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Office Hours: via email, ZOOM or in-person by appointment

Course Description:

This studio is focused on the study and design of communities and public spaces. Students explore multicultural, historical and ecological layers of community, as well as the role of landscape management and the creative design process to add new dimensions of meaning to these places.

(http://www.registrar.clemson.edu/publicat/catalog/2010/coi/larch251_music.pdf)

Prerequisites:

LARCH 352 or consent of instructor

Introduction:

The concept of "community" is deeply rooted in the human psyche with evolutionary origins traceable to the prehistoric period of hunting-gathering societies and early agricultural settlements dating to over 10,000 years ago. Hunting and gathering as well as early agricultural settlement required cooperation between people and application of multiple skills on individuals' parts. With the emergence of science and technology over a period of many centuries, specializations emerged, natural boundaries were "broken down," and a transition from the communitarian existence of agricultural societies gave way to urbanization, and large-scale settlement. The Industrial Revolution, and consequently what can be loosely referred to as the "Modern Age," are identified as historical forces that have been profoundly transformative of the human condition due to adverse impacts of science and technology and, subsequently, peoples' experience of community. Nevertheless, what can be identified as an innate need for "community" within people persists as one of the most important facets of human existence.

"Community design" is an important facet of landscape architecture that dates to the earliest days of professional practice in the United States. The work of Frederick Law Olmsted, Sr., Warren Manning, John Nolen, Frederick Law Olmsted, Jr., Elbert Peets, Henry Wright, Ian McHarg, John Lyle, and others is significant in this regard. In intervening years, many of the precepts of Smart Growth and New Urbanism have been based upon the accomplishments of these early community design pioneers.

As a studio course focused on community design, LARC 2550 will cover historical precedents, methodology, and physical design and planning that typify the landscape architect's role in this important facet of the profession. Particular emphasis will be placed on Environmental psychology, ecology, sustainability, and "green" dimensions of the subject matter. The focus of the studio will be two distinct projects: one that deals with rethinking layout of a townhouse development, and a second that concerns housing for the growing population of our aging population.

Required Text and Course Readings

Lynch, Kevin and Gary Hack. Site Planning. Cambridge, MA: MIT Press. 1984.

Additionally, various reading assignments will be made during the semester including from books on reserve in the Gunnin Architecture Library that are listed below. In addition, the books on reserve should be used selectively as reference resources.

Books on Reserve:

Alexander, Christopher. A pattern language: towns, buildings, construction. New York: Oxford University Press, 1977.

Anderson, Stanford, ed. On streets. Cambridge, MA: MIT Press. 1978.

Arendt, Randall. Conservation design for subdivisions: a practical guide to creating open space networks. Washington, D.C.: Island Press, 1996.

Austin, Gary. Green Infrastructure for landscape planning: integrating human and natural systems. New York: Routledge. 2014.

Christiansen, Monty. Park planning handbook: fundamentals of physical planning for parks and recreation areas. New York: Wiley. 1971.

Condon, Patrick. Seven rules for sustainable communities. Washington Press: Island Press. 2010.

Corbett, Michael N. A better place to live: new designs for tomorrow's communities. Emmaus, PA: Rodale Press. 1981.

Garvin, Alexander. Public parks: the key to livable communities. W.W. Norton & Co.: New York. 2011.

Hellmund, Paul. Designing greenways: sustainable landscapes for nature and people. Washington, D.C.: Island Press. 2006.

Mantell, Michael, et al. Creating successful communities. Washington, D.C.: Island Press. 1990.

_____. Resource guide for creating successful communities. Washington, D.C.: Island Press. 1990.

Swaback, Vernon D. Creating value: smart development and green design. Washington, D.C.: ULI. 2007.

Warner, Sam Bass. To dwell is to garden: a history of Boston's community gardens. Boston: Northeastern University Press, 1987.

Websites:

<http://asla.org/>

<https://www.planning.org/>

<http://uli.org/>

<http://www.nrpa.org/>

<https://communitydc.org/>

<https://ie.unc.edu/>

Course Goal:

To explore, evaluate, interpret, and communicate the physical design and planning process as it applies to the understanding and design of environmentally sensitive communities with emphasis on housing.

Learning Outcomes:

1. To attain knowledge of key written works of community design and be able to describe and apply pertinent information as to the basis for them being significant, including authorship.
2. To attain knowledge of key applied works of community design and be able to comprehend and describe pertinent information as to the basis for them being key works, including design origin.
3. To comprehend the meaning of "civic landscape" within landscape architecture.
4. To analyze and comprehend the need for well-conceived community design and to be able to describe and apply what constitutes such design.
5. To be able to apply a planning and design process that results in effective community design.
6. To be able to synthesize key data significant to a particular community design and to integrate it into the planning and design process as reflected in knowledge, analysis, and comprehension.
7. Ability to perform post-occupancy evaluation in areas of community design outcomes and that is reflective of application, knowledge, analysis, and comprehension referenced in the preceding six outcomes.

Course Requirements:

1. Fulfilling of general requirements of regular class attendance (including fieldwork), completion of course readings and related assignments, participating in exercises and related reviews and discussions, and realization of the course goal and learning outcomes. **10% of course grade.**
2. Participation and completion of the "What is Community?" exercise. **5% of course grade.**
3. Completion of work in a timely manner for two course projects. **Late work will not be accepted. 30% of course grade PROJECT 1; 40% of course grade PROJECT 2;**
4. Participation in collaborative efforts, including presentations and reviews.
5. Regular entries into a course journal. **10% of course grade**
6. Successfully working through each phase of the major course project beginning with site reconnaissance, proceeding to analysis, synthesis, design development and design outcomes for the housing projects comprising the two course projects – including model building
7. Mastering architectural lettering. **5% of course grade**
8. Wood milling and curing for design and construction of an arbor structure **(Inclusive of Project 2).**

Evaluation Procedures and Criteria:

Specific evaluation procedures and criteria will be presented in the forthcoming project statement and course assignment. However, **in general terms the nature of education in a professional degree program should be a basic guide for understanding what is important in conducting, completing, and presenting project and assignment results. Careful project management, reasonably comprehensive design development reflecting a well-rounded design process, and presentation of each phase of a project in a manner utilizing graphic and verbal communication typical of landscape architecture are minimal standards by which work will be evaluated.**

Grading criteria are as follows:

A = 90-100 - Excellent or Outstanding

"A" work must be outstanding in design, graphic, written and spoken quality and content. The work must demonstrate an effort to excel beyond simply fulfilling a particular assignment with evidence of having "pushed" to explore, improve personal skills, and to apply and understand essential and finer points of the given subject matter.

B = 80-89 - Good

"B" work is good to very good but does not demonstrate the extra push to excellence. Earning of a B requires going beyond fulfilling of the particular assignment. B level work reflects a respectable effort and achievement.

C = 70-79 - Satisfactory/Fair

"C" work is that which fulfills the minimum requirements of the course or assignment but shows inadequate evidence of exploration or personal challenging.

D = 60-69 – Poor work

"D" is poor work, however passing. The work does not meet the requirements of the project and indicates a lack of depth and understanding. The presentation of the project is inadequate and demonstrates a low level of understanding.

F = below 60%

"F" is unacceptable work. It shows little interest, and no commitment to the issues presented by the project. The work is undeveloped, poorly presented, and demonstrates little or no understanding.

"I" is an incomplete and will be given only when uncontrollable circumstances strictly prohibit the work from being completed. Make up of incomplete work must be done in accordance with the University regulations.

Clemson Policy on Academic Integrity:

As members of the Clemson University Community, we have inherited Thomas Green Clemson's vision of the institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.

Attendance Policy:

Students are expected to attend all sessions of the class, including work days. LARC 2550 is a six credit hour course, which requires a significant time commitment for all involved. A pattern of unexcused absences will be reflected in a lower grade. MyCLE (<http://mycle.clemson.edu>) allows students to quickly notify instructors of an absence from class, whether anticipated or unanticipated.

Clemson Accessibility Statement

Students who experience a barrier to full access to this class should let the instructor know and are encouraged to request accommodations through SAS (Student Accessibility Services) as soon as possible. To request accommodations through SAS, please see this link: <https://www.clemson.edu/academics/studentaccess/register.html>. You can also reach out to SAS with questions by calling 864-656-6848, visiting SAS at the ASC Suite 239, or stopping by the office as a drop-in appointment.

Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to this class should let the instructor know and are encouraged to request accommodations through SAS (Student Accessibility Services) as soon as possible. To request accommodations through SAS, please see this link: <https://www.clemson.edu/academics/studentaccess/register.html>. You can also reach out to SAS with questions by calling 864-656-6848, visiting SAS at the ASC Suite 239, or stopping by the office as a drop-in appointment.

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All infractions of academic dishonesty by undergraduates must be reported to Undergraduate Studies for resolution through that office. In cases of plagiarism instructors may use the Plagiarism Resolution Form.

Additionally, for undergraduate classes:

Plagiarism, which includes the intentional or unintentional copying of language, structure, or ideas of another and attributing the work to one's own efforts. Graded works generated by artificial intelligence or ghostwritten (either paid or free) are expressly forbidden.

See the Undergraduate Academic Integrity Policy website for additional information and the current catalog for the policy.

Clemson Statement on Title IX

Title IX of the Education Amendments of 1972 (amending the Higher Education Act of 1965) is a federal gender equity law that prohibits discrimination based on sex in education programs and activities that receive federal funding. **Sexual harassment, which includes sexual violence and other forms of nonconsensual sexual misconduct, is a form of sex discrimination and is prohibited under this law.**

Clemson University is committed to creating and continuously fostering a caring community based on the core values of integrity, honesty and respect. Sexual discrimination which includes sexual harassment, sexual violence, stalking, domestic and/or relationship violence is unacceptable and has no place in Clemson's community. Consistent with its Title IX obligation, the University prohibits discrimination, including sexual and gender-based harassment and violence in all of its programs and activities, including academics, employment, athletics, and other extracurricular activities.

Clemson Statement on Emergency Preparedness

Emergency procedures have been posted in all buildings and on all elevators. Students should be reminded to review these procedures for their own safety. All students and employees should be familiar with guidelines from Clemson University Public Safety.

Clemson University is committed to providing a safe campus environment for students, faculty, staff, and visitors. As members of the community, we encourage you to take the following actions to be better prepared in case of an emergency:

1. Familiarize yourself with all possible exits, safer locations, and other key information on the emergency evacuation maps in this building, and those that you visit regularly. 2. Make a plan for how you would Run, Hide, and Fight in case of an active threat in this building, and those that you visit regularly. For example:

Run – what are all the possible exits in this building, and the routes to them?

Hide – what are the potential hiding locations in this room and building that are out of sight of doors and windows, how do you lock the door(s), how would you barricade the door(s) and windows, where do you turn off the lights?

Fight – What tools are available in this room and building, should you have to fight? 3. Ensure you are signed up for emergency alerts. Alerts are only sent when there is a potential threat to safety, a major disruption to campus services, and once-monthly tests. 4. Download the Rave Guardian app to your phone (<https://www.clemson.edu/cusafety/cupd/rave-guardian/>) 5. Learn what you can do to prepare yourself for the hazards that affect our locations (<http://www.clemson.edu/cusafety/EmergencyManagement/>)

Course Outline – subject to revision

Week 1 1/10	Course introduction and orientation; “What is community?” exercise – due 1.12
Week 2 1/15	Monday, Jan. 15 MLK Holiday – no class. PROJECT 1 introduced: “Reconsidering a Townhouse Development” inclusive of site visit and initiation of site analysis.
Week 3 1/22	Resource data base development – natural/human cultural; visual character – Site analysis due and presented along with “as built” master plan
Week 4 1/29	“As built” models due
Week 5 2/5	Initial master plan <u>concepts</u> due
Week 6 2/12	Project 1 design development
Week 7 2/19	PROJECT 1: Preliminary master plan due
Week 8 2/26	PROJECT 1: Final master plans due and presented; final redevelopment models due and presented.
Week 9 3/4	PROJECT 2 introduced: “Adding Quality of Life to an Assisted Living Facility Through Introduction of Natural Elements” Note: this project will be conducted similarly to that of Project 1 – site visits, site analysis, conceptual design, preliminary design, final design, and creation of final design models. Projects 2 differs from Project 1 by having a real client to work with.
Week 10 3/11	Project 2 continued as noted above
Week 11 3/18	Spring Break – no class meeting
Week 12 3/25	Project 2 continued as noted above
Week 13 4/1	Project 2 continued as noted above
Week 14 4/8	Project 2 continued as noted above
Week 15 4/15	Project 2 continued as noted above
Week 16 4/22	PROJECT 2: Final master plans due and presented; final redevelopment models due and presented.

Note: There will be pin-ups and informal presentations during design development phases of each the three projects.

