

Fall 2023
Landscape Architecture Program/School of Architecture
College of Architecture, Arts, & Humanities
Clemson University

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LARC 8230 Community Design
Credit Hours: 6
M&W 1:25 – 5:30; F 1:25 – 4:30
Lee Hall 3-3B
E-mail: tschurc@clemson.edu
Office Hours: by appt.

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 3520 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 historical forces that have been profoundly transformative of the human condition relative to the 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 emanating from planning and architecture have been based upon the accomplishments of these early community design pioneers.

As a studio course focused on community design, LARC 8230 will cover historical precedents, methodology, and physical design and planning that typify the landscape architect's role in this important facet of the profession. Emphasis will be placed on "best practices" as related to ecology, sustainability, and "green" dimensions of the subject matter including renewable energy. The focus of the studio will be two distinct projects: one that addresses model subdivision ordinances and the other that deals with best practices as related to a housing subdivision for a 28-acre historic and antebellum farmhouse in Pendleton, SC. This work will include development of guidelines for a housing subdivision inclusive of implementation strategies typifying urban planning, environmental quality, and the "component parts" of land use planning for housing subdivisions.

Course Readings:

Various reading assignments will be made throughout the semester including from books on reserve in Gunnin Architecture Library. In addition, books on reserve and those listed below as "other books on community design" should be used selectively as reference resources. Furthermore, as graduate students, be certain to apply basic research activity to further your understanding of the course subject areas.

Required Reading:

Schurch, Thomas. A best practices primer: accommodating growth in Pendleton and the Upstate. Clemson University. Creative Commons. 2022.

Books on Reserve:

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

- University Press. 1977.
- American Planning Association. Planning and urban design standards. Hoboken, N.J.: J Wiley & Sons. 2006.
- 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.**
- Berry, Wendell. The gift of good land: further essays cultural and agricultural. San Francisco: North Point Press. 1981.
- Calthorpe, Peter and Sim Van der Ryn. Sustainable communities: a new design synthesis for cities, suburbs and towns. Gabriola Island, BC, Canada: New Catalyst Books. 2008.
- 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.
- Daniels, Thomas et al. The small town planning handbook. Chicago, IL.: Planners Press. 2007.
- Freilich, Robert H. Model subdivision regulations. Chicago, IL.: Planners Press. 1995.**
- Firehock, Karen, and Walker, R. Andrew. Strategic green Infrastructure Planning: a multi-scale approach. Washington, D.C.: Island Press. 2015.
- Jefferson, N.C. Main street renewal. London: McFarland. 2000.
- Louv, Richard. Last child in the woods: saving our children from nature deficit disorder. Chapel Hill: Algonquin Books. 2008.
- Lyle, John T. Design for human ecosystems: landscape, land use, and natural resources. New York: Van Nostrand Reinhold. 1985.
- _____. Regenerative design for sustainable development. New York: John Wiley, 1994.
- 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.
- Sale, Kirkpatrick. Human Scale. New York: Coward, McCann, & Geoghegan. 1980.
- Rifkind, Carole. Mainstreet: the face of urban America. New York: Harper & Row. 1977.
- Schumacher, E.F. Small is beautiful: economics as if people mattered. New York: Harper & Row. 1973.
- Smart Growth Network. Getting to smart growth: 100 policies for implementation. 2002.**
- _____. **Getting to smart growth II: 100 more policies for implementation. 2003.**
- Steiner, Frederick. Design for a vulnerable planet. Austin, Texas: University of Texas Press. 2011.
- Sucher, David. City comforts: how to build an urban village. Seattle, WA: City Comforts Press. 1995.
- 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.eoearth.org/view/article/153824/
http://www.communitydc.org/about/	https://www.landscapeperformance.org/
https://www.newpartners.org/	https://www.cnu.org/

Course Goal:

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

Learning Outcomes: Upon completion of this course, students will be able:

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.
2. Completion of work in a timely manner. Late work accepted only in extenuating circumstances.
3. Participation in collaborative efforts, including presentations and reviews.
4. Working effectively as a member of a design team.
5. Conducting and completion of research pertinent to community, neighborhoods, local economies, and sustainability.
6. Successfully working through each phase of the major course projects beginning with site reconnaissance, proceeding to analysis, synthesis, design development and design outcomes.

A word on Title Blocks:

Title blocks for completed work -whether hardcopy or digital must reflect a well conceived design intent and the include the following: course name and number; program identification (LA Program); project name and date; identification of particular sheets; of student's name(s); professor's name; page number e.g., 1 of 5; a logo.

Policy Statement Regarding Faculty Late Arrival: Students enrolled in the class are not expected to wait more than 20 minutes due to possible late arrival by the professor.

Evaluation Procedures and Criteria:

Specific evaluation procedures and criteria will be presented in forthcoming project statements and course assignments. However, in general terms the nature of graduate level 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:

The following standards allow the instructor to assess student performance. 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, accurately, and correctly. 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 is also outstanding. "A" work demonstrates the highest level of competency and professional readiness. The work needs very little to no development and/or refinement.

B = Very Good or Above Average

"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 is good. "B" work demonstrates a significant level of competency and substantial professional readiness. The work needs minor to moderate development and/or refinement.

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 is satisfactory. "C" work demonstrates minimal competency and lacks professional readiness. The work needs moderate to major development and/or refinement.

F = 599 or less on a scale of 1000 – Failure

Note I: Clemson permits the granting of plusses and minuses in grading of graduate students. Quality points will be assigned as follows: A: 4.00, A-: 3.66, B+: 3.34, B: 3.00, B-: 2.66, C+: 2.34, C: 2.00, C-: 1.66, F: 0.00

Note II: Due to pandemic circumstances which may impact student attendance (such as quarantine), grade penalties will not be exercised for absences arising from that condition.

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. In instances where academic standards may have been compromised, Clemson University has a responsibility to respond appropriately to charges of violations of academic integrity.

Students are herewith referred to the graduate academic integrity policy at http://gradspace.editme.com/Academic_GrievancePolicyandProcedures#integritypolicy. Each graduate student should read this policy annually to be apprised of this critical information.

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 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/>.

Clemson Title 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 (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) 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 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).

Attendance Policy

Students are expected to attend all sessions of the class, including work days. LARCH 8230 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. In the event of inclement weather or disturbances due to internet interruptions, due dates for work will be postponed to the following day regardless of class meeting being scheduled or not.

Notification of Absences

1. The Notification of Absence module in Canvas allows students to quickly notify instructors (via an email) of an absence from class and provides for the following categories: court attendance,

death of family member, illness (or COVID-19 related isolation), illness of family member, injury, military duty, religious observance, scheduled surgery, university function, unscheduled hospitalization, other anticipated absence, or other unanticipated absence. The notification form requires a brief explanation, dates and times. Based on the dates and times indicated, instructors are automatically selected, but students may decide which instructors will receive the notification. This does not serve as an "excuse" from class, and students are encouraged to discuss the absence with their instructors. If a student is unable to report the absence electronically, s/he may call the Office of Advocacy and Success at (864) 656-0935 for assistance and guidance.

2. The Office of Advocacy and Success also assists students in identifying various appropriate methods of documenting absences and assists families in using the electronic Notification of Absence system when students are unable to do so themselves.

Course Outline – subject to revision

Week 1 8/23	Course introduction and orientation; reading: "What is Community?"; Exercise #1: "Tangible and Intangible Elements of Community" – due and presented Aug. 25
Week 2 8/28 thru Week 5 9/18	Project I: "The Historic Jenkins House: a Physical Design Framework for a Community Center" – due and presented September 22
Week 6 9/25 thru Week 7 10/2	Project II: "Matrix of 'Model Subdivision Ordinances' with Local Ordinances" – due and presented October 6. Assigned reading: "Best Practices and Guidelines for Community Development: the Case of the Morton Farm."
Week 8 10/9 thru Week 10 10/23	Project III "Rethinking a University Student Housing Complex – The Case of XXXXXXXX" - - due and presented October 30
Week 11 10/30 thru Week 16 12/4	Project IV: "Laying Out a Single Family Residential (SFR) Development" - due and presented December 4

Note: schedules for each exercise and project will be included in the problem statements

Holidays and Conference

September 4 Labor Day

October 16-17 Fall Break

October 27–30 ASLA Conference on Landscape Architecture

November 22-24 Thanksgiving