

Course Title: Key Issues in Landscape Architecture

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Office Hours: appointment only, arrange via email

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Course Catalogue Description:

The undergraduate course catalogue describes LARC 4530: Key Issues in Landscape Architecture as: Overview of research in landscape architecture and study of relevant research methods. Students write proposals for their own projects positioned within the larger context of research in the profession. Preq: Junior standing.

Course Overview:

The scope of contemporary landscape architecture practice has expanded significantly over the last 60-70 years. Practice today includes leading multi-disciplinary teams on complex public projects, post-industrial landscapes, urban communities, infrastructure and gardens. This requires landscape architects to have a diverse set of imaginative, technical and leadership skills and appreciation for visual quality and aesthetics.

One goal of this course is to explore ways landscape architecture has emerged as a critical field positioned to address conditions in both the built and natural environments. Through readings, lectures, case studies and student presentations, and discussions, the first third of the class will examine the significant cultural transformations, modes of practice and theoretical discourses that have cultivated contemporary practice. This will allow students to ground their interest within the larger context of the profession. The primary goal for this course is to prepare you for your Exit Studio. The course, traditionally, has provided the mechanism for you to identify an "issue" and/or define a topic for investigation next semester, and for some of you this semester.

As third and fourth year students, the course will focus on providing you the platform for independent self-study that will lead to a project investigation. In this course, you will simultaneously investigate key issues or "wicked" challenges facing the discipline of landscape architecture, while identifying and focusing on a "topic" or project that will be explored during this semester. It will serve as the foundation for your Exit Studio investigation. See attached draft schedule.

Learning mode: synchronous, face to face learning and communication

General communication and correspondence will occur via email. Please check your "junk" or "spam folder". Canvas will be used as an archive and depository where assignments will be uploaded for your reference. I will also keep track of your attendance using Canvas and via email (for excused absences).

Course Objectives:

- To provide a historical and cultural grounding of contemporary practice.
- To explore how environmental and cultural forces have influenced the physical form and spatial characteristics of designed landscapes.
- To provide an overview of the conceptual frameworks that have influenced exemplary and important projects within the discipline of landscape architecture.
- To identify a topic for investigation this semester that will serve as a foundation for your Exit Studio project.
- To develop a proposal, select a site for investigation and define the scope, program, and begin the data collection, inventory analysis stage
- To develop a program for a project that is grounded in one or more key issue explored in the class.
- To better understand the importance of research to the synthetic design process and its relationship to the student's senior Exit Project.

Course Learning Outcomes:

Students who successfully complete this course will be able to:

- Demonstrate a deeper understanding of the 'big picture' and comprehensive view of the discipline and profession of landscape architecture
- Understand the significance of the pluralism in contemporary landscape architecture practice.
- Develop the foundation and knowledge for pursuing a research-based exit project in the spring semester.
- Understand the breadth of the art, science and craft of landscape architecture
- Demonstrate literacy for language utilized in the profession of landscape architecture

Required Texts: Readings will be assigned and provided to enrich the learning experience and address project-related needs. I encourage you to read throughout the semester and keep notes and a journal to record your reflections. *Landscape Architecture Magazine* is published monthly and encourage you to read. Case Study Method for Landscape Architects by Mark Francis is one of the required readings, and will be uploaded to Canvas-folder labelled Readings).

Professional & Academic Websites, Journals and Professional Magazines:

ASLA <https://www.asla.org/>

Landscape Architecture Foundation <https://www.lafoundation.org/>

The Cultural Landscape Foundation <https://tclf.org/>

www.academia.edu You will find my published work (open source, available free) all downloadable. You will need to create an account (free) and search my name.

The following are a selection of so-called peer-reviewed journals with research-based and scholarly writings that our library contains (some available online and some hard copies).

Landscape

Journal

Landscape

Research

Journal of Landscape Architecture Landscape Architecture Frontiers

Journal of Urban Planning and Landscape International Journal of Urban Design Society of Architectural Historians

Professional Magazines:

Landscape Architecture Magazine (LAM)– published monthly by the ASLA. Join the CU-ASLA Student Chapter and your membership includes LAM as well as access to the ASLA website.

Landscape Architect Specifier + News Landscape

ContractorArchitectural Record

Course Expectations

- Attend all scheduled classes
- Acquire the specified tools required for completion of class assignments
- Complete course readings and actively participate in associated discussions.
- Complete all assignments on time and with a high degree of quality.
- Engage with his or her professor(s) and classmates in a thoughtful, productive dialogue

General Assessment Criteria and Competency

- *Understanding:* the ability to perceive and explain the meaning or the nature of an issue
- *Process + effort:* Diligent, creative, and effective in performing assigned tasks
- *Craftsmanship:* Care, interest, and skill in learning various mediums/tools and their effective employment
- *Attitude:* Overall willingness to perform the required work and a respect for other people's knowledge and experience.

Competence	Skills Demonstrated
Knowledge	knowledge of major ideas, key issues and “wicked” challenges facing the profession of landscape architecture mastery of the vocabulary utilized in the profession of landscape architecture, particularly for criticalthinking and research-based design
Comprehension	understanding the complexity and multivalence of the profession of landscape architecture ability to interpret qualitative data and synthesize facts through a creative and imaginative process distinguish the vitality and significance of landscape architecture as one of the allied professionsworking within the natural and built environments translate knowledge garnered through research, observation and observation into the development of a project proposal
Application	apply information and knowledge in the synthetic design process. through a systematic process, discover new ways of re-framing key issues facing landscape architectsthrough project-based investigations demonstrate an understanding of the “tool kit” deployed by landscape architects. demonstrate an understanding of the various scales of concern that are investigated in the profession oflandscape architecture. ability to experiment with ideas in the critical synthetic design process

Analysis	Identify the various components (layers of information) utilized in the synthetic design process. Analyze and explain data collected through observations, research and experience.
Synthesis	Integrate knowledge and facts in the synthetic and iterative design process Formulate new ideas based on knowledge gained through research and observation.
Evaluation	Support project proposal and program development through an understanding of current theories and contemporary practice Summarize and make conclusions based on research and observation. Explain the value of theories and contemporary practice.

Course Requirements and Assessment

Attendance + Participation (discussion/reflection of readings)	20%
Assignment 1: Analysis of ASLA Student Awards (Research and individual presentations)	10%
Key Issue/Topic Definitions (two alternatives) Related Design Precedents/Case studies Research and	20%
Assignment 3: Preliminary Proposal guiding principles, topic area, site, context type of investigation and scale of concern)	30%
Final: Exit Studio Project proposal	20%

POLICY ON COURSE ATTENDANCE:

The class begins promptly at 6 pm and lasts until the scheduled dismissal time of 8:30 pm. My expectation is that you will arrive on time for class, ready to fully participate and be fully engaged with the course material during the entire class period. If you are late for class more than twice, I will consider your third lateness an unexcused absence.

Please let me know at the beginning of the semester if there are circumstances that may prevent you from being on time for this course (i.e. coming from a class across campus, etc.)

Three unexcused absences from the class will result in a reduction of your final grade by one full letter grade. If you are absent on a day when an assignment or project is due, and do not have a valid excuse, your work is considered late. (See LATE WORK for the details.) If you are absent **with** a valid excuse on the day that an assignment is due, please submit the work to me in person as soon as possible. Your work will not be considered late, and no penalty will be applied. Please contact me ahead of time via e-mail (subject line: LARC 4530 - absent) if you are unable to attend class. In the email message, provide a brief explanation for why you are unable to attend.

Unexcused absences of four (4) or more class sessions will result in a failing grade for the course. If a major life event happens to you during the course of this class- a death in the family, a serious medical diagnosis, and the like, please contact me as soon as possible. The worst thing that you can do as a student, when these kinds of life changing events occur, is to keep them to yourself. I am committed to your academic success, so please let me know if you are experiencing difficult circumstances that are preventing you from performing at your best.

The full expectation is that I will be conducting class during all scheduled course times. In the **highly** unlikely event that I will not present at the start of class, and no notice has been posted regarding our absence, I ask you to wait a full fifteen minutes (15) for one of us to arrive. Use this time wisely and either work away on an existing assignment.

Please regard my possible absence as an **extremely rare** occurrence. If I am later than fifteen minutes (past 6:15 pm) and you have not received any news from another instructor, administrative assistant, or from me directly via email, you may be officially dismissed. I would urge you however to continue to use the remaining time wisely to either work on an assignment, read the next article for discussion, or use the time towards other material, or perform work for another course. Lastly, as instructor of record, I reserve the right to modify the course syllabus and schedule as required.

STUDENT ASSESSMENT & GRADING: A mid-term grade will be provided to ensure that you are aware of your performance in the class.

A: (90-100) Excellent:

"A" work must be of the highest quality. The work must be completed on time, accurately, and correct. The work clearly and holistically demonstrates excellent conceptual content, execution, and communication. The student's effort, improvement, and contributions are also outstanding. The student's performance and learning are outstanding. "A" work demonstrates the highest level of competency and professional readiness. The work needs very little to no development and/or refinement.

B: (80-89) Very 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; however, it is not holistically and clearly excellent. The student's effort, improvement, and contributions are also above average. The student's performance and learning are good. "B" work demonstrates a significant level of competency and substantial professional readiness. The work needs minor to moderate development and/or refinement.

C: (70-79) Satisfactory, Fair, 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. "C" work demonstrates minimal competency and lacks professional readiness. The work needs moderate to major development and/or refinement.

D: (60-69) Poor

Indicates that the work is extremely weak and lacks fully resolution of the stated problems. Skills appropriate to this level have not been fully demonstrated. This means poor, and unsatisfactory work. This is the lowest passing grade.

F: (<60) Failed:

The work is incomplete and/or poorly portrayed. The solutions to problems evidence a lack of understanding and skills used are still undefined and underdeveloped. A lack of substantial effort in fulfilling the terms of the assignment is obvious. This grade indicates unacceptable work, and the student must repeat the course in order to receive credit.

I: Incomplete:

Indicates that a relatively small part of the semester's work remains undone. The grade of I is **rare** and not given to those who made a grade of F on his/her daily work. For further information please see the University's Undergraduate Announcements. — Academic Regulations. This "grade" of Incomplete may be given in lieu of a final grade only to a student who has carried a subject until the end of the semester, but who, due to illness or other unusual and substantiated cause

beyond the student's control, has been unable to complete some limited amount of the term's work. An "incomplete" is not provided unless the student proves to the instructor that he/she was prevented from completing course requirements for a just cause indicated above.

W: Withdraw:

Indicates that the student withdrew from the course or was withdrawn by the instructor after the first two weeks of classwork and prior to the last seven weeks of classes, not including the examination period. For further information please see the University's Undergraduate Announcements

SUBMISSION POLICY/PROTOCOL: DATES/LATE WORK

Projects submitted after the indicated due date and time will be considered late. Work handed in on time *must* be complete. Any part of the project turned in after the due date will cause the entire project to be considered late. Exceptions to this policy may be made only when written explanations of extenuating circumstances are submitted to and approved by the instructor in advance of the assignment's indicated due date.

My policy and protocol concerning assignments:

- 1) All course assignments are due at the start of class, unless stated otherwise
- 2) Up to 48 hours late: One letter grade (-10%) per 24-hour period will be subtracted from the assignment's evaluated grade. A weekend is considered to be one 24-hour period.
- 3) After 72 hours late: "F". Note students, after discussions in a face to face meeting with the Instructor and with the agreement by the Instructor may earn up to 50% credit for a completed project submitted within four weeks of the assigned deadline.
- 4) Failure to turn in an assignment: 0% for the course. All assignments must be submitted for evaluation in order to receive credit for this class.
- 5) If you are unable to turn in your assignment due to an illness, or other serious life event, please contact me prior to the deadline.

Additional Course and University Policies

Syllabus Changes

The professors reserve the right to change the syllabus and schedule throughout the course as necessary. Changes in assignments, point values, due dates are also at the discretion of the professor and will be announced in advance of due dates.

Assignments

All works are to be presented at the scheduled dates and times. Digital copies of all work will also be due and the dates will be discussed prior to the presentation dates. Late work will be penalized by 10% for each day it is late. Lateness due to campus printing and plotting problems will be excused only if problems are university-wide and of university, rather than student, origination. In these rare cases, there will be an extension granted.

Student Work Documentation (Accreditation)

You are expected to keep all work throughout the semester. A few selected projects may be stored for use in future accreditation visits. At the end of the semester, you will be required to document, keep an archive and submit digital files to the Instructor.

Copyright Statement

Materials in some of the courses are copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with and for the duration of this course. Copyrighted materials may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act. Students should be reminded to refer to the Use of Copyrighted Materials and "Fair Use Guidelines" policy on the Clemson University website for additional information: <http://www.lib.clemson.edu/copyright/>.

Attendance

The academic resources of Clemson University are provided for the intellectual growth and development of students. Class attendance is critical to the educational process; therefore, students should attend scheduled courses regularly if they are to attain their academic goals. In the event of an emergency, the student should make direct contact with the course instructor, preferably before a class or an exam takes place. Students should speak with their course instructors regarding any scheduled absence as soon as possible and

develop a plan for any make-up work. It is the student's responsibility to secure documentation of emergencies, if required.

Excessive absences may suggest the need for academic or medical help. As such, students with excessive absences will be reported to the Dean of Students Office, 656-0935. Additionally, the Dean of Students Office will be notified if a student has not withdrawn from the course and misses the first exam or assignment without notification.

Course instructors must implement fair grading procedures and provide an opportunity to make up missed assignments and examinations that does not unfairly penalize the student when an excused absence is accepted. Such make-up work shall be at the same level of difficulty with the missed assignment or examination. Course instructors shall hold all students with excused absences to the same standard for making up missed assignments and examinations. While course instructors should seek to make reasonable accommodations for a student involved in University-sponsored activities, students should understand that not every course can accommodate absences and that absences do not lessen the need to meet all course objectives.

Excessive Absences Penalty. *A full reduction in the student's semester grade will be incurred for **three** unexcused absences.*

Absence from class is detrimental to the learning process. Hence, if you know you will be absent, please contact me via e-mail so that I can evaluate whether your absence is excusable. Missing pin-up's, major presentations leading up to the Final Review on Dec 3rd is an automatic "failure"; and missing these presentations (unexcused absences) means you will not be allowed to present at the Final Review on Dec 3rd. Course instructors are obligated to honor exceptions to the university attendance policy for students covered by the Americans with Disabilities Act, as verified through paperwork issued by Student Disability Services.

Inclement weather

Any scheduled pin-up or presentation that was scheduled at the time of a class cancellation due to inclement weather, University power outage, etc. will take place at the next class meeting unless contacted by the instructor. Any extension or postponement of assignments or exams must be granted by the instructor via email within 48 hrs. hours of the weather-related cancellation.

Specific COVID-19 related information:

Clemson University's website for Resources and Updates has the most current information and protocols

<https://www.clemson.edu/covid-19/index.html>

For a student who reports testing positive or is being asked to quarantine/isolate because of exposure to the virus, it will be up to the student to self-report so that your classmates and instructor can be informed and follow protocols. In terms of instruction, inform the instructor to follow up and develop a continued plan of study. My goal as your instructor is for your success.

Clemson Academic Integrity Code

"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."

When, in the opinion of a course instructor, there is evidence that a student has committed an act of academic dishonesty, that person must make a formal written charge of academic dishonesty, including a description of the misconduct, to the Associate Dean of Undergraduate Studies. The reporting person may, at his/her discretion, inform each involved student privately of the nature of the alleged charge. In cases of plagiarism (I.B.2.) instructors may use, as an option, the Plagiarism Resolution Form available from the Office of Undergraduate Studies. Instructors suspecting a violation of the academic integrity policy should not assign a grade penalty until the process is complete. For suspected academic dishonesty outside the course setting, please consult with the Associate Dean of Undergraduate Studies. Please call 656-3022 with any questions about academic integrity.

Clemson Disability Access Statement

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 professor know, and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible. You can make an appointment by calling 864-656-6848, by emailing studentaccess@lists.clemson.edu, or by visiting Suite 239 in the Academic Success Center building. Appointments are strongly encouraged – drop-ins will be seen if at all possible, but there could be a significant wait due to scheduled appointments. Students who receive Academic Access Letters are strongly encouraged to request, obtain and present these to their professors as early in the semester as possible so that accommodations can be made in a timely manner. It is the student's responsibility to follow this process each semester. You can access further information here: <http://www.clemson.edu/campus-life/campus-services/studentaccess>.

Clemson University Title IX (Sexual Harassment) Statement

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 at <http://www.clemson.edu/campus-life/campus-services/access/title-ix/>. Ms. Alesia Smith is the Clemson University Title IX Coordinator and the Executive Director of Equity Compliance. Her office is located at 110 Holtzendorff Hall, 864.656.3181 (voice) or 864.656.0899 (TDD).

Emergency Procedures

Emergency procedures for attendance and inclement weather noted above. If catastrophic emergencies, have been posted in all buildings and on all elevators. Each student should review these procedures. See Lee Hall Rules attached and uploaded to Canvas.

LARC 4530 Fall 2021 Key Issues Schedule Aug 23, 2021 (subject to change)

Wk	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
0	16	17	18 Classes Begin	19	20	21	22
1	23 LARC 4530 Mtg 1 <i>Review Syllabus, discuss content Discuss Reading Assignment One Circulate First Assignment</i>	24	25	26	27	28	29
2	30 LARC 4530 Mtg 2 <i>-Discuss Readings (2) -Assignment One – individual selections</i>	31	Sept 1	2	3	4 away Georgia	5
3	6 LARC 4530 No class meeting <i>Independent self-study, research, Presentation prep</i>	7	8	9	10	11 SC State	12
4	13 LARC 4530 Mtg 3 <i>Assignment One Presentations pt 1 (7)</i>	14	15	16	17	18 GA Tech	19
5	20 LARC 4530 Mtg 4 <i>Assignment One Presentations pt 2 (6) Assignment Two issued (two alternative topics)</i>	21	22	23	24	25 away NC State	26
6	27 LARC 4530 Mtg 5 <i>Assignment Two presentations pt 1 (6)</i>	28	29	30	Oct 1	2 Boston College	3
7	4 LARC 4530 Mtg 6 <i>Assignment Two presentations pt 2 (7) Assignment Three issued (preliminary scope, proposal, precedents)</i>	5	6	7	8	9 OFF	10
8	11 <i>Break No Class meeting</i>	12 Break	13	14	15	16	17
9	18 LARC 4530 Mtg 7 <i>Individual meetings</i>	19	20	21	22	23 Away at Pitt Panthers	24
10	25 LARC 4530 Mtg 8 <i>Assignment Three presentations pt 1 (7)</i>	26	27	28	29	30 FSU	31
11	Nov 1 LARC 4530 Mtg 9 <i>Assignment Three presentations pt 2 (6) Final Proposal Brief issued</i>	2	3	4	5	6 away @ Louisville	7
12	8 LARC 4530 Mtg 10 <i>Special Lecture</i>	9	10	11	12	13 UConn	14
13	15 LARC 4530 Mtg 11 Last Class meeting <i>Individual student meetings</i>	16	17	18 ASLA travel	19 ASLA	20 Wake Forest ASLA	21 ASLA
14	22 ASLA <i>LARC 4530 No Class Meeting</i>	23	24 T-day	25	26	27 away	28
15	29 Week of Final Reviews	30	Dec 1	2	3	4 ACC Champs	5
	6 Exam Wk	7	8 Final Proposal PDF due	9	10	11	12