wang
 Weijing Wang
 Wei Xia
 Hanzhang Xiao
 Menghan Yu
 Ying Zhang
 Zicheng Zhao
 Yining Zhu
 Huaying Zhuge

Zicheng Zhao, views (left);
 Maura McDaniel, views
 (opposite top); Michelle Chan,
 section (opposite bottom)

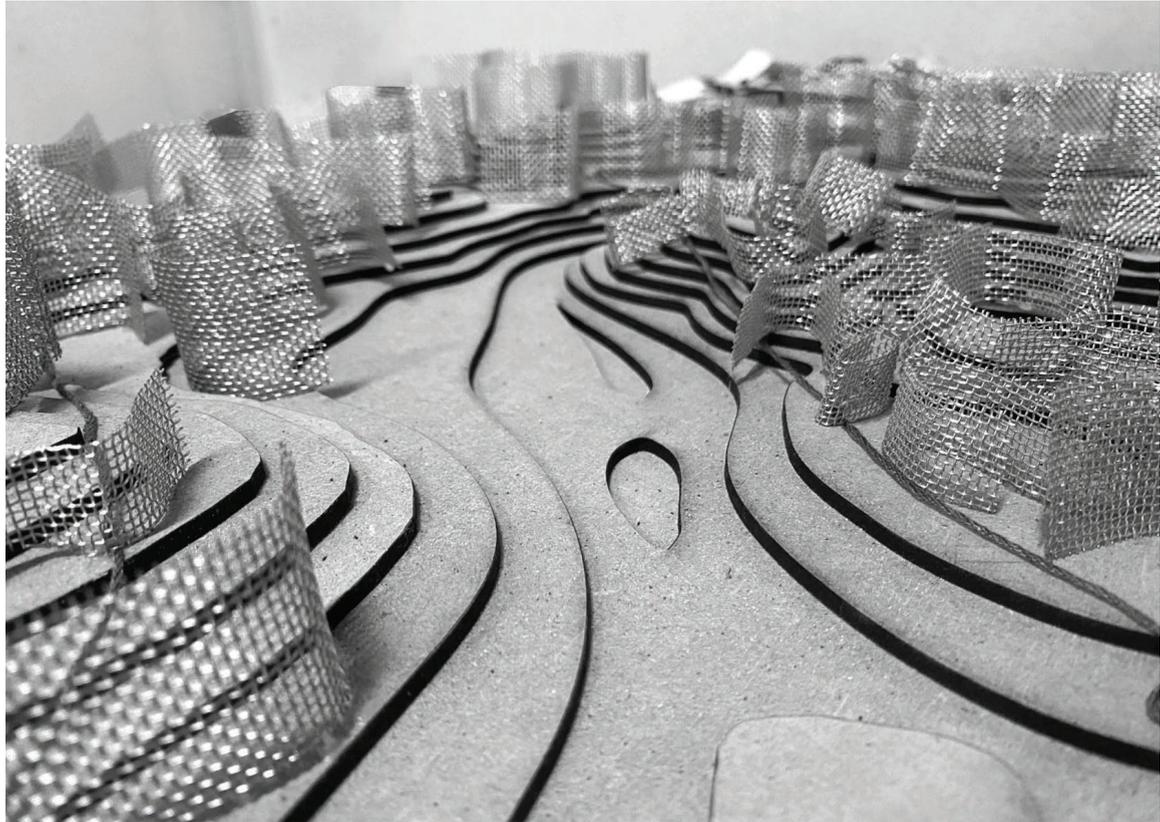
STUDIO III THE CULTURAL LANDSCAPES OF THE PIEDMONT

Critics: Ellen Neises, Todd Montgomery, Molly Bourne, James Bennett and Zachery Hammaker
Teaching Assistants: Selina Cheah, Helen Han, Zhimin Ma, A.L. McCullough and Yijia Xu

The Piedmont studio explored the addition and excavation of apt and generative layers of a cultural landscape in order to deepen and diversify its identities, increase equity and economic access, engage new publics, and energize environmental action and community life. The studio focused on creative means of exploring and embodying heritage, including in materiality, social practices, livelihoods, speculation and innovation – on imagination and new connections between past, present and future. In our area, the Piedmont encompasses archetypal urban and rural settlement patterns, as well as small towns and suburban communities. The studio concentrated on the peri-urban condition where dispersive growth creates hybrid landscapes, composed of fragments and characteristics of urban, suburban and rural environments, often in tension, with many unintentional and undesigned relationships. This reach of the Piedmont is often associated with the history of colonization and the revolutionary war, but there are many other powerful stories, inheritances and erasures that could be expressed through landscape design. For example, leaders of historically Black universities in the area, and the non-profit organization Voices Underground, are working to elevate suppressed histories of the Underground Railroad and Black culture through research, creative partnerships, public experiences and memorialization, including a major new memorial. The project shown here took up this goal and proposed a nocturnal trail that would help visitors imagine an enslaved person's flight to freedom, and the means by which they navigated and evaded discovery using landscape features and the stars.



Yubing Ge, section (above) and model (opposite page)



Vyusti Agarwalla
Madeline Barnhard
Nicole Cheng
Jiajing Dai
Yubing Ge
Audrey Genest
Zoe Goldman
Yuehui Gong
Bingtao Han
Shuyi Hao
Azarai Hernandez
Ziyu Huang

Haoyue Ji
Kyle Johnson
Siddhi Khirad
Matthew Lake
Yangyi Li
Jinrong Li
Renzhi Li
Matthew Limbach
Yiwei Lin
Arisa Lohmeier
Olivia Loughrey
Chen Mao

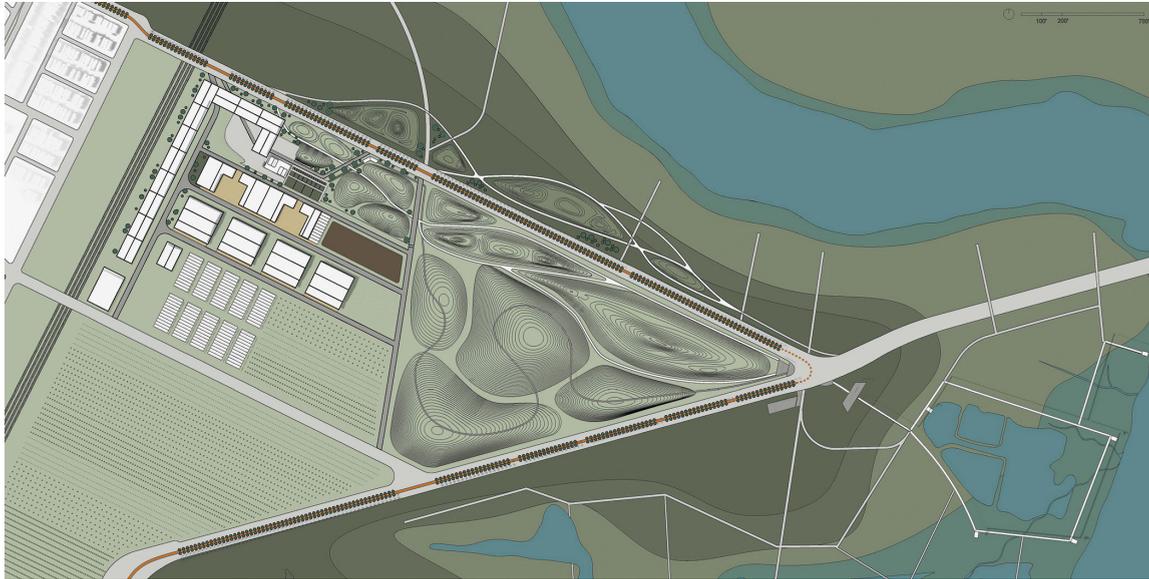
Eduardo Martinez Villanueva
Daniel McGovern
Aminah McNulty
Zoe Morrison
Aaron O'Neill
Sanjana Purohit
Benjamin Regozin
Andrew Reichenbach
Bhoomi Shah
Sara Sterchak
Zhonghui Tang
Ari Vamos

Bosheng Wang
Jiayuan Wang
Yining Wang
Yuting Yan
Chanju Yang
Peiye Yang
Shujing Yi
Ling Zhang
Xing Zhang
Yining Zhang
Xinyi Zhang

STUDIO IV FUTURING PHILADELPHIA: CONSIDERING THE SOUTHWEST

Critics: Christopher Marcinkoski, Nicholas Pevzner, Jae Shin and Nick Jabs
Teaching assistants: Sam Ridge, Yeqing Shang, Yijia Xu and Wenqi Yang

Working in the area of Philadelphia known as the Southwest, this studio asked students to spatially elaborate seemingly radical urban conditions that might possibly exist in this area of the city at a shared point in the future – 2050, or roughly one generation from today. The studio riffed on ideas of futuring – or the active and intentional imagination of future circumstances, in multiple. The intent was to reframe and reflect on how one understands and might act on the socio-economic and environmental circumstances confronting the city today by elaborating possibilities rather than advocating for specific proposals. Using forms of storytelling, students were asked to describe the contours of a future rather than focusing on the means of how one might get there. The work produced was oriented towards ideas of could rather than should. Here students were neither predicting a future nor advocating for one outcome over another. Rather they were using storytelling and spatial design as a means of promoting dialogue and thinking beyond the expected or familiar. Students worked in teams of three through a series of six highly structured design exercises to develop rhetorical circumstances reflected in the form of public spaces within these potential futures.





Vyusti Agarwalla
 Oliver Atwood
 Madeline Barnhard
 Nicole Cheng
 Jiajing Dai
 Caroline Gagne
 Yubing Ge
 Audrey Genest
 Zoe Goldman
 Yuehui Gong
 Bingtao Han
 Shuyi Hao
 Azarai Hernandez
 Ziyu Huang
 Haoyue Ji
 Kyle Johnson

Siddhi Khirad
 Matthew Lake
 Jinrong Li
 Yangyi Li
 Renzhi Li
 Matthew Limbach
 Yiwei Lin
 Arisa Lohmeier
 Olivia Loughrey
 Chen Mao
 Eduardo Martinez Villanueva
 Daniel McGovern
 Aminah McNulty
 Zoe Morrison
 Aaron O'Neill
 Sanjana Purohit

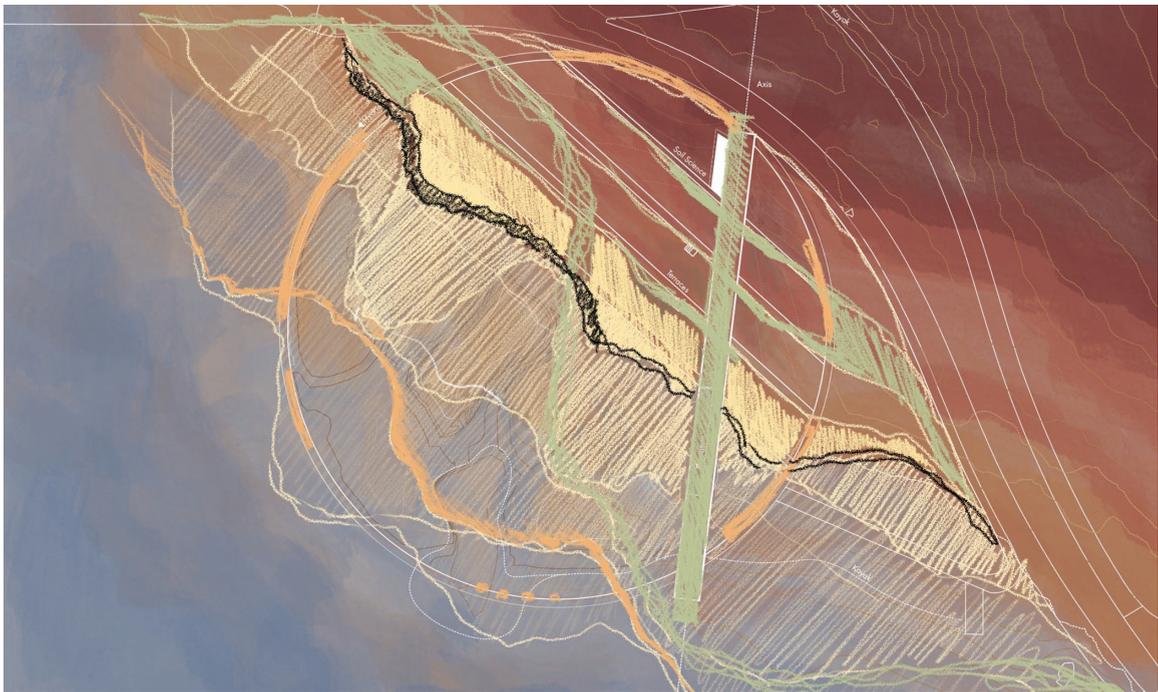
Benjamin Regozin
 Andrew Reichenbach
 Bhoomi Shah
 Sara Sterchak
 Zhonghui Tang
 Ari Vamos
 Yining Wang
 Bosheng Wang
 Jiayuan Wang
 Yuting Yan
 Peiye Yang
 Shujing Yi
 Ling Zhang
 Yining Zhang
 Xinyi Zhang
 Xinge Zhang

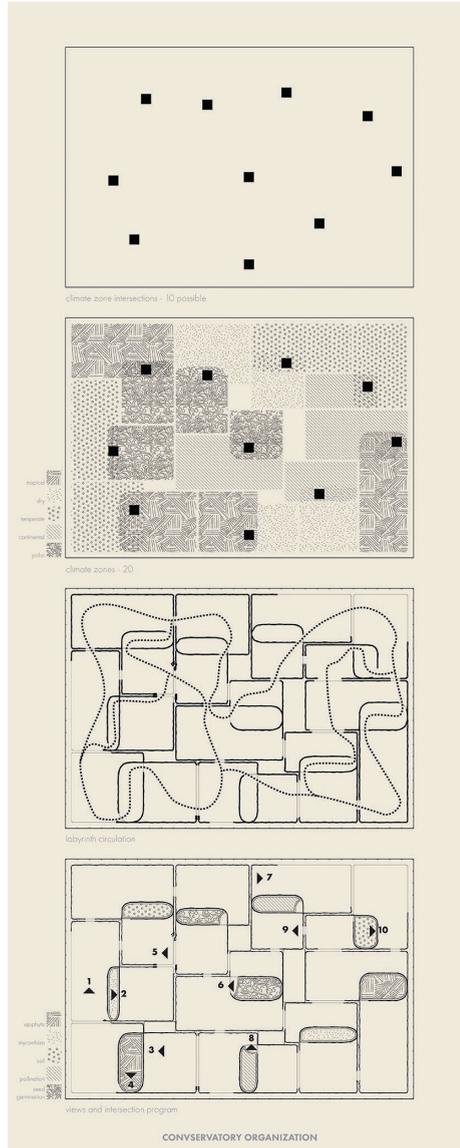
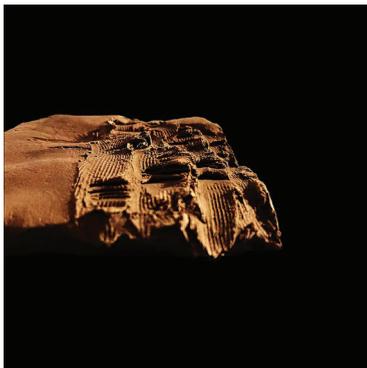
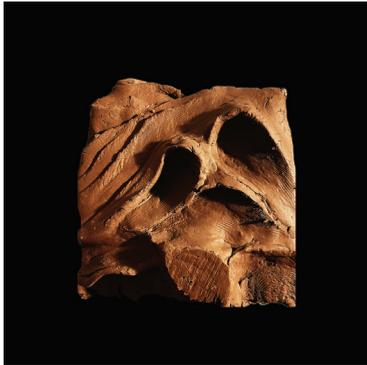
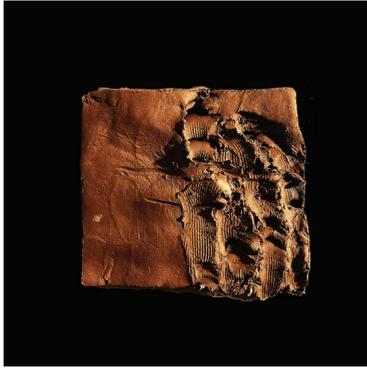
Azarai Hernandez, Haoyue
 Ji and Sanjana Purohit,
 aerial view (above);
 Madeline Barnhard,
 Caroline Gagne and Sara
 Sterchak, plan (opposite)

STUDIO V SEEDS + WEEDS: THE KNOTTY NATURES OF BOTANIC GARDENS

Critic: Karen M'Closkey

This studio focused on botanic gardens – their histories, their variety, their missions as institutions, and how those missions continue to adapt to reflect current social and environmental interests and values, especially as they relate to biodiversity conservation and climate change. Botanic gardens combine the science of botany and the art of display to educate the public about plants and thus are a useful lens through which to see our changing relationship to nature vis-à-vis plants and plant collections, as well as their representations. Given that botanic gardens have always been experimental by nature, this studio asked students to consider what “new natures” and people-plant relations are being materialized in botanic gardens today. Key terms at the root of this type of garden – colonization, classification, cultivation, and collection – were discussed, providing the foundation for students to develop proposals for a botanic garden in the context of the nation’s capital: Washington, D.C. Students chose to work in one of two areas: within and adjacent to the National Mall, which is the site of United States Botanic Garden, or within the US National Arboretum.





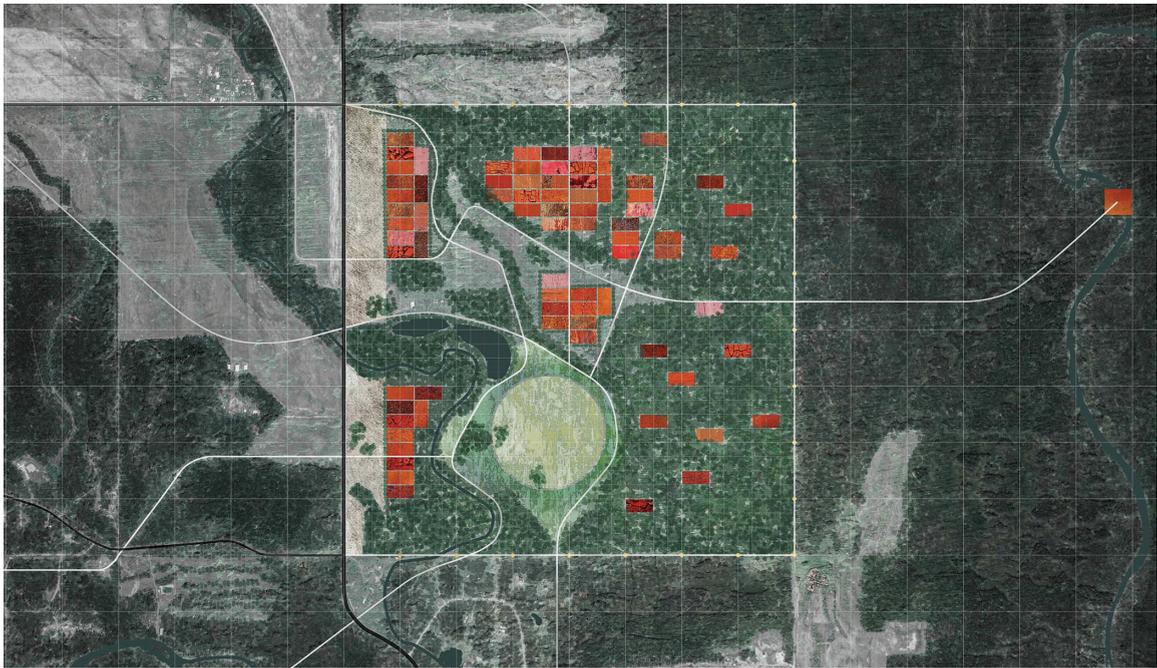
Alice Bell
 Nuoran Chen
 Rohan Lewis
 A.L. McCullough
 Samuel Ridge
 Elizabeth Servito
 Andrew Tatreau
 Mrinalini Verma
 Tian Xie
 Wenqi Yang
 Jingyu Zhang
 Ruiying Zhao

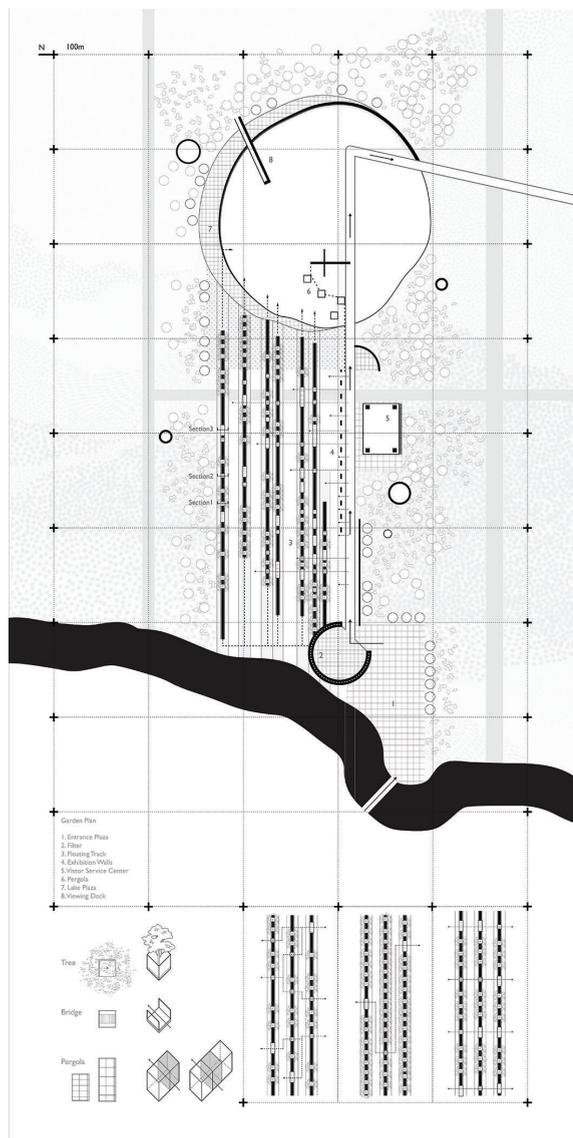
Mrinalini Verma,
 models (this page,
 left) and diagram
 (opposite page);
 Sam Ridge, diagrams
 (this page, right)

STUDIO V THE BURNING GARDENS EVENT

Critic: Valerio Morabito

Garden expos have become increasingly widespread worldwide. These are significant cultural events in many countries, where designers experiment with ideas and the organization of space. This studio prompted students to design a fictitious garden event called Burning Gardens, which took inspiration from the famous Burning Man Festival held annually in the Nevada desert. The Burning Man event culminates in the burning of a massive wood effigy called the Man. While the Burning Man event may be interpreted as a metaphor for man's survival without leaving a trace on the earth, the Burning Gardens event, by contrast, sought to leave metaphoric and symbolic traces for new landscape ideas and served as a way to investigate innovative, radical, utopian design. Students had the option of choosing from two different, yet similarly abstract and symbolic potential sites for their Burning Gardens event – the mosaic of the American agricultural grid, and the area surrounding the unfinished Palazzo Farnese in Piacenza, Italy.





SPHERE GARDEN



MAIN ENTRANCE



TANK ROOM



EROSION GALLERY

Jing Cao
Siran Chen
Wenjing Fang
Yani Liu
Jing Qin
Yeqing Shang
Yihui Wang
Larissa Whitney
Minghao Zhao
Wentao Zhong
Zihan Zuo

Zihan Zuo, garden plan (this page, left);
Minghao Zhao, sections (this page, right) and plan (opposite page)

STUDIO V BROOKLYN, BUFFALO, BANGLADESH: THE GREAT CLIMATE MIGRATION

Critic: Matthijs Bouw

Teaching Assistant: Oliver Atwood

Climate migration is a critical topic of study. Relationships between migration and the climate crisis are manifold and complex. This studio explored these intersections on a global scale, using three anchoring points: Brooklyn, Buffalo and Bangladesh. In an initial research phase, the studio investigated global migration as well as strategies for relocation from coastal areas, and for the preparation of areas for resettlement. After the research phase, teams of two designed projects in Brooklyn or Buffalo based on a self-formulated brief. Taken together, these designs formed a catalogue of responses that stimulated discussion about climate, migration, equity and global learning. The aim of the studio was to use design to visualize challenges and opportunities, to develop strategies, and to innovate and envision the future environments – neighborhoods, landscapes and buildings – that “climate migration” can bring, in a feedback process with stakeholders and experts. As a core requirement for the Urban Resilience Certificate, the studio’s mix of landscape and architecture students used a pedagogy that fostered interdisciplinary collaboration, multi-scalar thinking, and an awareness of the relationships between physical and social environments in the face of uncertainty. Within this format, the studio explored how climate change and migration intersect with social, economic and environmental justice.





Eleanor Garside
Madeleine Ghillany-Lehar
Ziyang Huang
Zhe Luo
Elisabeth Machielse
Yasmine McBride

Yuan Tian
Meera Toolsidas
Madison Tousaw
Yuhan Wang
Dingwen Wu
Olivia Xu

Yuan Tian and Dingwen Wu,
view (above); Eleanor Garside
and Madeleine Ghillany-Lehar,
section (opposite page)

STUDIO V THE RIVERLINE, BUFFALO: AN EVOLVING RIVER COMMUNITY LANDSCAPE

Critics: Barbara Wilks and Chieh Huang

This studio focused on current environmental and social issues pertaining to the Buffalo River Communities and the adjacent abandoned industrial landscape experiencing transitional conditions, socially and environmentally. The elevated DL&W rail line that traversed this area is being recast as The Riverline by the Western New York Land Conservancy. Students explored historic, contemporary, and evolving conditions in and around this landscape and its ecologies and examined the impact on the individuals and communities that live, work, and play in these environments. Students were encouraged to investigate issues of environmental justice, industrial working waterfronts, gentrification, access, remediation, and climate adaptation and to take a point of view as they conducted field visits, developed site analyses, and proposed specific design interventions. The studio aimed to reach a level of presentation and design achievement similar to that of the Design Development phase in a professional office.





Emily Bunker
Kathryn Dunn
Helen Han
Jin Huang
Yihan Huang

Zhimin Ma
Yue Shen
Ana Stolle
Catherine Valverde
Yijia Xu

Yue Shen, view (above);
Yijia Xu, view (opposite)

STUDIO V THE CIUDAD DE ESTE, PARAGUAY STUDIO: FOSTERING CONNECTIONS

Critic: David Gouverneur

Teaching assistant: Verónica Rosado

In the Spring of 2021, Associate Professor of City and Regional Planning Erick Guerra conducted a studio focusing on Ciudad del Este, Paraguay addressing a complex transportation scenario hindering the city's performance, affecting its commercial drive and living standards. The studio resulted in a plan prioritizing public transportation, accompanied by a system of bike lanes and public spaces, and district revitalization proposals anchored on transit nodes. These findings were valuable input to this Fall 2022 Ciudad del Este Studio, which offered landscape architecture, architecture, and city planning students the opportunity to delve into the complexities of the rapid and unplanned urbanization eroding fragile natural settings and agricultural landscapes. Students were asked to envision strategies to protect diverse ecologies adjacent to the city while making them accessible to the population and capable of attracting tourism, to reduce the risk of flooding, and to create a robust system of public spaces linking the existing urban areas with zones for urban growth. Students also identified areas that could become new centralities for providing jobs and amenities to currently underserved areas, while offering landscape and urban frameworks to guide a process of predominantly self-constructed urbanization.





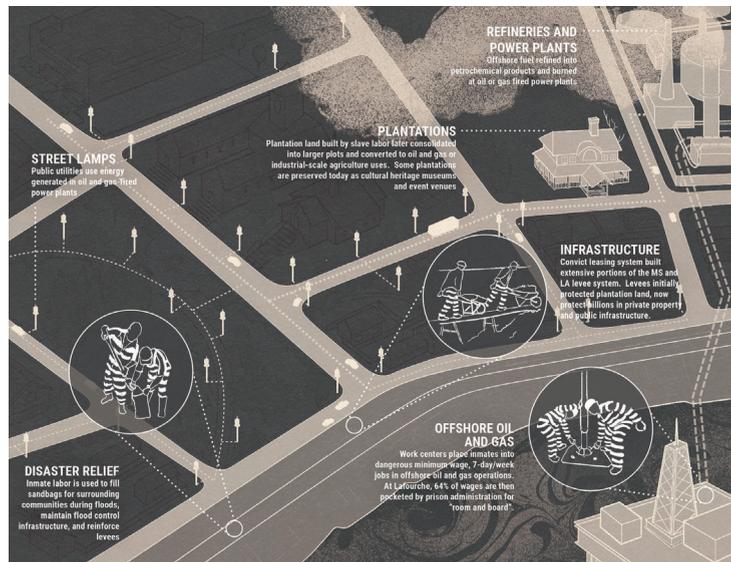
Yanhao Chai
Selina Cheah
Hanyu Gao
Linda Ge
Tristan Grupp
Samuel Hausner-Levine
Yue Hu
Ruoxin Jia
Clara Lyle
David Nugroho
Verónica Rosado
Jiamin Tan

Yue Hu and Ruoxin Jia,
aerial view (left) and plan
(opposite page)

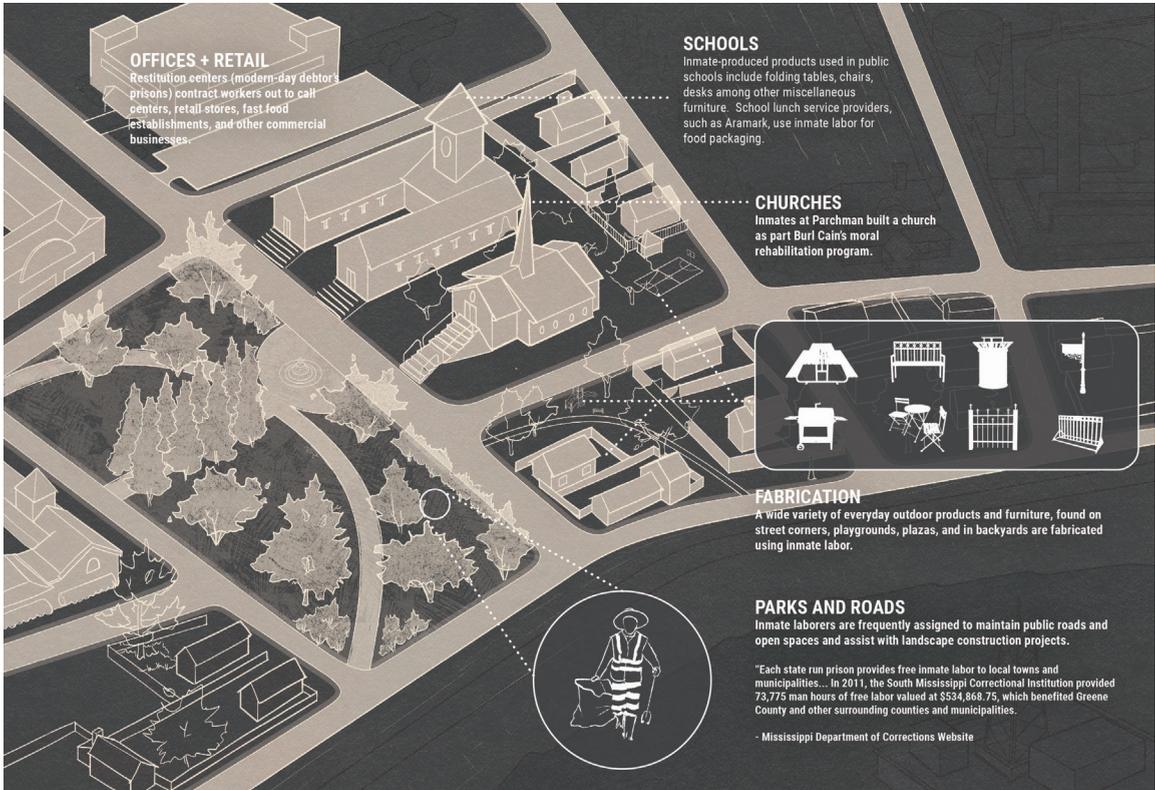
STUDIO V DESIGNING A GREEN NEW DEAL: THE SPATIAL POLITICS OF OUR RESPONSE TO CLIMATE CHANGE

Critic: Billy Fleming

The first iteration of the Designing a Green New Deal studio took place in Fall 2019 and focused on how the abstract, national-scale ambitions of the Green New Deal (GND) might be translated into real projects in real communities across the United States. That effort identified three key regions for investment and focus: the Midwest, the Mississippi Delta, and Appalachia. The second iteration in Fall 2020 focused squarely on the carceral, fossil fuel, and agricultural systems of each of these three regions. Students developed a series of tools and fictions aimed at either building or imagining the kind of post-carbon, post-prison, post-industrialized agriculture world that was then further delved into in the third, Fall 2022, version of the studio.



In this iteration of the studio, students focused on the mine-to-prison and plantation-to-prison pipeline in the Appalachia and Mississippi Delta regions. The challenge was to make these pernicious forces legible, to situate work in both the realm of the built environment and the broader public imagination, and to develop credible, compelling stories from/for the future, informed by the various movements for justice organizing around each industry in each region. The central aim of this studio was to continue forging new alliances with these movement leaders and to make their visions more tangible and pragmatic through the tools at designers' and planners' disposal. After building a foundation of the broader, historical, and political context through seminar-style reading and discussion, students produced regional field guides; produced "how to" manuals for decommissioning and repurposing prison, fossil fuel, and plantation sites in each region; and developed climate fictions that helped readers see and understand the kind of world in which the proposed projects are possible.



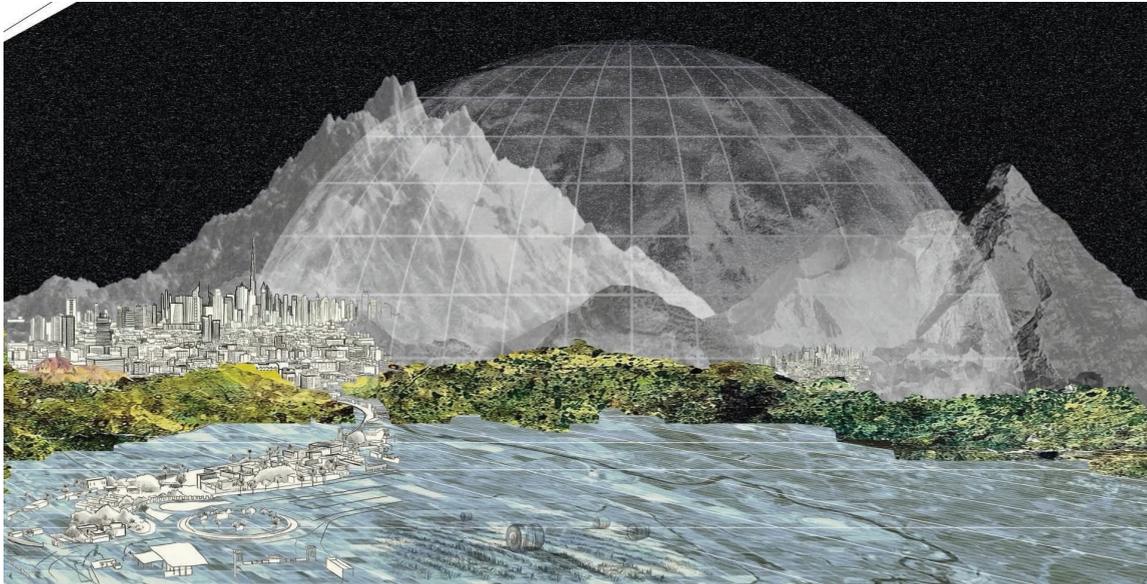
Asha Bazil, Amy Liu Pathak,
Jackson Plumlee,
Leeana Skuby, diagrams
(above and opposite)

Huiyi An
Asha Bazil
Hannah Bonestroo
Daniel Flinchbaugh

Amy Liu Pathak
Jackson Plumlee
Claire Seung Yeun
Leeana Skuby



Yanhao Chai
 Selina Cheah
 Nuoran Chen
 Helen Han
 Yue Hu
 Jin Huang
 Allison Nkwocha
 Jing Qin
 Yuan Tian
 Larissa Whitney
 Dingwen Wu
 Yijia Xu



STUDIO VI THE BIG PARK STUDIO: MOCCASIN BEND

Critic: Lucinda Sanders

Assistant critics: Andrew Dobshinsky, Jonathan Franklin, Trevor Lee, Evan McNaught and Demo Staurinos

The site for this studio was a National Archeological Site known as Moccasin Bend just to the west of downtown Chattanooga, TN. Moccasin Bend is within Chickamauga and Chattanooga National Military Park and is under the auspices of the National Park system. These 1000 acres have seen significant wrenching historical events, including the westward movement of indigenous peoples and civil war battles. Today, the National Park includes an 18-hole municipal golf course, a police firing range, a waste management facility and a psychiatric ward that sits directly on top of the site of sacred burial mounds. Hamilton County, where Chattanooga lies, is slated to see substantial growth over the next 50 years. Despite, or perhaps because of development pressures, the region and the city have a renewed focus on the development of parks, enhancing the network, and ensuring effective connections. Students in this studio designed master plans for Moccasin Bend in four phases: analytical reading of the region and the city; park system planning at a city scale; developing a vision for a park program and master plan; and developing key moments through designing and illustrating the ethos of the park.





Alice Bell
Emily Bunker
Rohan Lewis
Yue Shen
Ana Stolle
Andrew Tatreau
Tian Xie
Jingyu Zhang
Ruiying Zhao

Alice Bell, master plan
(left); Rohan Lewis,
view (opposite)

STUDIO VI STUDIO +: PUBLIC SCHOOLS AS EQUITY INFRASTRUCTURE

Critics: Abdallah Tabet, Eduardo Rega Calvo and Ernel Martinez

Studio+ Public Schools as Equity Infrastructure was an advanced-level interdisciplinary design studio that included students and faculty from the landscape architecture, architecture, and city and regional planning departments of the Weitzman School. This studio was the first in a series of annual design studios that belong to the larger Studio+ initiative of the Weitzman School focused on community-engaged design, planning, art and preservation. Conceived as a vehicle for collaborative and interdisciplinary work by Penn faculty and students in partnership with civic organizations, Studio+ aimed to address systemic racism and spatial injustice embedded in processes, uneven distributions of public resources and erasures in the city.

In its first iteration, and using the People's Assembly as a central studio method, Studio+ opened a space to speculate, design and rehearse a self-organized interdisciplinary agency or cooperative practice for design justice in real-world design-build projects and in partnership with civic organizations. Studio+ was at once a space to define a critical form of spatial practice, a vehicle to imagine more equitable worlds, and a means of operating concretely and immediately on this one. Studio+ made strategic alliances with diverse players including youth to advance projects for social justice spatially from large system/institutional/structural scale to the neighborhood to the built furniture/artifact within and beyond a school building. Material implementation of Studio+ design projects took place during the late spring and summer, led by interested students hired and supported as PennPraxis Design Fellows.

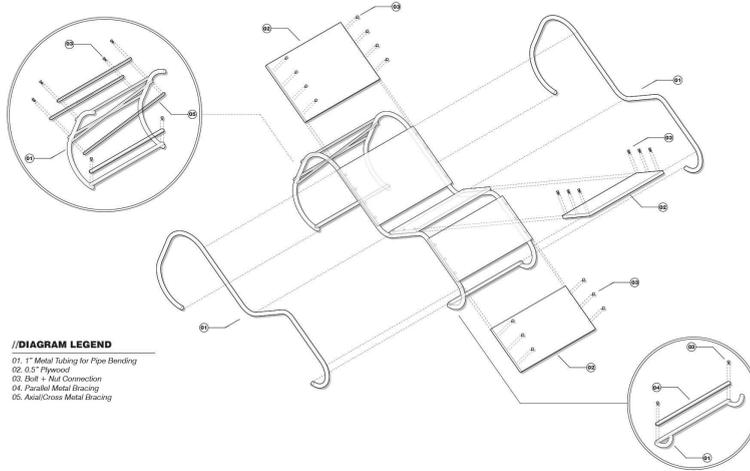
The Spring 2022 studio was taught/facilitated by Landscape Architecture Lecturer Abdallah Tabet, Architecture Lecturer Eduardo Rega and artist Ernel Martinez. The studio and the building phase that followed it beginning in the summer of 2022 were based on the research of Assistant Professor of City and Regional Planning Akira Drake Rodriguez.

This annual studio, led by PennPraxis and supported by the Dean and the school's five departments, will cultivate long-term dialogue between communities of color and the university to shape new agendas and partnerships that deliver concrete benefit. Over a period of three years, the first Studio+ will advance the potential of Philadelphia public schools as equity infrastructure. PennPraxis, in collaboration with Penn's Netter Center for Community Partnerships, created a platform for the studio to engage students, parents, teachers and principals, and the community, and aims to sustain that relationship over time to extend the impact of the studios.

Hadi El Kebbi, Daniel Flinchbaugh and Jamaica Reese-Julien, chair schematic (opposite, top) and photo montage (opposite, bottom)

//FURNITURE PROTOTYPE 02

Bent Tube/Wood Hybrid Chair



//DIAGRAM LEGEND

- 01. 1" Metal Tubing for Pipe Bending
- 02. 0.25" Plywood
- 03. Bolt + Nut Connection
- 04. Parallel Metal Bracing
- 05. Axial/Cross Metal Bracing

02

Exploded Axonometric

Kit of parts drawing for wood/bent pipe chair, profile 02.



Landscape Architecture

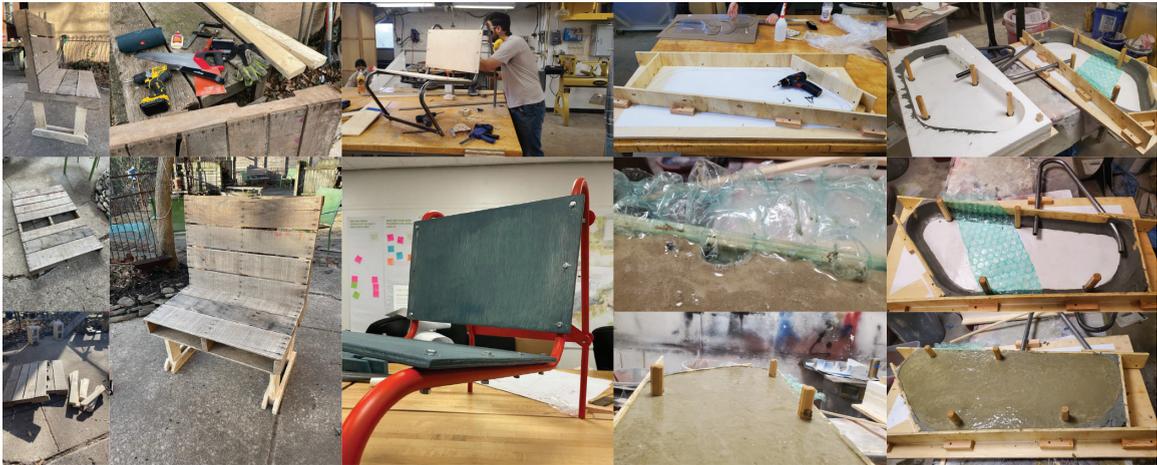
Huiyi An
Siran Chen
Kathryn Dunn
Daniel Finchbaugh
Ziying Huang
Enrique Morales
Elizabeth Servito
Catherine Valverde
Yuhan Wang
Olivia Xu

Architecture

Hadi El Kebbi
Pedro Medrano
Xin Zhong

City & Regional Planning

Jackson Plumlee
Jamaica Reese-Julien
Marissa Sayers
Corey Wills

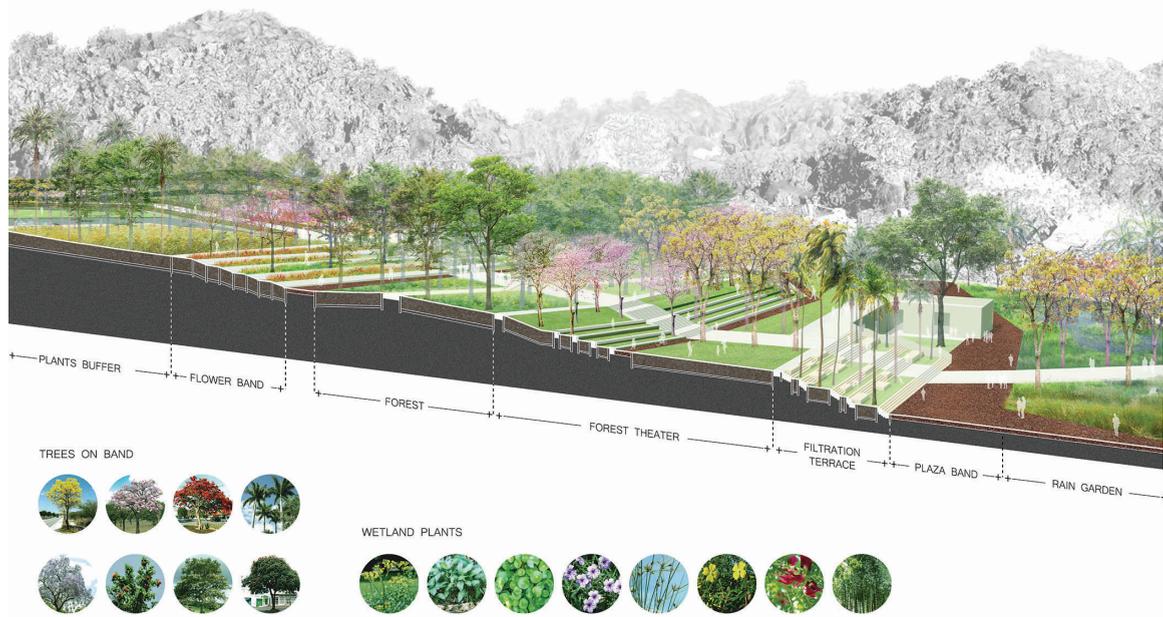


URBAN DESIGN RESEARCH STUDIO THE TOA BAJA, PUERTO RICO STUDIO: DEALING WITH CLIMATE CHANGE AND RETROFITTING SUBURBIA

Critics: David Gouverneur and Judy Venonsky

This studio offered students in landscape architecture and the city planning urban design concentration the opportunity to address the environmental, social, and urban challenges of the municipality of Toa Baja, a peripheral suburban community located to the west of the metropolitan area of San Juan, Puerto Rico. The municipality features large swaths of fertile but idle agricultural land, protected brackish and freshwater wetlands, a coastal system free from urban development and densely vegetated hills. The studio asked participants to envision ecological, urban, socio-economic, and cultural strategies for Toa Baja, tapping into its rich natural features, while reverting the current dormant and suburban conditions. Emphasis was placed on the reduction of risks and the protection of habitats and agricultural land, introducing topographic moves by creating "room for the river" to slow the flow and increase infiltration, and a system of berms accompanied by pedestrian and bike friendly public realm and ecological trails interconnecting the urban patches. This studio also addressed the revitalization of the old core of Toa Baja and the creation of new centralities/mixed-use districts in the suburban area of Levittown, as well as serving the self-constructed neighborhoods including new substitution housing to relocate population from high-risk areas, with landscape and urban solutions responsive to unique environmental and cultural nuances.





Jing Cao
 Wenjing Fang
 Linda Ge
 Yihan Huang
 Ruoxin Jia
 Yani Liu
 Zhimin Ma
 Andrea Masterson
 Marc Schultz
 Yeqing Shang
 Yihui Wang
 Wenqi Yang
 Chuxuan Zhang
 Minghao Zhao
 Wentao Zhong
 Zihan Zuo

Linda Ge, Yihan Huang, Ruoxin Jia and Zhimin Ma, section (this page, top);
 Wenjing Fang, Yani Liu, Yeqing Shang and Yihui Wang, plan (this page, bottom) and view (opposite page)

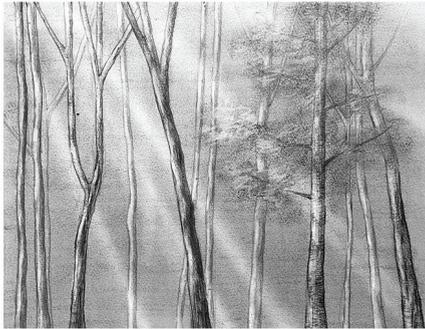
WORKSHOP I ECOLOGY AND BUILT LANDSCAPES

Instructors: Sarah Willig and Marie Hart

Teaching assistants: Elaine Zhang and Andrew Reichenbach

The purpose of Workshop I was to introduce students to the varied physiographic provinces and associated plant communities of the greater Philadelphia region through seven field trips to natural areas extending from the ocean to the mountains including Island Beach State Park & Cattus Island County Park, New Jersey Pine Barrens, Mt. Holly & Rancocas Nature Center, FDR Park & Horticulture Center, Nottingham County Park, Ringing Rocks County Park & Mariton Sanctuary, and Hawk Mountain Sanctuary. At each location students explored a sequence of plant communities with varying bedrock, topographic position, and/or disturbance history and characterized soils, vegetation structure and composition, wildlife activity, and disturbance to better understand ecological patterns and processes. Emphasis was placed on learning the local flora through identifying plant species, developing an understanding of preferred growing conditions and potential for use, drawing plants in the field using different media, and creating a field guide synthesizing observations. Four group representation assignments including Portrait of the Outer Coastal Plain: From the Ground Down, Change in Philadelphia's Waterways and Watersheds over Time, Contrasting Soil Profiles on Schist and Serpentine, and Celebration of the Lenape Culture: Past, Present, and Future allowed students to research connections between abiotic and biotic factors including human activities through time.

ABOVE THE GROUND



Red Oak-Mixed Hardwood Forest



UNDER THE GROUND

Marco Lorenz (H&J)

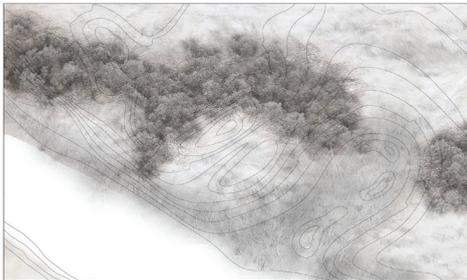
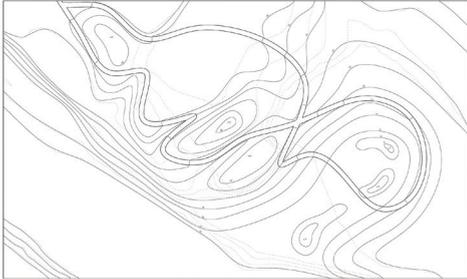


Siyi Lu, field guide spread

WORKSHOP II LANDFORM AND PLANTING DESIGN

Instructors: Anneliza Kaufer, Judy Venonsky and Dorothy Jacobs

Teaching assistants: Jing Qin, Shujing Yi and Yining Zhang



Workshop II examined two of the primary tools in the practice of landscape architecture: grading and planting design. The course incorporated a combination of lectures, guest speakers, discussions, field trips, hands-on exercises, and student presentations. Students had the opportunity to apply the principles of grading and planting to their concurrent Studio II projects. The first section of the course aimed to provide an appreciation of landform as an evocative component in the design vocabulary as well as a critical tool in solving difficult design problems. Topics included: reading the surface of the earth (contours and signature landforms), grading basics (calculation of slope, interpolation, slope analysis), leveling terrain (creating terraces on slopes), the flow and management of water, circulation, grade change devices, and road grading. Workshop II also provided a working overview of the principles and processes of planting design, with plants considered both as individual elements and as part of larger dynamic systems. The role of plants as a key element in the structural design of the landscape was explored through a combination of modeling, plan and section drawing, temporal studies, writing, and case studies. Emphasis was placed on process and evolution of planting design, the temporality of planting, and the establishment and maintenance of plantings. The course was immediately followed by a five-day field ecology session taught by Sally Willig focusing on techniques of urban revitalization, sustainable land use, reclamation, and restoration, with field trips offering insight into the diversity of approaches to using plants to promote positive environmental change.

Ruth Penberthy, Hassan Saleem, Lucy Salwen and Priyanjali Sinha, grading plan (top);
Lucy Salwen, planting plan (middle) and Hassan Saleem, drawing (bottom)

WORKSHOP III SITE ENGINEERING AND WATER MANAGEMENT

Instructors: Anneliza Kaufer, Rebecca Klein and Sarah Miller
Teaching assistants: Katie Dunn, Yani Liu and Minghao Zhao

Building upon the skills and concepts developed in Workshops I and II, this intermediate workshop focused on the technical aspects of site design, with an emphasis on landscape performance. Technical proficiency with basic grading principles and site engineering system – ranging from general site grading to more complex systems such as stormwater management and roadway alignment – is a critical component of landscape architecture. Functional considerations related to landscapes and their associated systems including circulation, drainage and stormwater management, site stabilization and remediation were explored as vital and integral components of landscape design, from concept to execution. Lectures, case studies, field trips, and focused design exercises enabled students to develop facility in the tools, processes and metrics by which landscape systems are designed, evaluated, built, and maintained. In concert with the concurrent design studio, students considered the means by which functional parameters could give rise to the conceptual, formal, and material characteristics of designed landscapes.



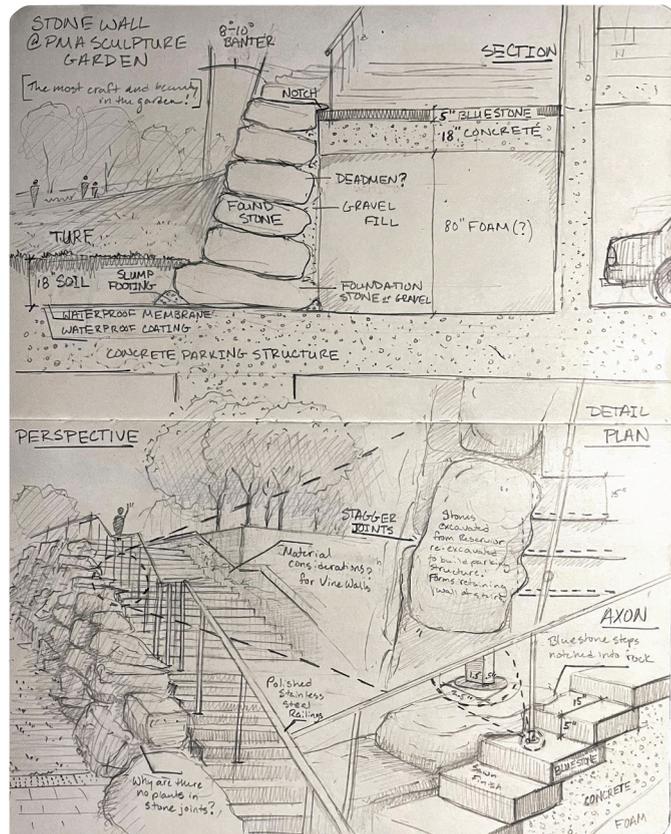
WORKSHOP IV ADVANCED LANDSCAPE CONSTRUCTION

Instructors: Greg Burrell and Brad Thornton

Workshop IV focused on the process of communicating design intent with construction documents and how those documents are used to bring the design to fruition. Using their combined professional experience, the instructors used actual projects as a platform to demonstrate the range of elements and processes required. Knowledge was shared using a combination of lectures, discussions and site visits to Philadelphia landscapes. Lectures focused on construction drawing standards, while site visits focused on details, materiality and site systems.

Topics covered:

- Preparation of construction documents in an office setting;
- Industry standards and the role of construction drawings and specifications;
- Evolution of documentation through a project and the role of design throughout this process;
- Organizational strategies and how to plan out drawing packages to ensure the required information is communicated at each stage;
- A thorough review of materials and site systems, coordination with allied disciplines, and the development of construction details;
- Review of construction precedents and typical sequences that influence design and documentation.



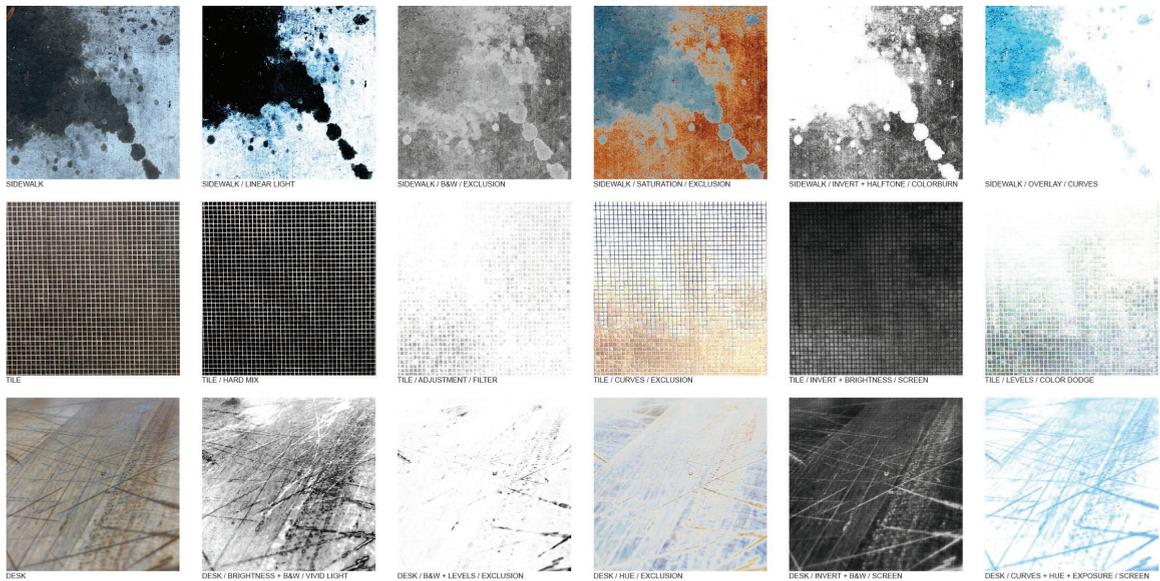
Daniel Flinchbaugh, field drawings (right);
Daniel McGovern, site plan (opposite page)

MEDIA I DRAWING AND VISUALIZATION: THE GROUND REIMAGINED

Instructors: Misako Murata and Cari Krol

Teaching assistants: Shuyi Hao, Mathew Lake, Priyanjali Sinha and Catherine Valverde

This first course in the Media sequence explored visual representation as a mode to communicate as well as to generate and deepen design ideas. The course strove to balance craft and precision with exploration, experimentation and invention through the creation of hand drawings, digital visualizations, physical models and mixed media compositions. The course gave students a foundation in measured design drawings including plan, section, axonometric, and constructed perspective, and challenged students to critique and reinterpret conventional drawing and modeling techniques. Lectures covered such topics as the use of the hand in the thinking process, how to connect hand movement with computer flexibility, the importance of imagination in the landscape process, and precedents in design methodology. Media I balanced skill building, in-class practice, and group discussion, and while distinct from Studio I, the two courses were coordinated to maximize thematic and technical synergies.



Maura McDaniel, material studies

MEDIA II DIGITAL MEDIA: FUNDAMENTALS OF 3D MODELING

Instructor: Keith VanDerSys

Teaching Assistants: Hanyu Gao and Yuhui Gong

This second course in the Media sequence provided an intensive hands-on inquiry into the exploration, enhancement, and extrapolation of digital media and the subsequent modes of conceptual, organizational, and formal expression. Through a series of working labs, students were introduced to various software applications and numerically driven techniques as a means to learn rigorous surface construction and control through form processing. Instead of understanding computer modeling simply as an end, this course considered digital media as a compulsory tool in design processes. The course provided students with the necessary digital modeling techniques to explore and examine precision georeferenced landforming strategies. These models provided a basis to speculate on what processes and programs might be engendered or instigated. Through an emphasis on generative analysis, this course addressed the increasing recognition that temporal and relational techniques are explicit components of analysis and formation. This course addressed appropriate strategies for managing and converting data and methods for streamlining workflow through various computer applications. Rhino 7 was the primary modeling platform. Associated Grasshopper plug-ins helped extend the toolset and ArcGIS Pro facilitated the collection and analysis of extent data. The Adobe Creative Cloud was also used for documenting and expressing modeling processes through static and time-based visualizations.

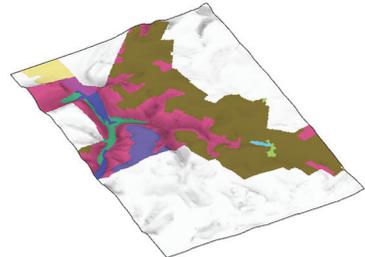
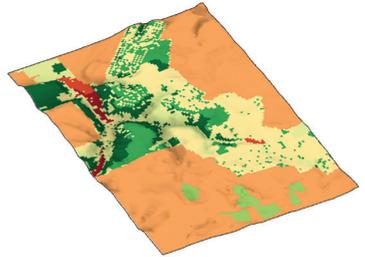
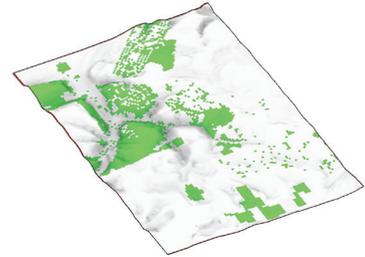
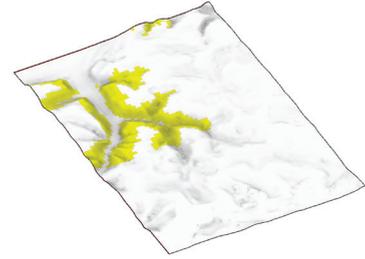


Johanny Bonilla, section perspective

MEDIA III DIGITAL MEDIA: LANDSCAPE AND DIGITAL DYNAMICS

Instructors: Keith VanDerSys and Tess Ruswick
Teaching assistants: Larissa Whitney, Olivia Xu and Jingyu Zhang

Media III continued the curricular emphasis on visual communication and methods of generative analysis for design. As with Media II, students embraced iteration as a process of computational exploration and as a means to understand landscape systems. This course delved deeper into the collection and control of information – from the scale of GIS to sited metrics and embedded sensors – and focused on modeling, parsing, and simulating landscape systems/media as topological, recursive, and spatio-temporal patterns. Students worked with multiple datasets and created parametric tools to draw out significant thresholds and distinguish consequential thresholds and effects. By using parametric attributes, terrain, surface and site were treated as integrated with the larger geophysical, ecological, and environmental context. Labs incorporated GIS, Rhino, Grasshopper and AfterEffects. Each software package was approached in terms of creating recursive interactions of attributes within a single program/range of scales and in handling attribute data such that it could be accessed, reintegrated, and represented across multiple spatial and temporal scales. In addition, animation software and cinematic collation were explored for their ability to both notate and incorporate dynamic forms of narration.

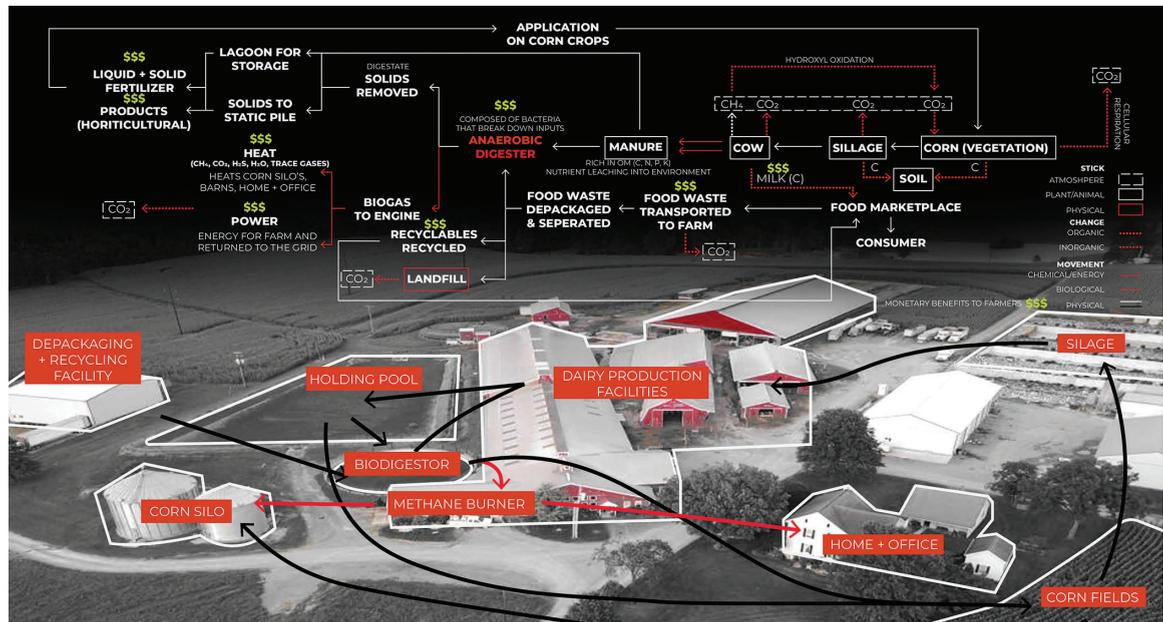


Zoe Morrison, spatial analysis

URBAN ECOLOGY

Instructors: Stephanie Carlisle and Nicholas Pevzner
 Teaching assistants: Jing Qin and Sam Ridge

Urban ecology describes the interaction of the built and natural environment. Using the conceptual framework of socio-ecological systems, this course introduced students to the core concepts, processes, and vocabulary of contemporary urban ecology theory, research, and practice. It empowered students to analyze and interpret ecological systems and processes, and to develop more ecologically sound landscape design strategies. A combination of lectures, critical reading, and guest speakers explored the mechanisms underpinning ecological function and performance in urban ecosystems. Through a series of assignments, students applied principles gained in class to diagram and analyze the ecological processes operating on sites. By analyzing the application of ecological concepts in the design and management of urban landscapes, this course prepared students to understand the city as a dynamic, human-influenced system.



Audrey Genest, ecosystem flow analysis diagram: carbon

THEORY I HISTORIES AND THEORIES OF LANDSCAPE AND ENVIRONMENT: DESIGN, USE, REPRESENTATION, AND RECEPTION

Instructor: Sonja Dümpelmann

Assistant instructors: Miranda Mote and Anwar Islem Basunbul

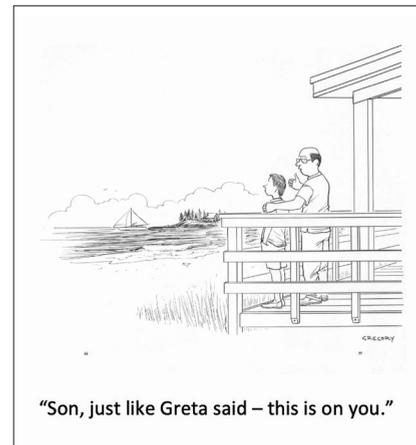
This course introduced students to relevant topics, themes, and sites that help us understand the conception, production, evolution, and reception of designed and found landscapes throughout the nineteenth and twentieth centuries. It aimed at building an understanding of landscapes as both physical spaces and as cultural media and constructions that sit at the nexus between art and science and that contribute knowledge about humankind's relationship with non-human nature. Landscapes are the result of social, political, artistic and intellectual endeavors. The topography, soil and climate of a site also condition its design, use and habitation. As much as designed and found landscapes are a product of their time, they have also contributed to shaping history, both through their physical materiality and through the mental worlds they enable. Embedding found and designed landscapes into their social, political and cultural contexts, this course also paid close attention to the role of expert knowledge and the professions that have contributed to creating them. The course explored the various tensions and relationships embodied, created and represented by designed landscapes; the tensions between nature and culture, practice and use, design and reception, the visual reception of landscapes and their inhabitation, and site-specificity and purposefully “international” design expressions. Using a variety of sources including texts, illustrations, and film, the course offered insights into the development and transfer of ideas between different cultures, countries and geographical regions, and time periods.

THEORY II CRITICAL THINKING FOR LANDSCAPE DESIGN

Instructors: Ellen Neises and James Billingsley

Teaching assistants: Dyan Castro, Selina Cheah, Nuoran Chen, Zoe Morrison, Priyanjali Sinha and Ari Vamos

This course explored modes of critical thinking about designed landscapes in order to strengthen students' critical practices, and to stimulate interest in deeper inquiry into the potentials of landscape. The aim was to equip students with some of the vocabulary, frameworks, tools, and texts to allow them to open landscape projects to wider and more imaginative understanding, appreciation and critique. Through reading, writing, presentations of projects and conversation, the course fortified students' capacity for analysis of design conceptualization, techniques, and built work.



ELECTIVE COURSES

ENVIRONMENTAL READINGS (spring)

Instructor: Fritz Steiner

This interdisciplinary seminar explored the green thread and analyzed its influence on how we shape our environments through design and planning. The course had three parts. Throughout, the influence of literature on design and planning theory was explored. The first part focused on the three most important theorists in environmental planning and landscape architecture: Frederick Law Olmstead Sr., Charles Eliot and Ian McHarg. The second part of the course critically explored current theories in environmental planning and landscape architecture. Topics included: frameworks for cultural landscape studies, the future of the vernacular, ecological design and planning, sustainable and regenerative design, the languages of landscapes, and evolving views of landscape aesthetics and ethics. In the third part of the course, students built on the readings to develop their own theory for ecological planning or, alternatively, landscape architecture. While literacy and critical inquiry were addressed throughout the course, critical thinking was especially important for this final section.

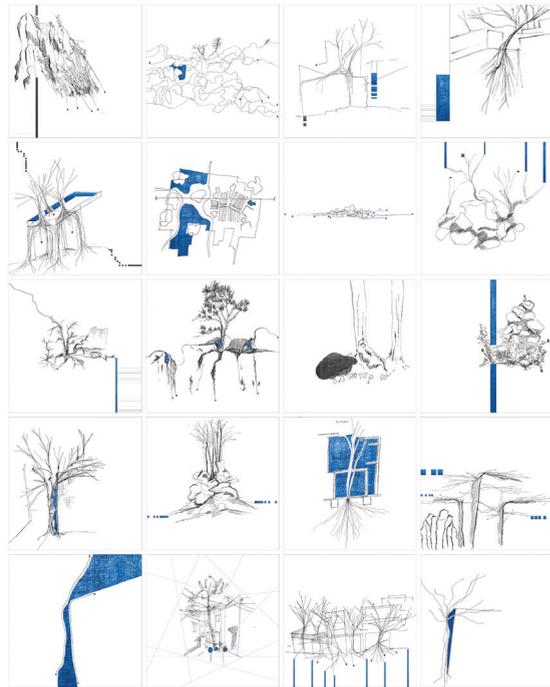
Topics in Representation (fall)

LANDSCAPE REPRESENTATION AS AN INSTRUMENT OF CREATIVITY

Instructor: Valerio Morabito

Representation is a fundamental ally and catalyst in the evolution of modern design. Most recently, landscape architecture and other design disciplines have been influenced by the use of digital drawings. This kind of technique allows endless possibilities in representing the final design idea, but at the same time, reduces the relationship between innovative creativity and revolutionary representation, especially at the beginning of a design process. The intent of this course was to explore the beginning of creativity through frontiers of representation and imagination in which hand drawings and digital drawings are combined – a kind of first holistic representation that combined poetic analysis, perceptions, traces, concepts, ideas in a new unique process.

Priyanjali Sinha, Landscape Representation (right);
Martha Ashe, re-captioned Alex Gregory cartoon, Theory I (opposite page)

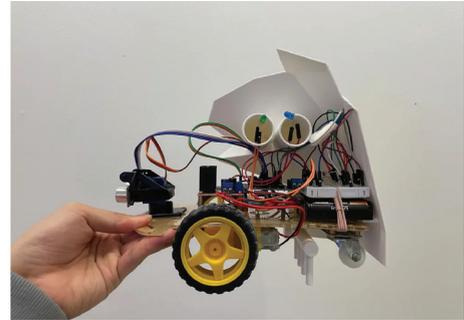


Topics in Digital Media (fall)

GAME DESIGN TOWARD POSTHUMAN RELATIONAL AESTHETICS

Instructors: James Billingsley and Patrick Danahy

This hybrid design seminar advocated for a new approach to world-building through the computational simulation of agents in complex relational environments and explored the consequences of introducing non-human intelligences to the landscape design process. Students learned introductory C# programming in Mud Puddle, a Unity environment calibrated for participatory building, in order to develop an “agent” – a narrative character to simulate relational landscape interactions. By programming environmental variables and aesthetic qualities into a digital arena, students collaboratively designed a landscape simulation game, then “played” it together, learning from the emergent interactions of their agents. The insight gained from these interactions informed the seminar’s design output: a collection of hybrid “sensitive” physical-digital objects, designed in collaboration between the students and their own digital agents, with the capacity to sense and modify their surroundings through feedback loop and aesthetic exchange. These objects, at the end of the semester, formed an artificial ecosystem or relational assemblage, where non-human mediation played out in physical space through the semi-legible interaction of partly autonomous, sensitive matter.



Nuoran Chen, Alan Fan, Sam Ridge and Wentao Zhong,
Game Design

Topics in Digital Media (fall)

SENSING & SENSIBILITIES: ARDUINOS, DRONES & SATELLITES

Instructors: Keith VanDerSys and Sean Burkholder

As global ecological problems pile up, landscape architects are increasingly moving into sites and scales of immense physical and biological complexity. Considering these developments, the term “landscape” has arrived at a turning point – remote optics and radar are now our primary means of imaging and thus territorializing a landscape. The invisible world of NIR optics, radar, and algorithms have supplanted the previously dominant modes of imaging: human and photographic eyes. What are the epistemic impacts of this? Additionally, the trans-political nature of such far-reaching sites and scales makes good data procurement illusive; absent any singular governing body of territorial control, data collection and management are nonexistent. Our predictions and prescriptions, however, are dependent on the verity of spatial data. How then do we operate in these interstices? Low cost, simple-to-use surveying and sensing equipment are increasingly available and accessible to designers. However, sensing and syncing data collected across scales remains cumbersome. Yet, imagining technologies form our primary means of translating and expressing our environment. Through hands-on field collection exercises and in-class demos, students were introduced to an array of sensing tools that are central to collecting and analyzing environmental changes across scales: Arduino sensors, unmanned aerial vehicles (aka drones), RTK GPS receivers, and image recognition software.

Urban Design Certificate (spring)

IMPLEMENTATION OF URBAN DESIGN

Instructors: Candace Damon and Alex Stokes

Assistant instructor: Andrew Fix

This course focused on the various ways in which urban design is affected by opportunities and constraints associated with market conditions, development feasibility, political and community dynamics, and the various incentives and restrictions applied by the public sector to influence development. The course walked students through the process of proposing and refining a redevelopment plan for a parking lot located in the vicinity of the University of Pennsylvania. Students were tasked with demonstrating the feasibility of their redevelopment plan from a market, financial, community, and public policy perspective. Students furthered their understanding of key concepts that drive urban transformation through case studies, group presentations, class debates, and conversations with leading design, real estate, and public sector professionals from the Philadelphia region and beyond.

Topics in Professional Practice (fall)

TRANSFORMATIONAL LEADERSHIP: RESEARCH AND ACTION FOR DESIGNERS

Instructor: Lucinda Sanders

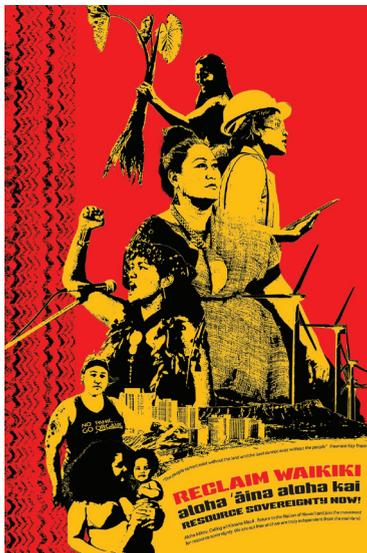
The world of the 21st century needs more people who think like landscape architects and other conscious designers. This course aimed to deepen criticality and expose emerging landscape architects to the power of their own voices, and by doing so to inspire more landscape architects to step forward and lead the significant conversations of this century. This course provided a platform from which students could further a journey of transformation. Relying on active discussions, presentations, and writing assignments, this course gave students the opportunity to follow one of three possible trajectories and outcomes: professional development; an independent study research proposal; or a research studio proposal.

Topics in Professional Practice (spring)

UNRULY PRACTICES

Instructors: Rebecca Popowsky and Sarai Williams

The widening gap between the work that urgently needs to get done and the work that can be done in current professional practice is driving a generation of landscape architects, architects and planners to search out and create new mechanisms for purpose-driven design action. This course followed two parallel tracks – one focused on skill-building and one focused on studying practices and practitioners who are redefining what it means to provide design services. The course was intended to set students up to carry research and/or activist agendas into professional practice. Skills introduced included research methods, grant writing and business and career planning. Students led weekly conversations with change-making practitioners. This course allowed students who had already developed their own lines of inquiry in previous courses to build upon that work. The course had a landscape focus, but bridged into adjacent fields, including architecture, planning, fine arts and product design.



Topics in Construction, Horticulture and Planting Design (fall)

UNDERSTANDING PLANTS

Instructors: Cindy Skema and Tim Block

This course provided an opportunity to learn about plants from varied perspectives: organismal, applied/practical, aesthetic, environmental, and evolutionary. Utilizing the plant collection of the Morris Arboretum as a living laboratory and the expertise of arboretum staff, this course brought all students – novices and experts alike – to a better understanding of plants. The backbone of this course focused on temperate woody plant identification, including natives and commonly cultivated ornamentals. Intercalated with this plant ID backbone was an introduction to plant form, families, reproduction, propagation, and evolution - all the topics necessary to grow a more sophisticated knowledge of these phenomenal living organisms.

Topics in Design and Theory (fall)

POST-CARBON FUTURES & THE GREEN NEW DEAL

Instructor: Nicholas Pevzner

This seminar explored the transformational potential of the Green New Deal (GND), a proposed program of rapid decarbonization that simultaneously advances principles of social justice and workers' demands for good green jobs amid a Just Transition. Looking back at Franklin D. Roosevelt's original New Deal for inspiration, the seminar critically reappraised that 1930s history in light of contemporary political and economic realities, and applied historical lessons to today's political moment. Among other questions, the seminar asked, what is the role of design in these political imaginaries, and how do decolonial, environmental justice, and Just Transition discourses open new ways of understanding the roles of technology, land, labor, and movement-building in advancing climate action? Classes investigated the design opportunities for rapid decarbonization across multiple sectors of the economy, as discussed in recent GND discourse – from the energy sector and the transformation of the built environment, to industrial production and changing conceptions of labor, to new visions for agriculture and forests, to the transformation of the nearshore coastal environment. Using techniques of projective futuring, speculative fiction, and spatial imagination, students then developed original visions of successful GND programs and illustrated these narratives with imagined artifacts from within their future worlds.

Arisa Lohmeier, Post-Carbon Futures

Topics in Design and Theory (fall)
FOREST GROVE TREE: PLANTING URBAN LANDSCAPES
Instructor: Sonja Dümpelmann

Discussions about the urban forest and tree canopy, carbon sequestration, sustainability, and tree adoption programs are becoming more prevalent by the day. This course looked at the evolution of this green heritage in our designed landscapes. The course explored the use and meaning of trees in designed rural and urban landscapes throughout the ages. It dealt with the tree landscapes of a variety of scales and explored the different meanings and functions that these landscapes and their designs have embodied at different moments of time. Studying trees in time and place offered the opportunity to address questions and topics that straddle landscape, environmental, and cultural history, and that connect the human with the non-human, the local with the global, as well as micro- and macro histories. The course included site visits and seminar discussions that built upon assigned readings. Students contributed to a weekly course blog and developed a research paper presented in class.

Topics in Design and Theory (spring)
MODELING PRACTICES ACROSS DISCIPLINES
Instructor: Krista Reimer

This seminar explored design as a modeling practice within the cross-disciplinary context of other modeling activities: mathematical modeling, physical modeling, economics modeling, climate modeling, etc. The exploration was structured around three sets of study. The first was a set of theoretical topics integral to modeling practices. The second was a set of thematic case studies spanning the design disciplines. The third was a study of modeling practices in other disciplines to serve as a comparison. Course work consisted of individual and pair modeling studies driven by design questions.



Sam Ridge, Modeling Practices

Topics in Design and Theory (spring)
DESIGNING WITH RISK
Instructor: Matthijs Bouw

This research seminar investigated designing with risk, particularly as it relates to the problem of climate adaptation and resilience. The aim of this course was to explore potential roles and tools of design as a means of responding to risk in spatial, infrastructural, and policy projects at a variety of scales. In collaboration with faculty, students and thinkers in other disciplines, students developed a body of knowledge about risk and how it relates to streams of intellectual energy around resilience, and identified design tools and strategies to manage both climate risks and project risks. This research seminar collectively scoped the openings where design can have the greatest agency – in either reducing risk or leveraging the potential for change that risk and instability create. This created opportunities for further research, design projects, studios, investment and other intervention.

Topics in Design and Theory (spring)

TAKES ON LAKES: SPECULATIVE HISTORIES AND FRESH WATER FUTURES

Instructor: Sean Burkholder

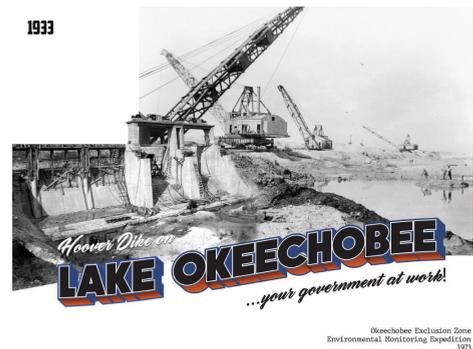
Bodies have histories and histories have bodies. This seminar began with a critical interrogation of the contextual climates – cultural, political, economic, and/or ecological – that have participated in the creation or management of freshwater bodies (lakes) across the world. In many cases, this creation and management manifests itself in various forms of landscape infrastructure, a resultant that is planned, designed, and engineered for particular ends. Students used these infrastructure-contingent histories as a method of contextual intervention and world-building that allowed for the speculation of new presents and possible lake-centric futures. This course required the production of promotional material and fictional first-person accounts that explored the entangled relationships between past actions and the multiple present realities of lake landscapes. The work produced served as an example of the rhetorical role of speculation in design research and practice while fostering a larger understanding of the agency and value of freshwater bodies in our conceptualization of the world around us. Students were encouraged to explore creative research practices and a wide range of production methods including but not limited to writing, video, and illustration.

Topics in Design and Theory (spring)

PUBLIC HEALTH, CITIES AND THE CLIMATE CRISIS

Instructors: Janice Barnes, Matthijs Bouw and Hillary Nelson

Jointly offered between the Master of Public Health program and the Weitzman School, this course explored the relationship between health and design as related to climate change. With health outcomes used as the benchmark for success and design thinking as a framework, the course focused on the development of community-based interdisciplinary design projects aimed at raising climate change risk awareness across disciplines and identifying strategies (policies, programs, projects) to ameliorate or adapt to those risks. These projects were identified with collaborators across the university and from local communities, ultimately enabling students to co-create design strategies with these communities.



Ari Vamos, Takes on Lakes (above);
Zoe Morrison, Yonder Lands (opposite page)

Topics in Design and Theory (spring)

YONDER LANDS: POLITICAL ECOLOGIES AND ECONOMIES OF THE MILITARY, FOSSIL FUEL, AGRICULTURE, AND PRISON INDUSTRIAL COMPLEXES IN RURAL LANDSCAPES

Instructor: Billy Fleming

This seminar focused on the histories, presents, and futures of rural communities bound up in and shaped by the military, fossil fuel, agriculture, and prison industrial complexes. The course relied on considerable close reading and discussion of critical texts pertaining to political ecology, political economy, rural development, carceral geography, fossil capital, militarization, and industrial agriculture. The course moved through four major phases: a primer on rural economic development and political ecology; an exploration of the conceptual frameworks used to describe each of the target industries in scholarly fields distinct from, but adjacent to design; a deeper investigation of case studies in each industry; and rural futuring and world-building. These phases were interspersed with a series of workshops aimed at providing time and space to connect the subject matter in this seminar to other studio and scholarly projects.



Topics in Ecological Design (spring)

RECLAMATION OF LARGE-SCALE SITES

Instructor: William Young

This course presented case studies and practical techniques for the restoration of large tracts on disturbed lands. The course highlighted green practices for designing sustainable systems with the application of ecological principles to landscape architecture. There was a strong focus on site analysis and natural resource inventory, leading to informed and holistic site development and design. Leading practitioners were brought in to provide expertise in their various professional fields of environmental science.

INDEPENDENT STUDY

Concrete Landscape

Student: Emily Bunker

Faculty supervisor: Rebecca Popowsky

The complexity of concrete as a material, its ubiquity in the designed landscape, and its political implications during the climate crisis motivated this investigation of the material and the ways in which landscape architects are deploying it. Research was initially guided by the following questions: what developments are currently underway to improve the sustainability of concrete? Which innovative forms are being used in the landscape architecture field? Further research was undertaken to understand the prevalence of carbon mitigation strategies in concrete specifications within the field in anticipation of a possible application gap by asking: why aren't innovative and/or sustainable methods being used currently? How can practitioners mitigate carbon footprints within a localized market of small-business ready-mix operations? How accessible are recent technologies to make concrete a value product?

Land Reclamation & Island-Building in Southeast Asia

Student: Selina Cheah

Faculty Supervisors: Sean Burkholder and Billy Fleming

The Malay Archipelago, also known as Maritime Southeast Asia, is defined by its cluster of 25,000 naturally forming islands and known for its high biodiversity, cultural diversity, as well as its highly urbanized cities. In recent years, attention has been drawn to the rise of land reclamation/island-building projects that focus on speculative urban development typically seen in places like Dubai (Forest City), neoliberal climate infrastructure (Great Garuda Sea Wall), or military grabs (Spratly Islands). From a distance, these projects are a mere blip in the ocean. On a closer reading, these projects are complex political ecologies, with futures already prefigured by an elite few without consideration for material, local, and environmental consequences. This independent study aimed to develop a grounded analysis and critique of island-building projects and how they come to be, from tracing flows of material, capital, and labor to speculative images produced by developers and designers.

Indigenous Knowledge of Land

Student: Kathryn Dunn

Faculty supervisor: Sean Burkholder

This independent study set out to deepen the student's knowledge and understanding of land through the lens of her perspective and Cherokee identity. Through reading and talking with friends who are Cherokee speakers, the true starting point of this research was identified: language. Language is the foundation of understanding what is happening inside and outside of ourselves and how we communicate those feelings to others. Instead of relying only visual representation, audio recordings and written descriptions were used as auditory timestamps to document this process. This open-ended and ongoing research project formalized a personal search into home, histories, and relationships.

Wayfinding Access to Native Plants

Student: Andrew Tatreau

Faculty supervisor: Karen M'Closkey

Ample research has investigated consumer preferences and perceptions of native plants, and the ways in which design can be a negotiating tool in service of increasing their appeal to buyers and clients. Less is known about systemic barriers to native plant accessibility existent within the political economy of the Ornamental Horticulture Industry (OHI). As the primary force shaping what plants are grown, sold, and marketed to consumers in the United States, this study critically deconstructed the OHI to reveal structural inhibitors that limit consumer access to native plants. A literary review placed native plants in cultural and ecological context within fields of horticulture and landscape architecture. These insights laid the groundwork for investigative conversations with mainstream OHI lobbyists, growers, and retailers, as well as adjacent native plant growers and landscape designers.

INDEPENDENT THESIS STUDIO

Student: Hanyu Gao

Faculty Supervisor:s Sean Burkholder and Keith VanDerSys

In 2015, China initiated the Sponge City program to address nationwide urban stormwater management issues caused by decades of rapid urbanization and land cover changes. However, the deaths and economic losses caused by Zhengzhou's record-breaking flood on July 20, 2021, raised public concerns about Sponge City's policymaking process – hydrological-model-driven plans might overlook the program's potential contribution to urban residents. With Zhengzhou as an experimental site, this independent studio introduced an interactive toolkit by adding demographic factors parallel to physical plans. It first identified the neighborhoods prone to flooding hazards with flood risk and social vulnerability assessments. Then, it categorized all neighborhoods in Zhengzhou center city into eight groups based on demographic, socio-economic, healthcare, and living conditions. Results showed a geospatial mismatch between the existing Sponge City plan and socially vulnerable areas. This research contributed to planners, researchers, and policymakers from the social dimension by targeting vulnerable communities, for whom the Sponge City program should be implemented.



Hanyu Gao, neighborhood categories

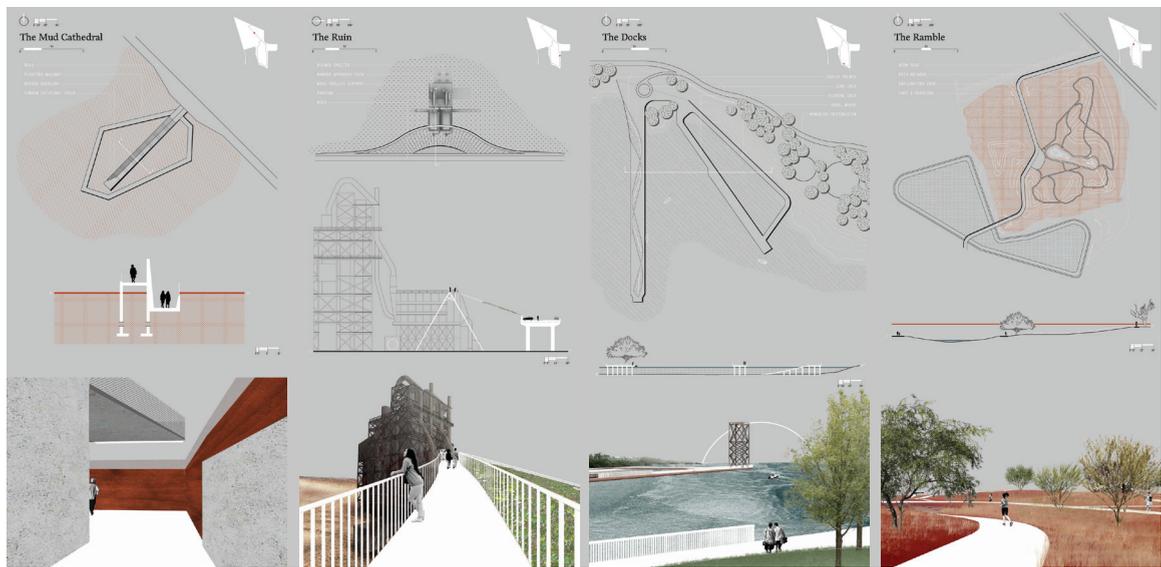
INDEPENDENT THESIS STUDIO

Student: Madeleine Ghillany-Lehar

Faculty Supervisor: Nicholas Pevzner

Direct Air Capture (DAC) is a technology that works like a hyper-advanced HEPA filter for carbon dioxide. DAC systems process vast amounts of air through a filter that captures the carbon in microscopic pores. Carbon captured in this manner can be stored permanently and safely in alkaline industrial waste. When compared with other forms of carbon sequestration, DAC is spatially efficient and potentially more permanent, and it represents a growing industry that will begin leaving a significant mark on the land in the very near future.

This project took the site of a former alumina refining plant in Corpus Christi, Texas, as a potential home for a new DAC plant. While the majority of this site will be dedicated to industry, there was an opportunity to draw the public in to this process safely, and to turn this not only into a functional site, but a place for learning, understanding, and emotional reckoning with the extent of our ability to tinker with the environment. A publicly accessible navigation route through the industrial park is designed to walk people through a range of feelings on the disgust to fervor spectrum, with the hope that this ebb and flow of experiences will begin to cultivate critical awareness.



Madeleine Ghillany-Lehar, views

INDEPENDENT THESIS STUDIO

Student: Samuel Ridge

Faculty Supervisor: Nicholas Pevzner

This independent studio, Gardens of Climate Futures, examined the impacts of climate change on eco-revelatory design theory that focuses on revealing ecological processes and relationships to convey a sense of place. The theory's focus on restoring historic ecosystems is challenged by the current period of massive ecological upheaval wrought by climate change. This studio resulted in the creation of three experimental gardens that hybridized current and projected ecosystems and instilled awareness of planetary change and loss - transitioning senses of place to become climate-revelatory. The project was located on three sites - Sequoia, Joshua Tree, and Saguaro National Parks - where the namesake species' ranges are threatened within the park boundary. The National Park Service's recently outlined framework, Resist Accept Direct, for managing ecosystems threatened by climate change provided background for the three gardens. In Sequoia, a Garden of Resistance, hermetically preserved patches of existing forest with life support systems, in Joshua Tree, a Garden of Acceptance, diagnostically migrated trees to sites of refugia at higher elevations, and in Saguaro, a Garden of Direction, proactively experimented with climate projections and the cacti in simulated environments. Each garden became a place for observation and simultaneously a projective memorial that looked to bridge past, present, and future senses of place.



Samuel Ridge, joshua tree view (above left) and saguaro view (above right)

STUDENT AWARDS

Ian L. McHarg Prize

Established in 2001 in memory of Ian L. McHarg, 1920–2001, distinguished professor of landscape architecture, pioneer of ecological design and planning, and one of the most influential landscape architects of the 20th century, this prize is awarded to a graduating student who has demonstrated excellence in design and best exemplifies ecological ideals in contemporary and culturally pertinent ways. Recipient: **Youzi Olivia Xu**

Laurie D. Olin Prize in Landscape Architecture

Established in 2010 by the OLIN studio in honor of Emeritus Professor of Practice Laurie D. Olin who served on Penn's faculty of landscape architecture since 1974 and is one of the world's foremost leaders in contemporary landscape architecture, this prize is awarded to a graduating student who has achieved a high academic record and demonstrated design excellence in the making of urban places. Recipient: **Samuel Ridge**

John Dixon Hunt Prize in Theory and Criticism

Established in 2004 and renamed in 2010 to honor the distinguished career of Professor Emeritus John Dixon Hunt, this prize is awarded to a graduating student who has shown particular distinction in the theoretical and critical understanding of landscape architecture. Recipient: **Rohan Maclaren Lewis**

Faculty Medal in Landscape Architecture

Awarded to a graduating student with an excellent academic record and outstanding contribution to the school in leadership. Recipients: **Alice Bell** and **Cin Yee Selina Cheah**

Eleanore T. Widenmeyer Prize in Landscape and Urbanism

Established in 2004 through a bequest by Eleanore T. Widenmeyer in memory of her parents, Arthur E. Widenmeyer, Sr. and Lena R. Widenmeyer, this prize is awarded to a graduating student who has achieved a high level of design synthesis between landscape and urbanism. Recipient: **Wenqi Yang**

Narendra Juneja Medal

Established in memory of former Associate Professor Narendra Juneja who served the department with distinction from 1965–1981, this medal is awarded to a graduating student who has demonstrated deep exceptional commitment to ecological and social ideals in landscape architecture. Recipient: **Emily Bunker**

George Madden Boughton Prize

Established in 1986 by Jestena C. Boughton in memory of her father, George Madden Boughton, this prize is awarded to a graduating student in landscape architecture for design excellence with environmental and social consciousness and evidence of potential for future effective action in the field of landscape architecture. Recipient: **Mrinalini Verma**

ASLA Awards

Certificates of Honor and Merit are awarded to graduating landscape architecture students who have demonstrated outstanding potential for contributions to the profession.

Certificate of Honor recipients: **Rohan Maclaren Lewis, Dingwen Wu** and **Youzi Olivia Xu**

Certificate of Merit recipients: **Daniel Flinchbaugh, Samuel Ridge** and **Mrinalini Verma**

Robert M. Hanna Prize in Design

Established in 2010 by the OLIN studio in memory of Robert M. Hanna (1935–2003), who served on Penn's faculty of landscape architecture from 1969 to 1998, this prize is awarded to a graduating student who has demonstrated great care for the craft, making, and construction of landscape architecture. Recipient: **Ruiying Zhao**

Mr. and Mrs. William L. Van Alen Traveling Fellowship

Awarded to one landscape architecture student and one architecture student, in the second year of their programs, for summer travel to Europe. Recipient: **Olivia Loughrey**

Wallace Roberts and Todd Fellowship

Established in 1991, this fellowship is awarded to an outstanding landscape architecture student who has finished the second year of the three-year program. Recipient: **Allison Nkwocha**

OLIN Partnership Work Fellowship

Established in 1999, this prize and 12-week internship is awarded to an outstanding Master of Landscape Architecture student entering their final year of study. Recipient: **Arisa Lohmeier**

Faculty Acknowledgement Award for Service

Inaugurated in 2013, this prize is awarded to a single student or small group of students who have made an exceptional extracurricular contribution to the program. Recipients: **Emily Bunker, Selina Cheah, Katie Dunn, Allison Nkwocha and Ari Vamos**

Faculty Acknowledgement Award for Design Progress

Inaugurated in 2013, this prize is awarded to a first-year student in the three-year Master of Landscape Architecture program who has demonstrably advanced the furthest in their design capability across the course of their first year of study.

Recipients: **Lucy Salwen and Caroline Schoeller**

Faculty Acknowledgement Award for Design Progress

Inaugurated in 2018 and awarded to a graduating student in the Master of Landscape Architecture program who has demonstrably advanced the furthest in their design capability across their years of study. Recipient: **Larissa Whitney**

Faculty Acknowledgement Award for Experimentation and Innovation

This award, inaugurated in 2019, acknowledges graduating students who have applied a particularly high level of innovation and experimentation in their design projects. Recipient: **Daniel Flinchbaugh**

Susan Cromwell Coslett Traveling Fellowship

Established in memory of former Assistant Dean, Susan Coslett, this fellowship is awarded to a School of Design student for summer travel to visit gardens and landscapes. Recipient: **Maxime Cavajani, MFA candidate**

Landscape Architecture Foundation Olmsted Scholars Program

Each year, the Weitzman School nominates one student to the Landscape Architecture Foundation's Olmsted Scholars Program. 2022 Nominee: **Rohan Maclaren Lewis**

ASLA HONOR AND MERIT AWARDS

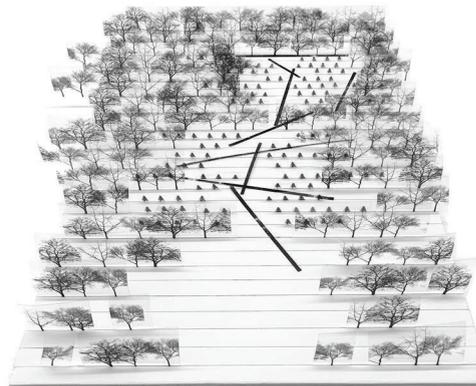
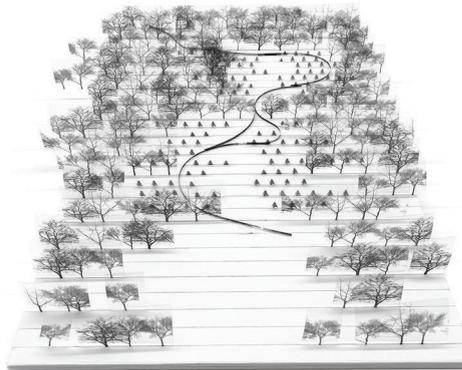
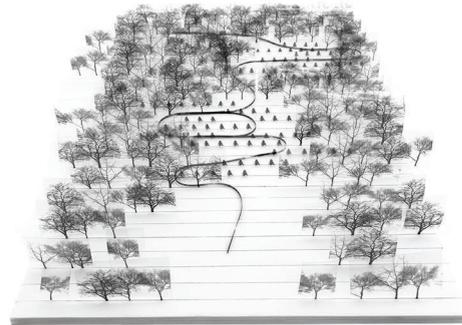
May 9, 2022

Jurors:

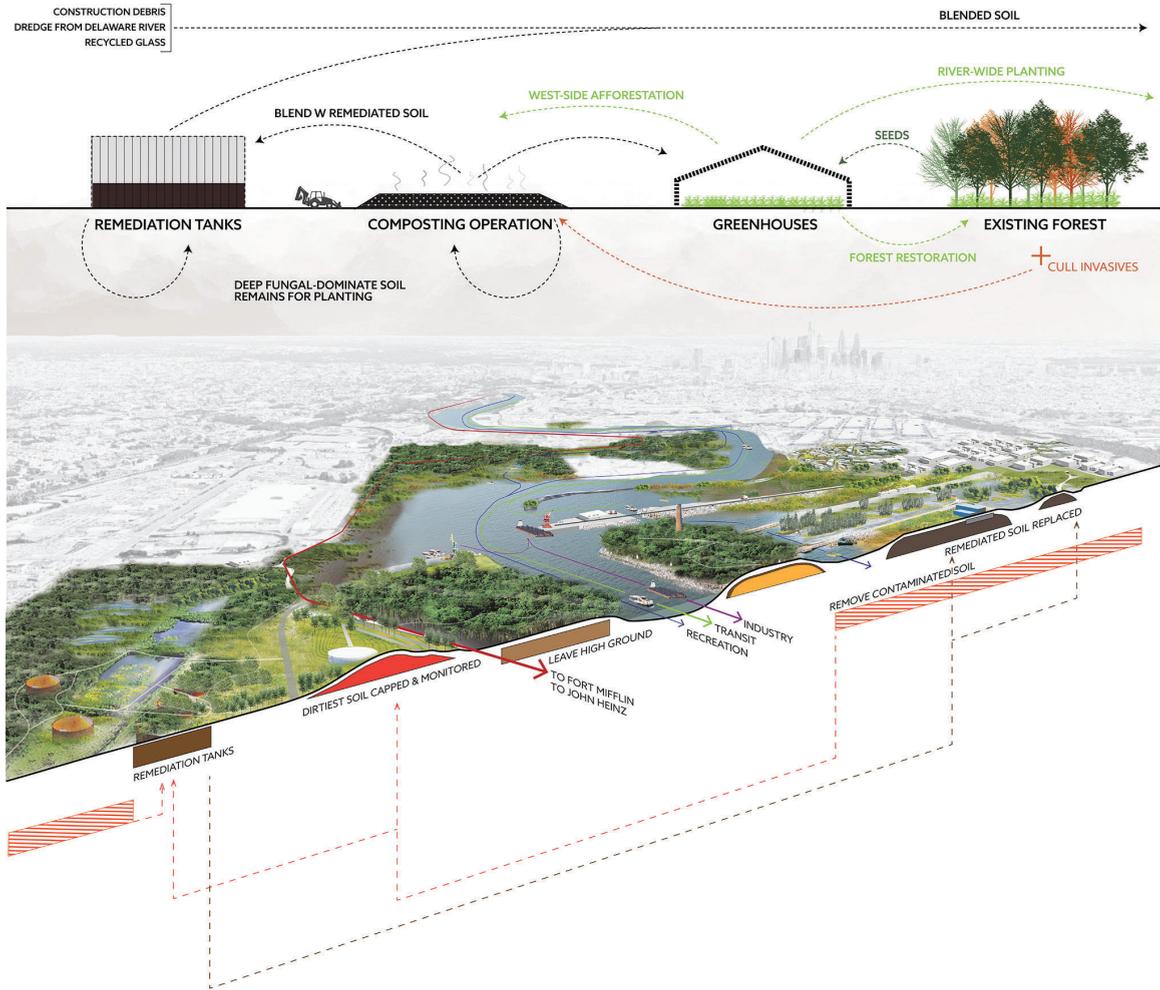
Baldev Lamba, Lamba Associates;
Richard Lyon, Wallace Landscape Associates;
Marisa Razi, SmithGroup;
Edward Theurkauf, Theurkauf Design & Planning

Moderator:

Sonja Dümpelmann, Professor



Rohan Maclaren Lewis, MLA 2022
Honor Award Winner



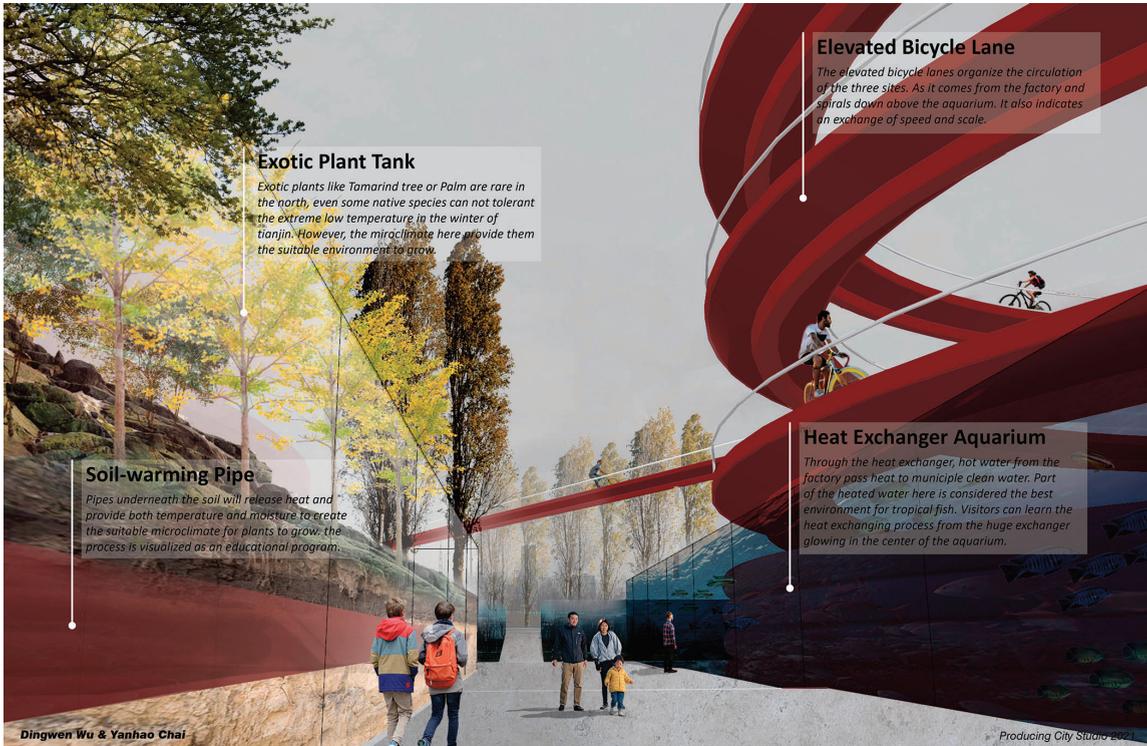
Studio III diagram with Elliot Bullen (above);
Studio V models (opposite page)

ASLA HONOR AND MERIT AWARDS

Dingwen Wu, MLA 2022
Honor Award Winner



Studio V view with Yuan Tian



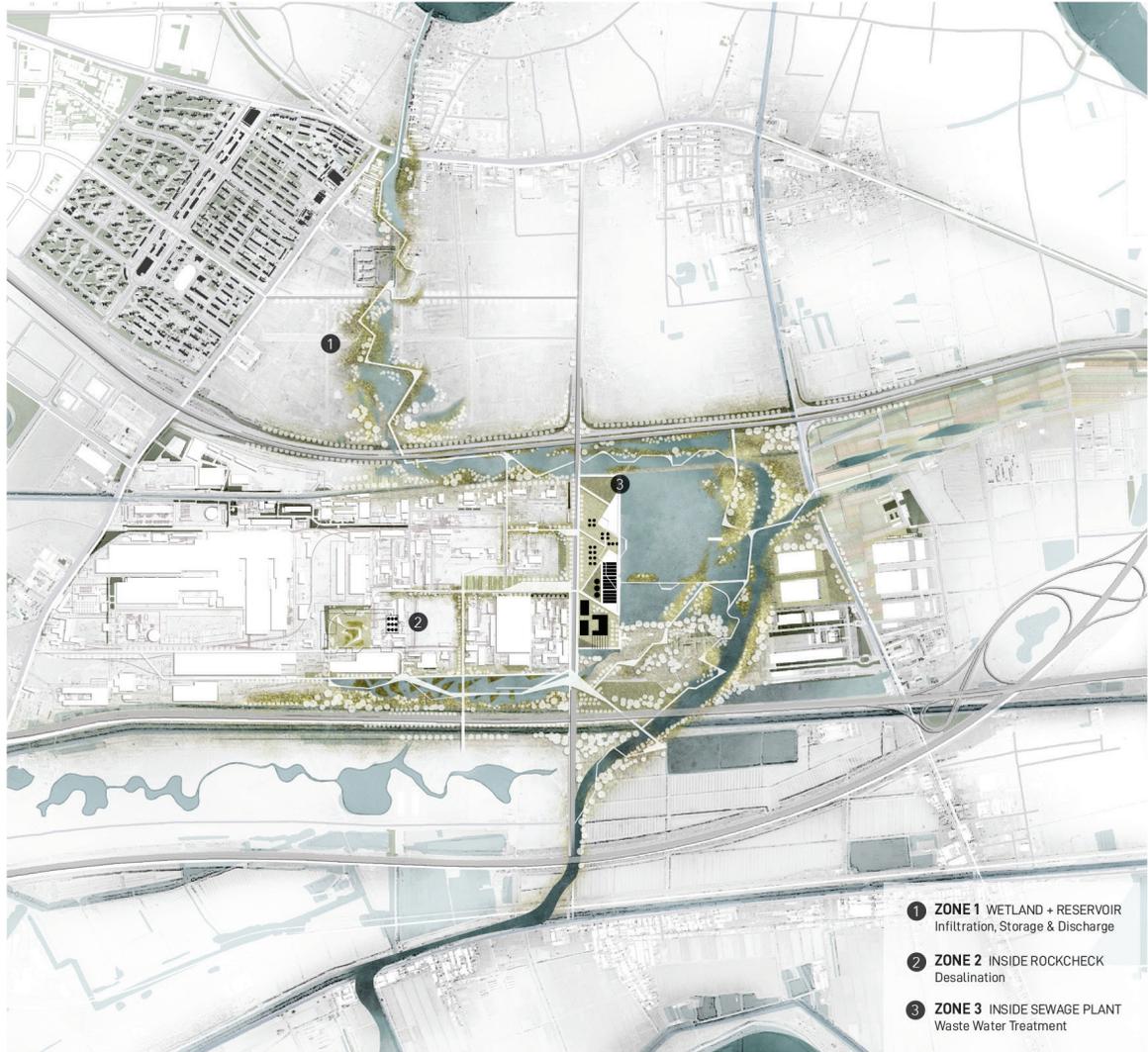
Studio III view with Yanhao Chai

ASLA HONOR AND MERIT AWARDS

Olivia Xu, MLA 2022
Honor Award Winner



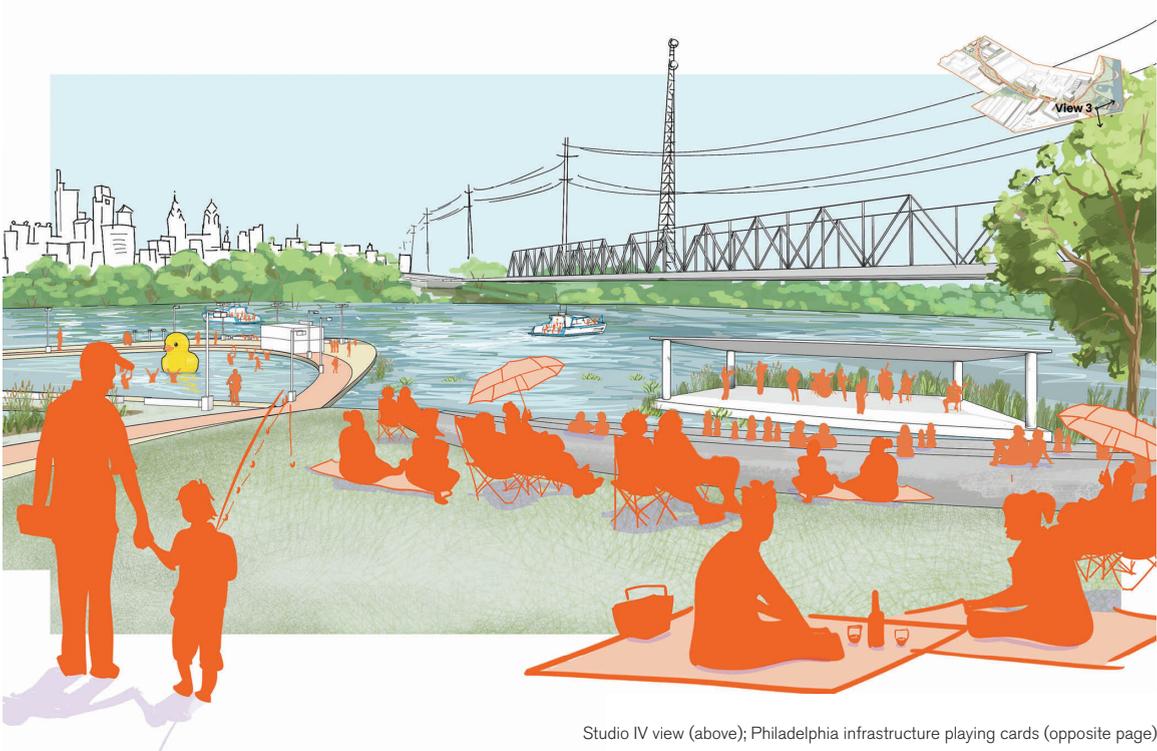
Studio III view (above) and plan (opposite page) with Ziyang Huang



- 1 **ZONE 1 WETLAND + RESERVOIR**
Infiltration, Storage & Discharge
- 2 **ZONE 2 INSIDE ROCKCHECK**
Desalination
- 3 **ZONE 3 INSIDE SEWAGE PLANT**
Waste Water Treatment

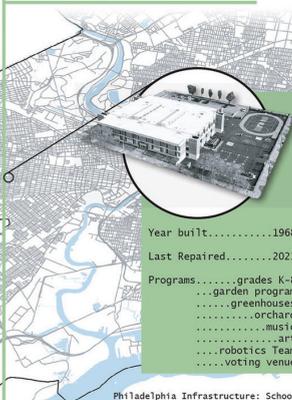
ASLA HONOR AND MERIT AWARDS

Daniel Flinchbaugh, MLA 2022
Merit Award Winner



Studio IV view (above); Philadelphia infrastructure playing cards (opposite page)

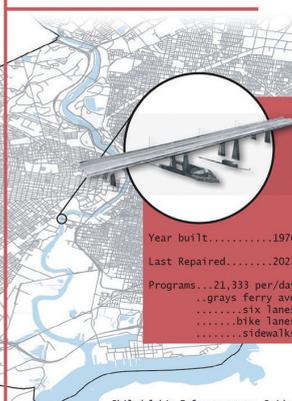
Andrew Hamilton Elementary



Year built.....1968
 Last Repaired.....2021
 Programs.....grades K-8
garden program
greenhouses
orchard
music
art
robotics Team
voting venue

Philadelphia Infrastructure: School

Grays Ferry Bridge



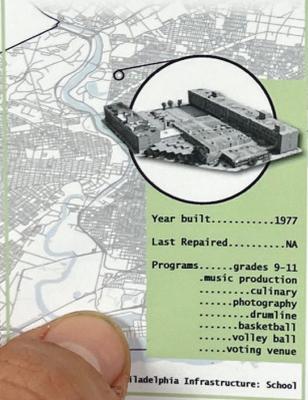
Year built.....1976
 Last Repaired.....2021
 Programs.....21,333 per/day
grays ferry ave
six lanes
bike lanes
sidewalks

Philadelphia Infrastructure: Bridge

Philadelphia Infrastructure Playing Cards



Strawberry Mansion High School



Year built.....1977
 Last Repaired.....NA
 Programs.....grades 9-11
music production
culinary
photography
drumline
basketball
volley ball
voting venue

Philadelphia Infrastructure: School

Strawberry Mansion Bridge

Year built.....1896
 Last Repaired.....1995
 Programs.....24,500 car/day
two lanes
sidewalks

Philadelphia Infrastructure: Bridge

ASLA HONOR AND MERIT AWARDS

Samuel Ridge, MLA 2022
Merit Award Winner



Independent Studio view (above); Studio V veiw (opposite page)



ASLA HONOR AND MERIT AWARDS

Mrinalini Verma, MLA 2021, MSD-EBD 2021
Merit Award Winner



Studio V soil studies (above and opposite page)



Udifluent



Matapeake



Udorthents



Fluvial

ASLA HONOR AND MERIT AWARDS

Yijia Xu, MLA 2022
Nominee

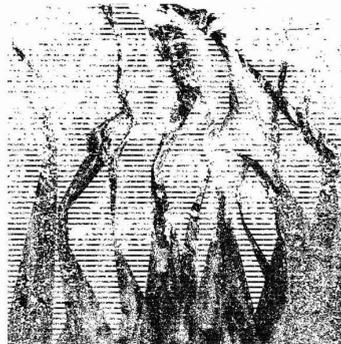
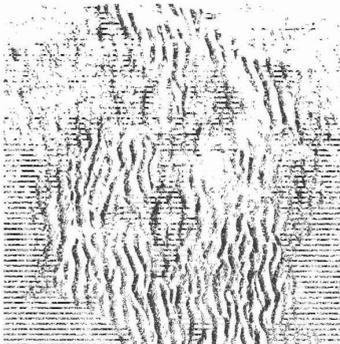
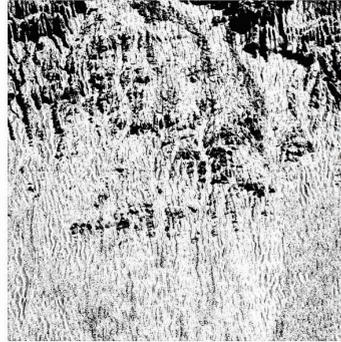




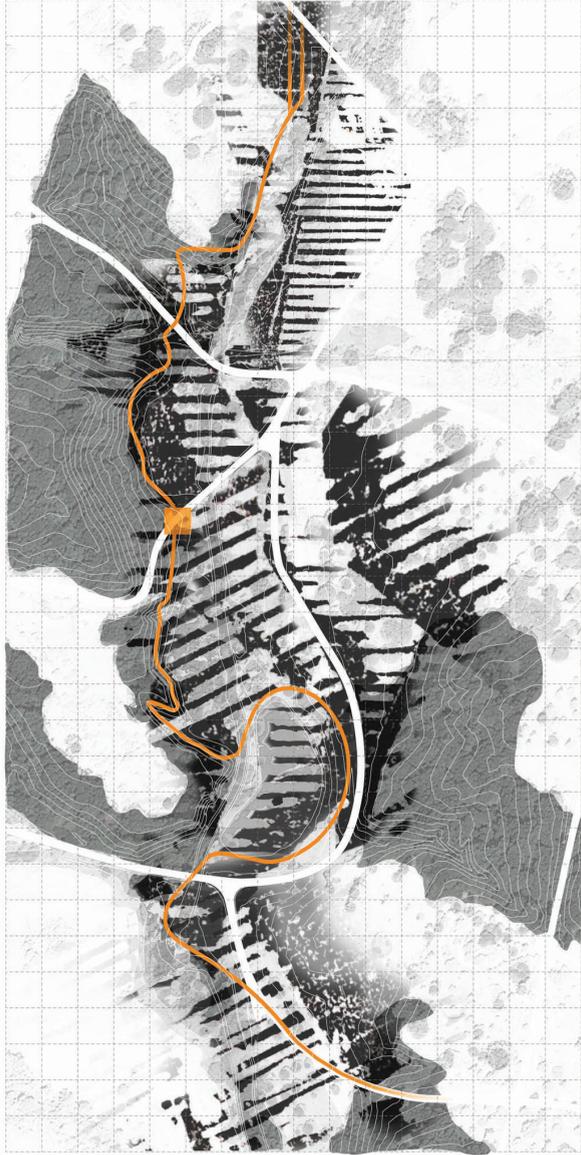
Studio III veivs with Zhimin Ma (above and opposite page)

ASLA HONOR AND MERIT AWARDS

Wenqi Yang, MLA 2021
Nominee



Studio V texture studies (above) and plan (opposite page)



ASLA HONOR AND MERIT AWARDS

Ruiying Zhao, MLA 2022
Nominee





Studio III views with Nuoran Chen (above and opposite page)

PENNPRACTIS

Executive Director: Ellen Neises

Managing Director: Thabo Lenneiye

PennPraxis is the student-centered non-profit practice arm of the Weitzman School that supports design action by students on “beyond the market” projects in places that design does not usually serve. Over the last several years, the Praxis Design Fellows program has supported nearly 300 Design Fellows on a range of projects that energize the school's push for design justice by creating strategic interdisciplinary work in alliance with community and indigenous leaders, youth, and pioneers in many fields. Students’ talk about the work in their own words and images in [issuu.com/pennndesign/docs/2022_designfellows](https://www.com/pennndesign/docs/2022_designfellows). Some highlights of the last year with a landscape dimension include:

Anchoring Pittsburgh's water strategy in environmental justice

PennPraxis and The Water Center at Penn led a team of local and international leaders who developed a comprehensive stormwater strategic plan for the Pittsburgh Water and Sewer Authority (PWSA). The plan is the first phase of a long-term planning effort to foreground equity and community participation in prioritizing responses to stormwater challenges. Design Fellows Mrinalini Verma, Anastasia Osorio, Marissa Sayers were important members of a team that included Andropogon Landscape Architecture, Grounded Strategies, Moonshot Missions, and AKRF Engineers.

Designing in solidarity with communities advocating for change

Design Fellows A. McCullough, Oluwatosin Omojola, and Jackson Plumlee worked with community leaders in Grays Ferry, Philadelphia to create a vision for Stinger Square that articulates the community's aspirations for enhancing the neighborhood's oasis and creating a multi-use space for winter programming, an outgrowth of a landscape studio in 2020 and our partnership with Philly Thrive, a leading environmental justice organization in the city.

Site planning for a new Lenape community rooted in the culture

Alumni, faculty and an interdisciplinary group of Design Fellows including Zitong Huang, Sanjana Purchitt, Xinyi Zhang, and Michael Chapa, joined forces with Chief Vincent Mann and Clan Mother Michaeline Picaro Mann on the design of a new community for the Ramapough Lenape Turtle Clan to be funded by federal and state governments as part of environmental reparations for damage to a nearby Lenape community where dumping contaminated the land and drinking water supply. Feasibility work by the Praxis team helped indigenous leaders shape government dialogue about appropriate action, and our fundraising supported the Turtle Clan's work on the project.

Farming for the future

PennPraxis is collaborating with the Center for Stewardship Agriculture and Food Security at Penn's Veterinary School to close gaps in knowledge about the economic viability for farmers of stream buffers that enhance animal health, biodiversity, and carbon sequestration. The work of Design Fellow Elliot Bullen and doctoral student Rob Levinthal is part of a larger effort to advance regenerative agriculture and increase land and water health on farms in the region.

Changing who goes to design school

The summer of 2022 was our third year leading youth design studios with a variety of collaborators including the Fresh Air Fund, Philly Thrive, the Netter Center for Community Partnerships and the Beam Center. We scaled up to offer three summer studios in Philadelphia and New York City, including our first design / build project. Design Fellows Daniel Flinchbaugh, P.J. Davis, Amanda Pena, Urvi Pawar led a 6-week program at West Philadelphia High School, where 23 youth helped build “The Porch”, a garden and stage designed by landscape and architecture students in the Studio+ 700 option studio.



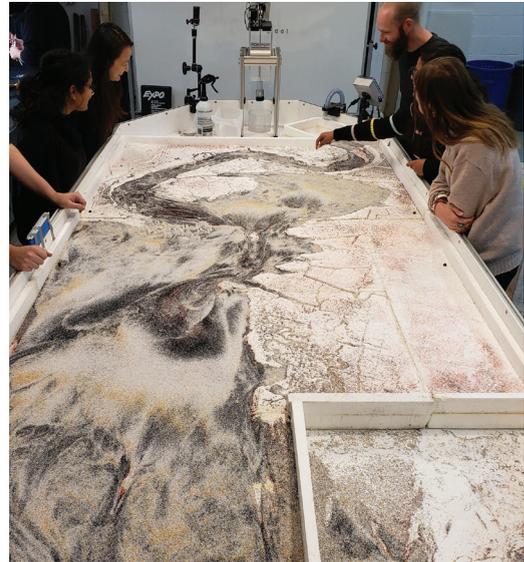
photo credit: Tyger Williams for *The Philadelphia Inquirer*

THE IAN L. MCHARG CENTER FOR URBANISM AND ECOLOGY

Co-Executive Directors: Frederick Steiner and Richard Weller
Wilks Family Director: Billy Fleming

The McHarg Center continued to build its research program around four major themes: biodiversity, led by Richard Weller and Karen M'Closkey; climate policy, led by Billy Fleming and Nicholas Pevzner; the Environmental Modeling Lab (EMLab), led by Sean Burkholder, Karen M'Closkey, Keith VanDerSys and Robert Pietrusko; and the public realm, led by Sonja Dümpelmann and Christopher Marcinkoski. Using resources from the Weitzman gift, Bonnie Sellers, and other friends of the Center, each of these groups will host public symposia “launching” their efforts over the next four years, with the EMLab the first to do so via the *Instruments of Change* virtual conference held in February of 2022. We are now gearing up for the launch of the biodiversity group in the fall of 2023 through a symposium and exhibition titled *Mega-Eco Projects* led by Richard Weller, Matthijs Bouw and Robert Levinthal. These events are being organized around a desire to connect our faculty to larger networks of collaborators and funders, to catalyze new research initiatives and coursework, and to otherwise grow these research groups from small startup efforts into larger, long-term hubs for transformative interdisciplinary research and practice within the department.

As our previous work on the Green New Deal Superstudio winds down, several other large projects are now ramping up. This includes the National Science Foundation-funded Megapolitan Transformation Hub (MACH) – an eight-million-dollar effort headquartered at Rutgers and organized around two goals: to downscale the often coarse spatial and environmental data needed to plan for climate adaptation and make it useful at the project-level; and to use those data to initiate a smaller scale “superstudio” between the grant’s partners. This latter work is being led by the McHarg Center and involves Columbia GSAPP (via Kate Orff), Princeton Architecture (via Guy Nordenson), Rutgers Bloustein School (via Jeanne Herb), and the University of Pennsylvania (via Billy Fleming). Each of the partner institutions will run parallel studios using a common brief, reconnect at various points over the next two years for shared reviews and other programming, and to focus their work on the small and medium-sized communities of the Mid-Atlantic in an effort to help them compete with cities like New York and Philadelphia for federal climate adaptation funding.





Billy Fleming and panelists at the LAF Grounding the Green New Deal Summit held April 9, 2022 in Washington, DC (above); Maurice River water and sediment transport modeling experiment at the EMLab, photo: Keith VanDerSys (opposite page)

LA+ JOURNAL

Editor in Chief: Tatum L. Hands
Creative Director: Richard Weller
Production Manager: Colin Curley

LA+ Interdisciplinary Journal of Landscape Architecture is a bi-annual print and digital publication produced out of the Department of Landscape Architecture. Launched in 2014, the journal's mission is to reveal connections and build collaborations between landscape architecture and other disciplines by exploring each issue's theme from multiple perspectives. Thus, in addition to the design professions, each issue includes works by a range of disciplinary authors, including historians, artists, geographers, anthropologists, psychologists, planners, scientists, and philosophers. This interdisciplinary approach not only enriches landscape architecture, it also introduces landscape architecture to new audiences in other fields. LA+ Journal is committed to content that promotes a global diversity of perspectives and cultures, and which encourages an expansive understanding of the field of landscape architecture and the role of landscape architects. With 16 issues published, LA+ has gained a strong global following and is distributed internationally via subscription, and in bookshops and museums including the Museum of Modern Art in New York and the Musée des Beaux-Arts in Montreal

Each semester, LA+ conducts two concurrent graduate seminars where students are integrally involved in the process of designing and producing an issue of the journal. During 2021–2022 LA+ published two issues – *LA+ CREATURE*, which featured the winners of an international design competition that invited entrants to explore ways in which design can help achieve a more symbiotic existence with nonhuman creatures, and *LA+ GREEN*, which was co-edited by Assistant Professor Nick Pevzner – and had a further four issues in various stages of production.

LA+ Journal is generously supported by the following donors

Gold Patrons: James Corner Field Operations, OLIN, Starr Whitehouse, W Architecture and Landscape Architecture, Hollander Design, Bionic

Silver Patrons: Stoss, MNLA, Port, One Architecture

Bronze Patrons: Topotek 1, PEG, Future Green Studio, TCL, WRT, WHY



LECTURE SERIES

Kate Thomas

Prof. & Chair of English, Bryn Mawr College
"Lesbian Landscapes in Fin-de-Siècle Italy"
September 16, 2021

Norbert Kühn

Head, Dept. of Vegetation Technology & Plant Use,
Technical University of Berlin
"Working with Spontaneous Vegetation in a
Changing Climate"
October 7, 2021

Maan Barua

University Lecturer in Human Geography,
University of Cambridge, United Kingdom
"The Electropolis and Animal Life: Infrastructure
in a Minor Key"
November 4, 2021

Thaïsa Way

Professor of Landscape Architecture,
University of Washington
"Defining Landscape Architecture in the
Early 20th Century: Race and Gender"
December 2, 2021

Forms of Public Realm Practice:

Dennis Milam and Paola Aguirre Serrano
Principal and Founder, Borderless Studio, Chicago
"Design with, not for"
February 17, 2022

Forms of Public Realm Practice: Bryony Roberts

Founder, Bryony Roberts Studio, New York
February 24, 2022

Forms of Public Realm Practice: Jason Foster

Destination Crenshaw President and COO
"Destination Crenshaw and the Importance of
Community-Led Design"
March 24, 2022

EVENTS & EXHIBITIONS

Dana Tomlin: A Celebration of a Life Visualizing Complex Information

Virtual event honoring Professor Emeritus Dana Tomlin
Hosted by the Weitzman School Dean's Office
Speakers: Fritz Steiner, Anne Whiston Spirn, Stephen Ervin,
Karen C. Seto, Robert Cheetham, Molly Burhans and Jack
Dangermond
September 29, 2021

The City of Imagination

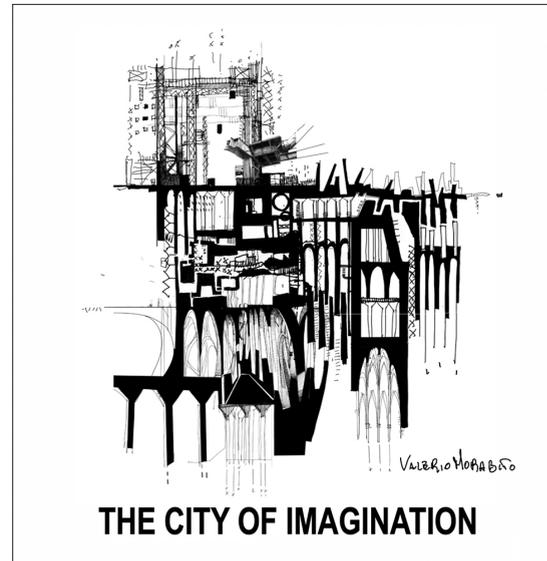
Valerio Morabito, Lecturer
Book Launch & Exhibition
November 17, 2021

ASLA Awards Jury

May 9, 2022

2022 Year End Show

Presented by the Weitzman School Dean's Office
May 13 – June 5, 2021



MCHARG CENTER LECTURES & EVENTS

Building with Nature

Webinar series of presentations and conversations

Co-hosts: McHarg Center; Embassy of the Netherlands, Washington D.C.; and Wharton Risk Center; made possible in part with funding from the Government of the Netherlands

Moderator: Matthijs Bouw

Lectures: New Paradigm/Old Story, Uncertainty, Knowledge, Landscape-Based Solutions and Value

Speakers: Todd Bridges, Sean Burkholder, Ben Cohen, Maria Dillard, Willem Ferwerda, Carolyn Kousky, Robert Levinthal, Karen M'Closkey, Henk Nieboer, Kate Orff, Henk Ovink, Ellis Penning, Oscar Serpell, Justine Shapiro-Kline, Fritz Steiner, Marjolein Sterk, Fokko van der Goot, Erik van Eekelen, Bregje van Wesenbeeck, Ronald Waterman and Richard Weller
December 6-10, 2021



Instruments of Change

Virtual Conference & EMLab Launch

Organizers: Sean Burkholder, Karen M'Closkey and Keith VanDerSys

Topics: Sensed Landscapes (Mapping Change), Simulated Landscapes (Modeling Change) and Experimental Landscapes (Monitoring Change)

Moderators: Bradley Cantrell, Anya Domlesky, Karen M'Closkey, Robert Pietrusko and Keith VanDerSys

Speakers: Sean Burkholder, Monica Chasten, Iryna Dronova, John E. Fernández, Jennifer Gabrys, Ilmar Hurkkens, Karen M'Closkey, Victoria J. Marshall, Brett Milligan, Fatemeh Nasrollahi, Robert Pietrusko and Sarah Williams
February 15-18, 2022

PROFESSIONAL DEVELOPMENT EVENTS

BIPOC Alumni Career Conversation Series: Seeking Inclusiveness & Belonging Amid Feelings of Otherness

Co-hosted by Weitzman Justice & Belonging
August 26, 2021

What I Did Last Summer

Student Lunch & Summer Employment Discussion
November 9, 2021

Alumni Career Roundtable: Landscape Architecture (virtual)
November 11, 2021

Design in Action: PennPraxis Design Fellow Experiences

Co-hosted by PennPraxis
January 20, 2022

2022 Annual Professional Review

Hosted by the Penn Weitzman Alumni Association
February 2, 2022

Portfolio Tips and Advice for Landscape Architecture Students with Richard Weller (virtual)

February 3, 2022

Advice on Job Seeking for Landscape Architecture Students with Lucinda Sanders and Ellen Neises

February 21, 2022

Steps and Strides Career Lecture Series

Eric Kramer, Partner and Principal, Reed Hilderbrand
February 23, 2022

2022 Virtual Career Fair

Hosted by Penn Career Services
February 25, 2022

Steps and Strides Career Lecture Series (virtual)

Daniel Navarro-Gomez and Stacy Ester
Project Managers and Lead Designers, Design Workshop
April 13, 2022

Steps and Strides Career Lecture Series

Wen Li, Project Lead and Senior Landscape Architect & Brittany Duguay, Project Lead, West 8
April 27, 2022

GRADUATES

Master of Landscape Architecture

December 2021

Mrinalini Verma

May 2022

Huiyi An

Alice Bell

Emily Bunker

Jing Cao

Yanhao Chai

Cin Yee Selina Cheah

Nuoran Chen

Siran Chen

Kathryn Dunn

Wenjing Fang

Daniel Flinchbaugh

Hanyu Gao

Madeleine Ghillany-Lehar

Helen Han

Yue Hu

Jin Huang

Yihan Huang

Ziying Huang

Ruoxin Jia

Rohan Lewis

Yani Liu

Zhimin Ma

A.L. McCullough

Jing Qin

Samuel Ridge

Elizabeth Servito

Yeqing Shang

Yue Shen

Ana Stolle

Andrew Tatreau

Yuan Tian

Catherine Valverde

Yihui Wang

Yuhan Wang

Larissa Whitney

Dingwen Wu

Tian Xie

Youzi Oliva Xu

Yijia Xu

Wenqi Yang

Jingyu Zhang

Ming Hao Zhao

Ruiying Zhao

Wentao Zhong

Zihan Zuo



MLA '22 graduates with Dean Fritz Steiner