

Landscape and the Academy
2016 Dumbarton Oaks Symposium in Garden and Landscape Studies
May 6 – 7, 2016

Abstracts

Peter S. Alagona

Associate Professor of History, Geography, and Environmental Studies
University of California, Santa Barbara

From the Classroom to the Countryside: The University of California's Natural Reserve System and the Role of Field Stations in American Academic Life

The University of California's Natural Reserve System (NRS) is the largest and most diverse network of university-run field stations in the world. Spanning from the Channel Islands to the High Sierra, and from the Northwest Forest to the Mojave Desert, this unique system includes 39 reserves with access to more than 750,000 acres for teaching and research. The NRS creates a place for the university in some of the most remote corners of the American West, it attracts scholars from around the world, and it is increasingly serving as a key site for studying the local effects of global environmental change.

How did the University of California become the caretaker of such a diverse and far-flung system? What role does the NRS play in the university's mission of research, teaching, and public service? And what can the Natural Reserve System tell us about the history of university-run field stations? My presentation and paper will describe the past, present, and future of university field stations, locate the NRS within this larger story, explain the system's origin and growth, describe some of the challenges of managing these varied places, and reflect on the contributions of the UC reserves to environmental science and management.

Hilary Ballon

Deputy Vice Chancellor and Professor
New York University, Abu Dhabi and New York University, New York

The U.S. Campus Abroad

Over the past decade, as U.S. universities have sought to globalize, they have expanded their footprint abroad and exported the idea of liberal arts education as well as other features of American college life--co-education, a concept of student life involving co-curricular activities, sports, and health, and the campus as a living-learning environment. This paper will consider several recent U.S.-affiliated campuses built overseas, with particular attention to New York University Abu Dhabi (2010-14). Designed by Rafael Viñoly Architects (2010-14), the campus fuses elements of American campus planning with Middle Eastern urban and garden design, and promotes a form of pedestrian urbanism uncommon in the region. The university acts as both an engine of urban development and a strategic element in nation building, with the campus itself conveying the core values of open-minded inquiry and cross-cultural understanding.

Joseph Claghorn

Research and Teaching Fellow
Leibniz University Hannover, Germany

Views of the Yard: The Evolving Image of Harvard's Core Landscape

The design and image of an academic landscape is informed not only by a combination of the practical and functional needs of the institution and of student life, but by the aspirations and goals of the organization. The Harvard Yard, as the core landscape of Harvard University, continues to play a critical role in conveying the image of Harvard to the rest of the world, even though much of academic instruction and research, as well as student life, now happens in buildings and satellite campuses outside of the Yard.

To more fully understand this continuing role, this research looks at the landscape image of the Yard at three periods in its history: the colonial Yard, rustic, agrarian, and little differentiated from its small-town surroundings; the nineteenth century Yard, enclosed with stately walls, carefully laid out, and planted with dignified elms, a contrast to the working class town evolving around it; and the Yard of today, a small piece of real estate at the center of a global enterprise, where encounters with tourists are just as likely as encounters with students. The research focuses on several key landscape elements of the Yard, its trees, its enclosure, its arrangement of buildings and outdoor spaces, its paths, and its relationship to other Harvard properties, and seeks to address how these landscape elements inform and are informed by the life and aspirations of the University, and what social and political trends have caused the re-envisioning of the Yard's landscape at critical junctures in its history.

John Dean Davis, Tyler Fellow in Garden and Landscape Studies, Dumbarton Oaks /
Ph.D. Candidate, Architecture, Landscape Architecture and Urban Planning, Harvard University

Field School: The Landscape of the Military Academy at West Point

Compared to most American college students, cadets at the United States Military Academy at West Point, New York, spend much of their time outside. With the mission of training military officers, the superintendents and planners at West Point have created a college "experience" that differs widely from that offered by most American universities. Over the past two hundred years, and serving a carefully considered pedagogy, educators at West Point constructed a campus experience that uses the campus as an instructional tool. Centered around "the Plain," the heart of campus life, and extending to Camp Buckner, an adjacent forest-sized classroom, the West Point administrators have created a landscape that closely supports their primary mission of transforming college kids into soldiers, and reveals a wider ideological belief of the benefits of sustained intimacy of the student with the ground they occupy. Building West Point entailed the construction of a landscape that could encompass a variety of activities: from quiet study to cavalry maneuvers, communal dining to surveying and earthwork construction, class-wide camping expeditions and even the occasional controlled explosion. This paper examines how the historical design and construction of West Point was the result of a particular intention and attitude toward the landscape, and resulted in a hybrid institution that in form and practice borrows heavily from the two aesthetic archetypes of "school" and "camp." Deeply pragmatic, the experience at West Point throughout its history is marked by frenetic activity with a major aim being the education of the student toward "reading the ground": the quick understanding and comfort with the landscape. West Point administrators early realized the importance of landscape as both a pragmatic and moral educational tool using both activities and space to shape character. In examining the 19th and 20th century "field spaces" of the Military Academy at West Point, I point to a broader connection between naturalism, pragmatism, and ideas of self-improvement in American thought.

Hazel Ruth Edwards

Associate Professor, School of Architecture and Planning
The Catholic University of America

On Hilltop High: The Enduring and Nurturing Landscapes of the Howard University Campus

Howard University has been a landmark of the City of Washington since it was founded in 1867. From its humble beginnings in a frame building on Georgia Avenue to an internationally

recognized institution of over 140 acres on the hilltop, the plan statements (campus plans) have established the order of the campus and defined the manner in which the fine grained details and open spaces support the academic enterprise. Framed by red brick buildings, the designed landscape has nurtured the nuanced pattern of academic life. But what is more important is the quality spaces that were built throughout the campus that have endured the university's nearly 150-year history. At once the setting for formal ceremonies and impromptu gatherings, these places have supported and celebrated the unique shared experiences of the Howard family. The campus plans reveal the response to Howard's role as a neighbor and equal partner dedicated to enhancing people, communities and, hence, the city.

Burak Erdim

Assistant Professor of Architectural History and Design
School of Architecture, College of Design, North Carolina State University

Academy and Landscapes of Development: Situating Planning Cultures in the Cold War Middle East

Just as the Gezi Park events of summer 2013 were beginning to subside in Istanbul, Melih Gökçek, Ankara's Mayor and a member of the Justice and Development Party (JDP), announced plans to construct a highway bisecting the Middle East Technical University's (METU) larger campus. In 1956, the Democratic Party (DP) Administration had appropriated the 11,000 acre site for METU as a land grant shortly after the School's establishment through a collaboration between the DP Administration, the United Nations, and the University of Pennsylvania, School of Fine Arts. Located five miles west of Ankara's governmental center, the site was made up of patches of barren and underutilized farmland with an unflattering lake as its only distinguishing feature. In 1995, the METU campus received the Aga Khan Award for its "Reforestation Programme" launched in 1961, which led to the creation of the only greenway now remaining in the sprawling Turkish capital. In response to Gökçek's announcement, METU students and faculty united in protest, as they had done before, and succeeded in stopping, at least temporarily, the highway project, which was only a part of the Administration's continuing and currently escalating attacks on METU's spatial and political identity and on the Academy in general.

Popular histories associate the ideological battles over METU's identity with the student movements and the political rivalries of the late 1960s. A closer analysis, however, reveals that these rivalries were an essential component of the School's conceptualization as a model postwar University and campus. This paper provides a layered reading of the University's coveted campus site and explores how the overlaps and differences in the aims of involved parties manifested themselves in the location, planning, and transformation of this campus in relation to the Capital and the Nation beyond. Given this history and the configuration of its site, it is not surprising to find METU once again in the crosshairs of the Administration's ongoing attacks to silence the Turkish Academy.

David R. Foster

Director
Harvard Forest, Harvard University

Harvard's Forest and Farm. A Consistent Mission to the Academy and Society

The Harvard Forest serves as an academic center immersed in New England and engaged in addressing many great challenges facing the region and globe. With science programs funded by NSF, DOE, and Smithsonian, a robust Summer Ecology Program for Undergraduates, and reach across Harvard departments and dozens of institutions, the Forest has never been more vibrant or connected to university initiatives. At the same time its leadership advancing the Wildlands, Woodlands and Farmland conservation vision for New England and other new programs – Conservation Innovation, the Science and Policy Exchange, and Sustainable Working Landscapes – engages the Forest in local to national policy. The roots for these multiple roles lie in the institution's

unusual structure, its founders' vision, and the growing value of long-term regional knowledge in addressing challenges confronting society.

Harvard Forest is a unique institution: a field station centered in rural New England and an academic department with 40 full-time staff and 150 visiting students and scientists. Conceived by Dean Nathaniel Shaler and put into practice by its first director Richard Fisher in 1907 this model sought immersive education and training. Held consistent was the application of science to real-world problems at scales from individual landholdings to the nation. This operational model led the academics to grapple daily with the realities of their home and study area.

The Harvard Forest approach to research is straightforward: apply historical, observational, experimental, and modeling studies to examine the key processes that have and likely will shape the region. But, the Forest also walks its talk as a regional leader promoting regional conservation and planning by conserving its own and abutting properties, managing its lands sustainably to heat and construct its buildings, and working with local farmers to demonstrate local agriculture as conservation management.

The combination of basic research and application has drawn increasing support from university leaders. That awareness of academic institutions' potential to advance change has helped led to a new venture ALPiNE – Academics for Land Protection in New England. This collaborative of 75 institutions recognizes that academic institutions own or influence sizable tracts of New England and engage faculty, students, alumni, and administrators whose resources and creativity can advance conservation broadly. This new initiative adheres to the spirit of the Forest's founders and demonstrates an enduring role for institutions that balance their roles in academia and the landscape.

Gary Hilderbrand

Principal, Reed Hilderbrand LLC

Professor in Practice, Harvard Graduate School of Design

Abstract: Transforming Campus Paradigms: Two Olmsted Brothers Cases

The design evolution and cultural stewardship of early 20th century campus typologies are informing the campus of the future. During the late 1920s, Olmsted Brothers landscape architects devised two major American campus paradigms. In Durham, North Carolina, they carved wooded hillsides and steeply sloping drainage hollows into Duke University's renowned West Quad, known since then as the "campus in a forest." In the exact same years, they helped evolve part of the former Charles River estuary into a new campus for the Harvard Business School. Their collaboration with architects McKim, Mead, and White shaped a campus that has long been held by the school's administration and alumnae/i to be a venerable sanctuary. As iconic cultural landscapes, these two sites share physical and associative similarities and also embody significant differences. More importantly, the altered physical reality of these spaces, some ninety years after inception, differs substantially from the cultivated memory that survives for much of today's campus community.

This paper explores how current design interventions and major canopy replanting efforts in legacy campuses are reshaping the cultural narratives that inform identity and place in today's extended campus community. In these cases, heightened projections of institutional heritage value for landscape—well-founded but partly built upon mythologies that may have failed in the past to recognize deterioration and decline—must be reconciled with radical measures to protect historic assets and simultaneously build more absorptive, more resilient, and more accessible landscapes. Both these institutions manage significant urban forests; with nearly catastrophic decline of tree populations and major investment in replacement canopy stands, new design interventions and revised management practices are shifting the story towards exemplary models for the 21st century campus. The author has been the principal design leader for both successive long-range planning and completed campus design projects at both schools

for nearly a decade.

Mark Hough

University Landscape Architect
Duke University

Linda Jewell

Professor, Landscape Architecture, Environmental Planning and Urban Design
University California, Berkeley

Campus and Garden: Reconciling Typologies

Duke University was founded, designed and constructed over a seven year period beginning in 1924. In addition to transforming the existing Trinity College campus, over 6,000 acres of rolling Piedmont landscape in Durham, N.C. were purchased to accommodate expansion for the school. In order to fulfill stated ambitions for design excellence, the Olmsted Brothers firm was hired to design the landscape of what became two campuses.

Although an early master plan identified the location for a botanic garden adjacent to the iconic Duke Chapel, a garden was not part of the original campus. The Olmsted firm's design for the landscape reflected the restrained approach favored by designers of the era, with simple ground plane plantings punctuated by structure-providing trees and shrubs. Like that of most other schools, Duke's landscape was far from gardenesque.

In 1934, collaboration between members of Duke's faculty and consulting designers began the transformation of an unkempt ravine adjacent to the main campus into a public garden. The famed horticulturist John C Wister helped to plan the first garden, and, in 1936, Ellen Shipman was hired to design the newly endowed Sarah P. Duke Gardens. Subsequent plans and designs by the landscape architects William Leong, Linda Jewell and Warren Byrd led to a series of expansions that facilitated the growth of the garden's reputation as a prominent and horticulturally significant botanic garden.

From the beginning, Duke Gardens' stated mission has focused on educating the public. However, even though its landscape remains a valuable part of the student experience, the garden's horticultural resources have rarely been tied directly to university curricula. Now, as it continues to be viewed more as a stand-alone entity rather than an integral part of a larger campus landscape, it remains to be seen how—or if—the two landscape typologies can work together.

John Dixon Hunt

Emeritus Professor, History and Theory of Landscape
Landscape Architecture, School of Design, University of Pennsylvania

"Landscape" in new British universities

"Landscape" in this presentation is both literal – sites, actual land, design – and analogic; namely how do landscape represent what goes on within them, in this case the new universities founded from 1960 in the United Kingdom? The eight wholly new universities (six in England, one each in Scotland and Northern Island) were all, to some extent, experimental in both their curricula and how they were built. All were established *ad novo* in natural areas or parklands (the Sussex downs) or former landed estates (York, East Anglia, Essex), and all chose to formulate courses that looked much to American education as well as to the British government's determination to extend the student body beyond those who had been fortunate enough to attend Oxford and Cambridge. To understand these two fundamentally new ideas of the British university, I shall trace "landscapes" from Oxbridge (quads and courts, fellows' gardens), through the so-called "red-brick" universities (largely urban), to the fresh fields of landscape design; pedagogy from Oxbridge lectures and tutorials and a single subject focus to seminars and what Americans would call "majors." The hope is that I can suggest, if

not demonstrate, that landscape design and form exemplified and even symbolized new approaches to learning.

Dino J. Martins

Executive Director
Mpala Research Centre

Field Research Stations in East Africa: Impacts on landscape management, conservation and sustainable development

East Africa's rich evolutionary and ecological diversity has been a focal point for research and conservation efforts for decades. Part of this drive to understand and explore the natural world in situ has led to the establishment of a number of field research centres, primarily in Kenya and Tanzania. These centres have served as research hubs for behavioral ecology, conservation biology, biodiversity and rangeland management studies. The Mpala Research Centre in Laikipia County, Kenya, a partnership among Trustee agencies based in the USA (Princeton University and the Smithsonian Institution), and Kenya (the National Museums of Kenya and the Kenya Wildlife Service) has for more than 20 years linked science and conservation with human livelihoods and community development, with a diverse set of impacts, from socioeconomic to physical changes in how land/vegetation is managed. Today field research centres play a role in research, public awareness and education, conservation, public health, sustainable development and innovation in the region. Their impact can be felt at a landscape level and also influence local and national policy, infrastructure and other aspects of development.

Karen Van Lengen

Kenan Professor of Architecture
University of Virginia

Pedagogical Landscapes: The Vassar College Legacy

Vassar College is home to one of America's exemplary academic parks that has, since its founding in 1865, developed an interactive relationship between the college's pedagogy and its landscape architecture. This paper presents an overview of that unusual landscape history, from its early beginnings as the Dutchess County Racetrack to the lush and highly articulated campus that we experience today. The evolution of this constructed landscape was not generated by a single grand vision, but instead, was developed out of an evolutionary process initiated by its founder, Matthew Vassar, along with the subsequent active engagement of the college's presidents, faculty, students and alumni. The overall campus plan reinforces two different building organization concepts; the first is a formal arrangement laid out on the cardinal points, facing west towards the Hudson River, while the second system follows the logic of the local topography. These two systems are seamlessly connected into a landscape plan that successfully presents a holistic set of spatial experiences through which the campus unfolds. Within this framework there are multiple examples of specific landscapes, tied directly to the pedagogical mission of the institution. In highlighting several of these, including the arboretum, the Dutchess County Ecological Laboratory, the Shakespeare garden, the outdoor amphitheater, the Vassar Farm and the Hudson River, this paper will demonstrate how these landscape opportunities resulted from the pedagogical mission of the institution and in turn how those landscapes would also come to influence the curriculum. The strength of this continuing interaction is still present in the experience of today's academic life. In addition, this synergistic relationship has also led to the development of a long history of cross disciplinary faculty and student associations that have emerged through their shared interests in landscape projects and ecology. This integrated educational context, which produced many influential alumni in the fields of ecology, conservation, landscape restoration and design, is a true testament to this legacy.

Tianjie Zhang

Associate Professor

School of Architecture, Tianjin University, China

Re-configuring Mountain-and-Water (Shanshui) Campuses: Landscape in Early 20th Century Chinese Universities

The early 20th century witnessed profound changes in China's higher education and campus planning. Historically, since the 10th century, renowned Chinese academies were usually located in secluded mountains away from cities. From a Confucian perspective, the sublimity and serenity of the mountain-and-water landscape were thought suitable for learning and explaining the ultimate truth. In the wake of extensive East-West encounters beginning in the late 19th century, China underwent difficult transformation from an empire to a republic, and a correspondingly radical realignment of cultural, social, and political relationships. One of the most subtle and far-reaching was the intellectual conversion from Confucian classics to modern science. The traditional *shuyuan* (literally courtyard of books) gave way to the hybrid modern university, in order to train the technically competent and ideologically correct.

Accordingly, the paper contextualizes the landscape planning of new universities against the intellectual shift in early twentieth-century China, and explores the means by which campus landscape and new pedagogy define each other. Three cases, namely Yanjing, Xiamen and Wuhan universities, are chosen to exemplify the three major categories of Republican higher educational institutions: Western (principally American) missionary colleges, private Chinese colleges, and government-sponsored institutions. The three cases impressively configured new mountain-and-water campuses near cities against the nation's scientific material construction and the reconstruction of the moral fabric of society. It is worth noting that the process of conceiving and configuring the modern Chinese campuses was neither a simple wholesale transplantation from the West to the East, nor a linear progression of the new replacing the old. Alongside the new landscape elements imported, traditional components remained or were recycled in various ways, such as the borrowing scenes from natural conditions (*jiejing*), the metaphoric use of nature, the emphasis on agriculture, the increasing consciousness of cultural preservation, etc. The paper will further explore the student lives and landscape experiences, and uncover the diversified ways in which engagement with the landscape constituted part of the new teaching and learning agenda.

Biographies

Peter S. Alagona is an Associate Professor of history, geography, and environmental studies at the University of California, Santa Barbara. He earned his PhD at UCLA, and completed postdoctoral fellowships at Harvard and Stanford. He is the recipient of several awards, including a National Science Foundation CAREER grant, the Harold J. Plous Award for the UCSB College of Letters and Science's most outstanding junior faculty member, and a UCSB Academic Senate Distinguished Teaching Award. Alagona is the author of more than three-dozen publications on the histories of land use, natural resource management, environmental politics, and ecological science in California and the American West, including *After the Grizzly: Endangered Species and the Politics of Place in California* (UC Press, 2013).

Hilary Ballon, Deputy Vice Chancellor of NYU Abu Dhabi, helped to create NYU's new, comprehensive university now in its sixth year. This work included overseeing development of the new campus on Saadiyat Island that opened in 2014. Ballon is University Professor at the Robert F. Wagner Graduate School of Public Service, where she teaches courses on urban studies. In 2012 she received the American Academy of Arts and Letters Award in Architecture for her publications and curatorial work. Her publications include *The Greatest Grid: The Master Plan of Manhattan, 1811-2011*; *Robert Moses and the Modern City: The Transformation of New York*; and *The Paris of Henri IV: Architecture and Urbanism*. She is currently curating "The Future of the City Lab," part of a long-term exhibition on the past, present and future of New York City (*New York at Its Core*) opening at the Museum of the City of New York in 2016.

Daniel Bluestone is a specialist in nineteenth century American architecture and urbanism. Mr. Bluestone's *Buildings, Landscapes, and Memory: Case Studies in Historic Preservation* (W.W. Norton, 2011) received the Society of Architectural Historians 2013 Antoinette Forrester Downing Book Award for "the most outstanding publication devoted to historical topics in the preservation field that enhances the understanding and protection of the built environment." The book surveys the changing history, nature, and politics of historic preservation in the United States between the early 19th century and today. Mr. Bluestone's book *Constructing Chicago* (1991) was awarded the American Institute of Architects International Book Award and the National Historic Preservation book prize.

Joseph Claghorn is Research and Teaching Fellow and a PhD Candidate at Leibniz University Hannover, Germany. His research explores methods of form and space making based on the patterns and processes of landscape, infrastructural and ecological systems, and the application of parametric and generative design tools to landscape architecture projects in highly dynamic urban contexts. He is also involved with a number of interdisciplinary research projects in high-risk landscapes in informal contexts, primarily in Latin America. Claghorn's prior professional background includes three years of practice in landscape architecture offices in Switzerland (Verzone Woods Architectes), Hong Kong, and San Francisco (EDAW/Aecom). Prior to his work as a landscape designer, he practiced architecture for four years in Atlanta. Claghorn holds a Master in Landscape Architecture with Distinction from Harvard University (2009), a Master of Architecture degree from Georgia Tech (2003), and a Bachelor of Arts in History (BYU, 2000).

John Davis is a PhD candidate at Harvard University and Tyler Fellow at Dumbarton Oaks. His dissertation is a historical analysis of the U.S. government's evolving relationship with nature, focusing on the United States Army Corps of Engineers and the construction of public works, and the technological communities that supported them, in the Reconstruction Era. His ongoing research interests include early modern surveying and cartography, historical coastal reclamation practices, the effects of militarization of landscapes, and nature and aesthetics in the early American republic. In addition to his dissertation, he is currently working on a digital atlas of water infrastructure in the Potomac Valley, and a documentary film about marshlands in Massachusetts. He was born in New York City and holds a BS from the University of Virginia and a Master in Architecture with Distinction from Harvard University.

Hazel Ruth Edwards has taught at the School of Architecture and Planning at The Catholic University of America in Washington, D.C. since 2007 and heads their Master of City and Regional Planning program. She earned degrees from Howard University (Bachelor of Architecture), Harvard University (Master of Architecture in Urban Design), and the University of Illinois at Urbana-Champaign (Ph.D. in Regional Planning). Her career has combined place-related research with a planning and urban design practice focused primarily on residential and campus environments. Projects have included master planning for a community college in South Africa; design guidelines and planning outcomes for transit oriented developments; and a comprehensive quality of life analysis focused on 20 urban areas in the State of Indiana. Of particular relevance is a planning study that culminated in a book that she co-authored entitled *The Long Walk: The Placemaking Legacy of Howard University*. This book traced the 127-year history of the physical development of the campus and has led to further research on placemaking at other historically black colleges and universities in the United States.

Burak Erdim is an Assistant Professor of Architectural History and Architecture at North Carolina State University where he teaches lecture and seminar courses on the history of modern architecture and urbanism with a special focus on the post-World War II period. His current work explores the operations of transnational agents and agencies in conceptualizing architecture and community planning as the central component of social and economic development projects during the Cold War. His dissertation examined the cultural and educational exchanges between the United States and Turkey with a focus on the establishment of the Middle East Technical University with the

political context of the Cold War in the Middle East. He contributes regularly to publications and symposia on Transnational Modernisms and his recent essay appeared in, *Mid-Century Modernism in Turkey: Architecture Across Cultures in the 1950s and 1960s*, edited by Meltem Ö. Gürel (Routledge, 2015). He received his Ph.D. in December 2012 in the History of Art and Architecture from the University of Virginia where he also completed a Master's degree in Architecture.

David R. Foster is an ecologist and author of *Thoreau's Country – Journey through a Transformed Landscape; Hemlock – A Forest Giant on the Edge*; and *A Castle Made of Sand – The History and Future of Martha's Vineyard*. He is Director of the Harvard Forest, the University's 3750-acre ecological laboratory and classroom in western Massachusetts, and leads the NSF-funded Harvard Forest Long Term Ecological Research program, which engages more than 100 scientists investigating the dynamics of New England landscape as a consequence of climate change, human activity, and natural processes. In 2010 David and colleagues developed *Wildlands and Woodlands – A Vision for the New England Landscape*, which lays out an ambitious plan for the conservation and active use of forest and farmland across the region.

Gary Hilderbrand, a committed practitioner, teacher, critic, and writer, is Professor in Practice at the Harvard Graduate School of Design, where he has taught since 1990. His honors include Harvard University's Charles Eliot Traveling Fellowship, the Rome Prize in Landscape Architecture, the Architectural League's Emerging Voices Award with Douglas Reed, the 2013 ASLA Firm of the Year award, and the Mellon Practitioner Residency in Urban Landscape Studies at Harvard's Dumbarton Oaks. Through three acclaimed books and two dozen essays, Hilderbrand has helped to position landscape architecture's role in reconciling intellectual and cultural traditions with contemporary forces of urbanization and change. His essays have been featured in *Landscape Architecture*, *Topos*, *Harvard Design Magazine*, *Architecture Boston*, *Clark Art Journal*, *Arnoldia*, *New England Journal of Garden History*, and *Land Forum*. In addition to his co-authorship of the firm's 2012 monograph, *Visible Invisible*, he produced *Making a Landscape of Continuity: The Practice of Innocenti & Weibel* (1997), which was recognized by ASLA and AIGA (50 Best Books); and *The Miller Garden: Icon of Modernism* (1999).

Mark H. Hough, FASLA has been the University Landscape Architect at Duke University since 2000. He has overseen the master planning and site design during the largest period of expansion in the university's history, and is involved in all aspects of planning, design, historic preservation and natural resource management on the historic, Olmsted Brothers-designed campus. He is a nationally recognized leader in campus planning and design and lectures frequently on related issues. He is also a prolific and respected writer, having addressed topics such as campuses, urban design, professional design practice and cultural landscapes in numerous print and online publications. In 2011, he was awarded the prestigious Bradford Williams Medal for excellence in writing. He is a Fellow of the American Society of Landscape Architects.

John Dixon Hunt is Emeritus Professor of the History and Theory of Landscape in the Department of Landscape Architecture, School of Design, University of Pennsylvania, and for the last six years has been a visiting professor in the Graduate School of Design at Harvard. He edits both *Studies in the History of Gardens and Designed Landscapes* and the series for Penn Press on Landscape Studies. His latest books have been *The Making of Place* (Reaktion Books) and *Site, Sight, Insight* (Penn Press). He went to Cambridge, took his PhD at Bristol University, taught at the University of London, at one "red-brick university" and two "new" universities (York, East Anglia), as well as (in the USA) at the University of Michigan, Vassar College, and the Johns Hopkins University.

Linda Jewell is a Professor of Landscape Architecture and Environmental Planning at UC Berkeley, a partner in the Berkeley firm of Freeman & Jewell and, until 2011, a consulting partner in the Raleigh, N.C., firm, Reynolds & Jewell. She holds a Bachelor of Architecture from NCSU and a Masters of Landscape Architecture Summa Cum Laude from the University of Pennsylvania. Jewell has written more than 30 essays for *Landscape Architecture* magazine and other professional and academic publications. Her design work and publications have won numerous ASLA awards, including the prestigious Presidential Award in Communications for her Construction articles in *Landscape Architecture* magazine, the Bradford Williams Medal, and the Jot Carpenter Teaching Medal. She has

taught at North Carolina State University and the University of Pennsylvania as well as served as Chair of Landscape Architecture at Harvard University and UC Berkeley. She was a Fellow at Dumbarton Oaks in Fall 2015.

Dr. Dino J. Martins, a Kenyan entomologist and evolutionary biologist, is currently the Executive Director of the Mpala Research Centre and a research assistant professor with the Turkana Basin Institute – Stony Brook University. He holds a PhD from the Department of Organismic and Evolutionary Biology at Harvard University (2011), and a BA in Anthropology (with distinction) from Indiana University (1999). Dr. Martins' current research includes work with farmers in relation to bees and pesticides and improving pollinator awareness and conservation, general studies of bee evolution and ecology in East Africa, hawkmoth and butterfly pollination, co-evolution and the links between biodiversity and landscape-level processes. Dr. Martins currently leads projects on the biology vectors for malaria, trachoma, leishmaniasis and other neglected diseases in relation to adaptation to climate, landscape and environmental changes in the Turkana Basin and Greater Horn of Africa region. Dr. Martins has published widely in scientific, natural history, and environmental magazines including: the *Biological Journal of the Linnean Society* and the *International Journal of Tropical Insect Science*. His work has been featured in the *Smithsonian* magazine, the *Guardian*, TED, the BBC as well as in *National Geographic*. Martins recently completed a guidebook *The Insects of East Africa*, published by Penguin-Random House-Struik. Dr. Martins is this past year's (2015) Whitley Gold Award winner for conservation.

Karen Van Lengen, FAIA, is the Kenan Professor of Architecture at the University of Virginia, where she was Dean from 1999-2009. Her current research focuses on the exploration of sound and communication as an integral part of the new public realm. She developed a website, entitled *Soundscape Architecture* as a Fellow of the Institute of Advanced Technologies in the Humanities that celebrates the sounds of international iconic buildings. With her partner Jim Welty they created an immersive sound installation at the Museum of the City of New York, entitled, *Soundscape New York*, in 2015. They are currently working on a Washington DC sound project as well as an ongoing aural study of the Academical Village at the core of the University of Virginia. Van Lengen began her professional career as an Associate at I M Pei & Partners, before founding her own firm in New York City. She received her B.A. from Vassar College, and a MArch from Columbia University. She is the author of several articles, and books including *Vassar College: an architectural Tour*, (co-author Lisa Reilly)

Tianjie Zhang is an associate professor in the School of Architecture, Tianjin University, China. She teaches and researches architectural and landscape architectural history of modern Chinese cities, in addition to design studio instruction. She obtained her PhD from the National University of Singapore with a full fellowship and President's Scholarship. During 2014-2015, she was visiting scholar at the School of Architecture, University of Virginia, supported by the State Scholarship Fund of China. She has published widely in leading Chinese journals on modern urban landscapes of China, and received grants from national research foundations of China, AAS, and SAH International Travel Grant, USA. She has been appointed a member of the Theory & History Committee of Chinese Landscape Architecture, the Modern Architectural History Committee, the Architectural Society of China, and a contributing editor of *Chinese Landscape Architecture*, a premier journal on Chinese landscape design.