

LARC 3510 REGIONAL DESIGN + ECOLOGY | FALL 2023

MW 1:30-5:30 F 1:30-4:30 | LEE 3 THIRD YEAR STUDIO SPACE

CLEMSON UNIVERSITY | LANDSCAPE ARCHITECTURE | SCHOOL OF ARCHITECTURE

| INSTRUCTOR

Hannah Slyce, MLA

Office Hours: TR 9.00-10:30 AM [or by appointment]

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| COURSE DESCRIPTION

This course is designed to expose the student to the process of landscape analysis, planning, design, and management at a regional scale. The primary goal is to develop a regional master plan to guide sustainable regional development. The course includes researching, learning, and understanding the regional landscape and its resources: semi-natural, agricultural, and built areas; analysis of the existing processes in the region including identification of past and present development trends and processes; and the relationships to major current issues in the region. Planning, design, management, and ecological systems principles will guide the development of the regional master plan. This course builds upon design, analysis, and management courses you may have already taken. More specifically, by means of assigned readings, exercises, projects, lectures, field trips, and studio problems, each student will develop greater competency within the area of regional design and ecological systems.

| LEARNING OUTCOMES

At the end of this course students will be able to:

- 1. organize, conduct, and complete an in-depth analysis at the regional scale.*
- 2. identify, analyze, and incorporate social, historical, cultural, developmental, recreational, and ecological data layers into the planning, design, and management of large sites.*
- 3. use GIS and other design and problem-solving tools and methods appropriate for planning, design, and management at the regional scale.*
- 4. understand and manage relationships between natural communities and regional landscapes; and*
- 5. create a professional report to showcase design product.*

| REQUIRED TEXTS

Hester, Randolph T. *Design for Ecological Democracy*. MIT Press, 2006.

Recommended Texts

Lanham, J. Drew. *The Home Place*. Milkweed Editions, 2017.

Rothstein, Richard. *The Color of Law*. Liveright Publishing, 2018.

Thomas, Rhondra Robinson. *Call My Name, Clemson*. University of Iowa Press, 2020.

Other reading materials from a variety of sources may be assigned during the semester. These readings will be posted on Canvas. All readings should be completed prior to coming to the class period for which they are assigned.

| **REQUIRED EQUIPMENT**

- 1. A laptop with the following software: Adobe Creative Suites, ArcGIS, and AutoCAD. All these software packages are free from Clemson University. **NOTE:** We will be using ArcGIS Pro for this course. ArcGIS Desktop software only runs on windows. This is the industry standard GIS package. If you would like to install the desktop version and you have a Mac, you will need to install a Windows partition on your laptop. CCIT can help you with this.
- 2. Flash drive or external drive with at least 16GB of space dedicated to the course.
- 3. Basic drawing and drafting tools and supplies including but not limited to trace paper, pens, pencils, straightedge, color pencils and markers, and model building supplies.

| **EVALUATION PROCEDURES AND GRADES**

General Expectations

It is expected that you, the student will:

- 1. Attend all scheduled classes, activities, and field trips.
- 2. Acquire the knowledge, skills, and tools required to meet course learning outcomes.
- 3. Complete course readings and actively participate in associated discussions.
- 4. Finish assignments on time and with a high degree of thought, clarity, and effort.
- 5. Manage your thinking, behavior, and environment to optimize your learning and performance.
- 6. Engage your professor(s) and classmates in a thoughtful and productive process of designing and learning; AND
- 7. Wait for at least 15 minutes for your instructor to arrive at class before leaving.

COURSE REQUIREMENTS AND GRADE POINTS

Participation and Class Assignments..... 100 points (10%)

Readings Assignments

Teaching Presentation..... 50 points (5%)

Module 1: Introduction to GIS

GIS Modules..... 100 points (10%)

Module 2: Regional Analysis and Master Plan

Case Studies..... 50 points (5%)

Presentation..... 100 points (10%)

[Analysis 50% | Master Plan 50%]

Regional Analysis and Master Plan Narrative..... 100 points (10%)

[Analysis 50% | Master Plan 50%]

Module 3: Site Analysis and Masterplan with Phasing Plan

Presentation..... 100 points (10%)

[Analysis 50% | Master Plan 50%]

Site Master Plan Narrative..... 100 points (10%)

[Analysis 50% | Master Plan 50%]

Module 4: Site Design

Final Presentation including Site Design..... 150 points (15%)

Final Project Submission..... 150 points (15%)

TOTAL..... 1000 points (100%)

GENERAL ASSESSMENT CRITERIA

The following criteria provide a general framework for assessment of activities, exercises, and projects.

1. *Understanding: the ability to perceive and explain the meaning or the nature of a problem*
2. *Process: diligent, creative, and effective in performing assigned tasks*
3. *Craftsmanship: care, interest, and skill in learning various mediums/tools and their effective employment*
4. *Attitude: overall willingness to perform the required work and a respect for other people's knowledge and experience*

PERFORMANCE BASED ASSESSMENT STANDARDS

Clemson University's grading system is described in the Undergraduate Catalog. Grades of A, B, C, D, F, I, P, NP, and W may be given in accordance with academic regulations.

The following standards allow for performance assessment. The performance-based standards complement the general assessment criteria (see above) and project rubrics (provided for each project) to help determine grades.

A = Excellent or Superior

"A" work must be of the highest quality. The work must be completed on time, accurate, and correct. The work clearly and holistically demonstrates excellent conceptual content, execution, and communication (where applicable). Typically, the student's effort, improvement, and contributions are also outstanding. The students' performance and learning are outstanding.

B = Good

"B" work is of above average quality. The work must be completed on time and is mostly accurate and correct. The work suggests good conceptual content, execution, and communication (where applicable); however, it is not holistically and clearly excellent. Typically, the student's effort, improvement, and contributions are also above average. The student's performance and learning are good.

C = Satisfactory/Fair or Average

"C" work is of average to fair quality. The work may be completed on time but may also have some incompleteness, inaccuracies, and incorrect responses. The work suggests minimal or satisfactory conceptual content, execution, and communication; however, it is not holistically and clearly above average. Typically, the student's effort, improvement, and contributions are also minimal. The student's performance and learning are satisfactory.

D = Poor

F = Failure

SUBMITTING GRADES

Faculty submit final grades through iRoar at the end of each term as specified in the academic calendar. Grades recorded in Blackboard and other provided through other, non-iRoar systems, may inform your grade but fall outside the official grade collection system.

POSTING OF GRADES

The United States Family Educational Rights and Privacy Act (FERPA) prohibit the public distribution of grades or graded work. This is commonly understood to include posting grades by student names, initials, or student number. It is also understood to include placing graded material in a public place where students go through the material to find their own graded work.

| COURSE POLICIES

ASSIGNMENTS

All work is to be handed in at the designated times. Late work will be penalized by 2% for each day (10% for each week) it is late.

STUDENT WORK DOCUMENTATION (ACCREDITATION)

You are expected to keep all work throughout the semester. Projects may be needed in accreditation visits; therefore, all work must be submitted via Canvas.

ATTENDANCE

Students should make every effort to attend all classes. If a student is expected to be absent, they must inform the instructor as soon as possible through either Canvas, email, or text (email preferred). Excessive absences will result in a lower participation grade.

ACADEMIC INTEGRITY

As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this 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.

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 catalogue for the policy.

For graduate students, see the current Graduate School Handbook for all policies and procedures.

ACCESSIBILITY



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.

The Clemson University Title IX Statement Regarding Non-Discrimination

Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This Title IX policy is located on the Access and Equity website. Ms. Alesia Smith is the Clemson University Title IX Coordinator, and the Assistant Vice President of Equity Compliance. Her office is located at 223 Brackett Hall, 864-656-3181 and her email address is alesias@clemson.edu. Remember, email is not a fully secured method of communication and should not be used to discuss Title IX issues.

Clemson University aspires to create a diverse community that welcomes people of different races, cultures, ages, genders, sexual orientation, religions, socioeconomic levels, political perspectives, abilities, opinions, values and experiences.

EMERGENCY PREPARATION

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:
 - a. Run – what are all the possible exits in this building, and the routes to them?
 - b. 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?
 - c. 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/>)

SYLLABUS CHANGES

The attached course outline shows the proposed schedule. However, the instructor reserves the right to make changes in the syllabus or calendar throughout the course as it may become necessary. Information about schedule changes, general class announcements, etc. will be distributed via email and/or Canvas.

| LEE HALL RULES AND POLICIES

Lee Hall is a shared workspace. Treat it with respect. The faculty and staff are not your parents.

Common Sense Rules:

1. Clean up after yourself.
2. Put things back where you found them.
3. Don't take, use, or move things that do not belong to you.
4. Leave things and spaces in better condition than you found them.

FURNITURE

Each student is provided with a desk and a task chair. Keep track of your desk chair. If you borrow a chair from another desk, be sure to return it when finished.

1. Black side chairs with red "buttons" are for review spaces in Lee 1 and 2.
2. Tan side chairs and benches are for the review spaces in Lee 3.
3. Black side chairs are for seminar rooms and offices in Lee 3.
4. Black rolling task chairs are for student workstations in Lee 3.

REVIEW SPACES

Public review spaces are located along the north and south glazed walls of Lee 3. There are sign-up sheets available for the reservation of these spaces. Some spaces are reserved through staff calendars. Please leave the chairs and benches in these areas for that purpose. Also return the review spaces to a condition ready for the next review to occur.

PROHIBITIONS (PER THE FIRE MARSHALL AND OSHA).

1. No space heaters.
2. No hot water kettles.
3. No electrical appliances, i.e., coffee pot, microwave, frig, etc. Please use compact fluorescent or LED task lighting at your desk.
4. No ungrounded, unprotected power strips. Minimum 14 AWG and 15-amp breaker with surge protection.
5. No extension cords. Electrical devices can only be plugged directly into an outlet or a surge protected power strip as above.
6. No power chords stretched across the floor causing a tripping hazard.
7. No "daisy chaining" power strips.
8. No multiple "cube" taps.
9. No 3-prong adapters.
10. No skateboards or bicycles inside the building. Use one of the 5 bike racks around the building.
11. No hanging anything, including yourselves, from the ceilings.
12. No moving the desks into the egress access areas.

13. No blocking the exits or the exit discharges.
14. No blocking fan-coil units or HVAC supply/return registers.
15. No spraying of combustibles inside or outside of the building (paint, adhesives, fixative, or any lacquers)

| COURSE SCHEDULE

The following is a tentative timeline of course material and due dates. The instructor reserves the right to amend any timelines.

WEEK	TOPIC
01 Aug 23-25	Course Introduction
02 Aug 28-Sept 01	GIS Modules
03 Sept 04-08	GIS Modules
04 Sept 11-15	GIS Modules Field Trip*
05 Sept 18-22	Regional Analysis
06 Sept 25-29	Regional Analysis
07 Oct 02-06	Regional Analysis
08 Oct 09-13	Regional Planning
09 Oct 16-20	Regional Planning <i>Fall Break (16)</i>
10 Oct 23-27	Regional Planning <i>ASLA National Conference (27-30)</i>
11 Oct 30-Nov 03	Regional Planning
12 Nov 06-10	Site Planning
13 Nov 13-17	Site Planning
14 Nov 20-24	Site Planning <i>Thanksgiving Break (22-24)</i>
15 Nov 27-Dec 01	Site Planning
16 Dec 04-08	Project Completion