

SPRING 2021

LARC 6530 (001) – Key Issues in Landscape Architecture – 3 Credits

Instructor: Hyejung Chang, MLA, PE, Ph.D. hyejunc@clermson.edu
Class Meeting Times: **W 6:00-8:30pm** (January 6–April 30)
Class Room: On-line course
Office Hours: Lee Hall 3-120, by appointment (via email)

■ **Course Description:**

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.

■ **Course Objectives:**

- Understand critical and theoretical perspectives applied to landscape architecture in a disciplinary context of environmental design.
- Examine how social, economic, ecological, aesthetic, cultural, and political views/positions inform theory and practice in landscape architecture.
- Develop research interest areas, arguments with a focused topic applicable for landscape architectural design.

■ **Learning Outcomes:**

- Students can explain theoretical positions and their impacts on design.
- Students can evaluate ideas and issues from the readings to engage in discussion.
- Students can demonstrate necessary research skills- critical thinking and systemic analysis.

■ **Class Format and Supplies:**

- Class format involves lecture, reading, presentation, exercises, and discussion
 - Weekly readings will be digitally posted on [www. Box.com](http://www.Box.com).
-

■ **Course Requirements:**

• **Four short essays** (Week 3-8)

Students should write at least five short essays (300-500 words) of the assigned readings for the weeks 3-8 (Submitted to Box, by Tuesday 6pm, MS word, 1.5 spaced).

• **Three written responses** (Week 9-12)

Students will email **a response** (a paragraph in length) to a question suggested by the instructor. The question will guide the students to read and digest the weekly topics/readings. (Submitted by Tuesday 6pm, via email).

Note:

The instructor will return the essay/response to you with a (+), (V), (-) mark: (-) means the assignment falls short of expectations; (V) means that the assignment is acceptable but could be improved; (+) means that the assignment has met or exceeded the expectations. During the first two weeks, (V) and (-) will be accompanied by brief comments on how to improve. Remember this individual essay is a paper; please try to be logical, concise, and cohesive.

• **Two Topic Presentations**

Each student will select **two** topical areas of their research interest and lead a discussion of that week. The presentation should cover key ideas and critical issues from the weekly readings that might inform individual investigation on the topics. This should be 15-20 minutes in length. The work should be turned in to the instructor after the presentation (PPT). Students will discuss contents and issues with the instructor prior to their presentations.

• **Critical Essay + Oral Presentation**

All students will write a critical essay (or position statement, manifesto, MS Word, approx. 1000-1500 words, 1.5 spaced) followed by oral presentation about the topic they chose and examined throughout semester, or the topic of their future research. The contents of the essay can include:

- 1) A particular area of your interest in landscape architecture.

- 2) A brief review of related literature in larger contexts.
- 3) Critical question or issues within the identified area.
- 4) Good analysis of related projects- goals, knowledge basis, approaches, methods, and values, etc.
- 5) Your position, lessons, conclusion, and suggestions/proposals/propositions.

■ Evaluation Criteria

• Written assignments

- A clear understanding of the principal ideas put forth in the readings
- Development of a critical position on the issues discussed in the readings
- Well organized/structured paragraphs
- Logical and concise writing

• Topic presentation + facilitating discussion

(Presentation)

- Clear introduction of the topic
- Organized and lucid explanation of the body of the topic
- Situation of the topic (issue) within a larger body of knowledge
- Effectiveness of the presentation

(Discussion)

- Have several questions ready to keep the discussion moving
- Encourage good discussion, but avoid straying too far off topic

• Class participation in discussion

- Show evidence of having read the articles
- Have points of view on the topic and engage in productive discussion

• Critical Essay (i.e., Manifesto) + Oral Presentation

- 1) Good research questions and sources
- 2) Well-structured exploration of the topical area
- 3) Clear evidence of critical analysis of relevant literature
- 4) Logical structure, articulation of issues, and systemic reasoning
 - Pertinence: Were the contents of the paper pertinent to the chosen topic and to the purpose of the class?
 - Unity: Did the paper have a clear outline and a well-organized order?
 - Coherence: Was each paragraph consistent with a logical structure of the paper?
 - Critical insight: Did the topic deliver new ideas and critical insights?
 - Clarity: Were the words, concepts, and terms clearly defined?
 - Persuasiveness: How well did the paper develop a series of analytical, evaluative arguments for the topic?
 - Conclusion: Did the paper reach a substantial conclusion?
- 5) Overall quality of verbal presentation and visual representation
- 6) Caring attitude and professional competence

■ Grading

1. Four short essays (300-500 words) (MSword, Week 3-8)	20
2. Three written responses (email, Week 9-12)	15
3. Two topic presentations (PPT)	30
4. Critical Essay (1000-1500 words, MSword)	20
Oral Presentation	15
	100 %

• 93 < "A" ≤ 100 (Excellent)

The work demonstrates the highest quality of performance, achievement, and effective communication (where applicable) in both quality and content. The student effort, improvement, and contribution are also excellent or extraordinary.

• 85 < "A-" ≤ 93 (Outstanding)

The work demonstrates the high quality of performance, achievement, and effective communication (where applicable) in both quality and content. The student effort, improvement, and contribution are also outstanding or exemplary.

• **78 < “B+” ≤ 85** (Very Good)

The work demonstrates very good understanding, execution, and effective communication (where applicable) in both quality and content. The student’s effort, performance, improvement, and contribution are also very good and respectable.

• **70 < “B” ≤ 78** (Good)

The work demonstrates good understanding, execution, and effective communication (where applicable) in both quality and content. The student’s effort, performance, improvement, and contribution are also Good and sufficient.

• **62 < “B-” ≤ 70** (Fair)

The work suggests a fair effort, performance, improvement, and contribution, although the student’s effort and work need more evidence of quality and content to demonstrate good standing.

• **55 < “C+” ≤ 62** (Average)

The work suggests somehow demonstrates a satisfactory performance, improvement, and contribution. However, the student’s effort and development are insufficient, while meeting the average expectation.

• **47 < “C” ≤ 55** (Acceptable)

The work suggests an unsatisfactory but still acceptable performance, improvement, and contribution. The student’s effort and development show less evidence than the average.

• **39 < “C-” ≤ 47** (Poor)

The work demonstrates the apparent lack of interest, understanding, and effort, and does not meet the minimum requirement of quality and content.

• **0 < “F” ≤ 39** (Failed)

The work is unacceptable, showing no interest, no commitment to the work or class.

■ Course Schedule

Week 1	Jan 6	Introduction/ How to Study the Landscape ----- Jackson, John B. 1997. “How to Study the Landscape.” In Helen L. Horowitz, ed. <i>Landscape in sight: Looking at America</i> , 307-318. New haven: Yale University Press.
Week 2	Jan 13	Most Important Question/Most Influential Landscape ----- Riley, Robert and Robert Brown. 1992. “Most important questions.” <i>Landscape Journal</i> , 11(2): 160-181. Riley, Robert and Robert Brown. 1993. “Most Influential Landscapes.” <i>Landscape Journal</i> , 12(2): 169-189. <u>Supplemental:</u> Steinitz, Carl. 2008. Landscape Planning: A Brief History of Influential Ideas. <i>Journal of Landscape Architecture</i> , 3(1), 68-74.
Week 3	Jan 27	The Meaning of Garden: Modernist Approach ----- Rogers, Elizabeth Barlow. 2001. “A New Landscape Aesthetic: The Modernist Garden.” In <i>Landscape Design: A Cultural and Architectural History</i> , 434-456. New York: Harry N. Abrams, Inc. Treib, Marc. 1993. “Axioms for a Modern Landscape Architecture.” In <i>Modern Landscape Architecture: A Critical Review</i> , 36-67. Cambridge: The MIT Press.
Week 4	Feb 3	Consumerism/Pluralism in Meaning and Expression: Postmodern Approach ----- Jameson, Fredric. 1997. “The Cultural Logic of Late Capitalism.” In <i>Rethinking Architecture: A Reader in Cultural Theory</i> , edited by N. Leach, 236-247. London: Routledge

Rogers, E. Barlow. 2001. Home, Commerce, and Entertainment: Landscape of Consumerism. In *Landscape Design: A Cultural and Architectural History*, 457-469. New York: Harry N. Abrams.

Supplemental:

Jecks, Charles. 2011. What then is Post-modernism? In *The Postmodern Reader*, 14-37. John Wiley & Sons Ltd.

Week 5

Feb 10 Social Life and Value in Public Space: Social Approach

Francis, Mark 1987. "Urban Open Spaces." In *Advances in Environment, Behavior, and Design, Vol 1*, edited by Ervin Zube and Gary Moore, 71-106. New York: Plenum Press.
Hester, Randolph. 1983. Labors of love in the public landscape. *Places*, 1(1), 18-27.

Week 6

Feb 17 Human Behavior and Cognitive Design: Psychological approach

Kaplan, Rachel, Kaplan, Stephen, & Ryan, Robert. 1998. "2. Some Human Characteristics." In *With People in Mind: Design and Management of Everyday Nature*, 7-28. Washington, D.C.: Island Press.
Zeisel, John. 1984. "Observing Environmental Behavior." In *Inquiry by Design*, 111-136. Cambridge: Cambridge University Press.

Week 7

Feb 24 Nature and Environmentalism: Regional, Ecological Approach

McHarg, Ian. 2006. "Natural Factors in Planning" and "Ecology and Design." In *The Essential Ian McHarg: Writings on Design and Nature* edited by Frederick Steiner, 110-130. Washington: Island Press
Spirn, Anne. 2000. "Ian McHarg, Landscape Architecture, and Environmentalism: Ideas and Methods in Context." In *Environmentalism in Landscape Architecture*, edited by Michel Conan, 97-114. Washington D.C.: Dumbarton Oaks.
Supplemental: "Multiply and Subdue the Earth" 1969 (documentary)
<https://www.youtube.com/watch?v=5nBFkARCP0I>

Week 8

Mar 3 Community + Participatory Design: Democratic Approach

Hester, Randolph. 1999. Participation with a View. *Places*, 12 (2), 12-25
Hester, Randolph. 2001. What Makes Participation Exemplary? *Places*, 14(1), 34-36
Supplemental:
Halprin, Lawrence and Randolph Hester. 1999. Interview with Lawrence Halprin. *Places*, 12 (2), 42-51

Week 9

Mar 10 Sense and Experience: Phenomenological approach

Seamon, David. 1987. "Phenomenology and Environment-Behavior Research." In *Advances in Environment, Behavior, and Design* (Vol. I), edited by Ervin H. Zube and Gary T Moore, 3-33. New York: Plenum Press
Tilley, Christopher. 1994. "Space, Place, and Landscape." In *A Phenomenology of Landscape, Places, Paths, and Monuments*, 7-34. Oxford: Berg Publishers
Supplemental:
Jackson, John Brinkerhoff. 1994. "In Favor of Tree." In *A Sense of Place, a Sense of Time*, 95-102. New haven and London: Yale University Press

Spring Break (Mar. 15-19)

Week 10

Mar 24 Cultural + Vernacular Landscape: Typological approach

Groth, Paul. 1997. "Frameworks for Cultural Landscape Study." In *Understanding Ordinary Landscapes* edited by Paul G and Todd B., 1-21. New haven and London: Yale University Press

Habraken, John. 1984. "The General from the Local." *Places*, 1(4): 3-8

Week 11

Mar 31 Sustainable Landscape/ Landscape as (Green) Infrastructure: Back to the Future-Nature

Nassauer, Joan Iverson. 1997. "Cultural Sustainability: Aligning Aesthetics and Ecology." In *Placing Nature: Culture and Landscape Ecology*, edited by Joan Nassauer, 66-83. Washington D.C.: Island Press.

Hough, Michael. 2002. "Looking Beneath the Surface: Teaching a Landscape Ethic." In *Ecology and Design: Frameworks for Learning*, edited by Bart R. Johnson and Kristina Hill, 245-268. London: Island Press

Supplemental:

Thayer, Robert L. 1998. "Landscape as an Ecologically Revealing Language. *Landscape Journal*, 17(2), 118-129.

Week 12

Apr 7 Environmental Justice

Chang, Hyejung. 2018. "Environmental Justice as Justification for Landscape Architectural Design." *Landscape Journal*, 37 (2), 1-17.

Week 13

Apr 14 Environmental vs. Professional Ethics

Shannon, Kelly. "Landscape Architecture as Necessity."

Hester, Randolph. "The Declaration of In(ter)dependence: Life, Liberty and the Pursuit of Sustainable Happiness."

<https://lafoundation.org/news-events/2016-summit/declarations>

Week 14

Apr 21 FINAL PRESENTATION (exit discussion)

■ Policies

- Attendance (Specific COVID-19 related information)
 - Attendance at classes is mandatory. No more than TWO absences without a valid reason will be acceptable. An absence will be regarded as "excused" if it is for legitimate documented medical or personal emergencies.
 - Due to pandemic circumstances which may impact student attendance (such as quarantine), students should not receive grade penalties for unexcused absences. Instructors are encouraged to reallocate assessment grades for attendance to other engaged activities.
 - If the instructor is late for class due to unexpected events or emergencies, students must wait at least 30 minutes before leaving the classroom with a notification to the instructor via email.
 - Students who are consistently late will be dropped from the class.
- Assignments
 - All assignments are to be completed by the dates given, unless a medical certificate is supplied, or in the case of extenuating circumstances, as discussed with, and agreed upon by the instructor.
 - Please let the instructors know if you need special accommodation for a documented physical or learning issue.
- Syllabus Changes
 - The instructor reserves the right to make any changes in the syllabus throughout the course as necessary. Changes in assignments, point values, due dates are also discretion of the instructor and will be announced in advance of due dates. Minor changes will be announced in class, major ones provided in writing.
- 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. In instances where academic standards may have been compromised, Clemson University has a responsibility to respond appropriately to charges of violations of academic integrity.”

· In order to promote an academic environment of integrity, all students, faculty and staff must commit to fostering the fundamental values of academic integrity: honesty, trust, fairness, respect, responsibility, and courage. Through our work with academic integrity, we have found that courage turns out to be indispensable in enacting the fundamental values, especially in the face of pressure to do otherwise. Any human subjects research should comply with campus IRB regulations, see: <http://www.clemson.edu/research/compliance/irb/>

- **Plagiarism**

· Plagiarizing is theft of the work accomplished by someone else. It includes copying and pasting words, phrases, sentence structure, computer code or files, images, or ideas from any source, including the Internet, and attributing the work to one’s own efforts. Blatant examples of plagiarism include failure to use quotation marks, to indent text of more than three lines and failure to cite consulted sources either in footnotes, endnotes or within the body of the text of a document. More subtle examples of plagiarism include paraphrasing or using others’ conceptual frameworks for developing creative works without acknowledgment or permission or citing a source within the text but then directly quoting the materials without the use of quotations marks or text indentation

- **Copyrighted Material Use**

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

- **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 a class should let the instructor 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 or by emailing studentaccess@lists.clemson.edu. Students who receive Academic Access Letters are strongly encouraged to request, obtain and present these to their instructors 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/sds/>.”

- **Sexual Harassment (Title IX)**

· This 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). The statement is as follows: “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.” https://www.clemson.edu/graduate/files/pdfs/policyhandbook_2020-21.pdf