UNIVERSITY OF CALGARY
SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE

Course Number	LAND 614
Course Name	**Landscape Architecture Studio II**
Classroom	Room TBD
Instructors	Enrica Dall'Ara, lead instructor, & Gordon Skilling
Email	enrica.dallara@ucalgary.ca; gordon.skilling1@ucalgary.ca
Class Dates	Mo, Tu, Th, and Fr, Sept 6 – Dec 7, 14:00 - 18:10
Instructor Email Policy	Please note that all course communications must occur through your @ucalgary email, and I will respond to emails sent via student's @ucalgary emails within 48 hours

Course Description

An integration of skills and processes developed to this point in the program through an investigation into a topical, issue-based problem, and development of solution(s) in a landscape context. Builds on skills and knowledge from previous studios and is a progression in terms of complexity and design process. (Calendar description)

In particular, through the studio activities, students will be able to demonstrate and apply previous knowledge and skills in landscape architecture matters, and develop them further into a comprehensive and confident design capability.

The studio will participate in the SAPL project 'Bridging Cultures: Indigeneity + Design' (2022-2023), which aims to promote a meaningful embrace and incorporation of Indigenous Ways of Knowing into our studios, courses, classrooms, and culture. A key objective of the project is to build knowledge and practices, guided by Indigenous Knowledge Keepers, as an academic community.

Teaching Approach

The course is divided into the following **four broad topic areas**: 1) **Landscape's identity**, i.e., what makes a landscape unique (analysis and interpretation); 2) **Master planning and Concept design**, definition of

Enrica Dall'Ara, Sept. 2022

objectives, strategies, and design concepts through which the landscape's identity can be preserved, revealed or enhanced; 3) **Design development**; 4) **Synthesis** and communication. Each topic area will be presented through an introductory lecture by the course instructor or a guest speaker and corresponds to a studio phase.

Students will work on the **Inglewood and Ramsay neighborhoods in Calgary** (AB, Canada), whose open spaces have an extraordinary potential for landscape architecture projects as diverse and complex **interfaces** between the City Center, the Bow and Elbow rivers, mobility infrastructures, brownfields, and industrial areas coexist. The current implementation of a new Light Rail Transit (LRT) line, the Green Line, will generate additional urban values, and offers a fascinating context to address important topics in the field of landscape design, such as intermodal landscapes, landscape perception at different speed of experience, the human scale of urban infrastructures, bodies' movements and flows and their relevance for landscape shaping and place making.

Research and Scholarly methods

The landscape analysis and design method will be cross-scalar, ranging from the large scale of the neighborhoods, and of the landscape systems which shape their characteristics, to the small scale of micro-sites. In the design process – from the analysis phase to the final project – particular emphasis will be given to the relationships between morphological systems and cultural/perceptual aspects that determine the landscape identity.
Across the various scales, through mapping activities and fieldwork, students will investigate and define the boundaries of their study area and site-specific landscape architectural topics to be developed by means of design proposals, guided by the following awareness:

In the landscape, there is not a hard limit, so closed that it does not crack and open on adjacent spaces. […] *The elements of a landscape are always characterized by their faculty of overflowing, by the diversity and the complexity of pacts that link them to the next element* (Corajoud, M., 2000).

Mapping is conceived as a selective, interpretive and creative process of landscape investigation and design (Corner, 2014).

The Four Trace Concepts in Landscape Architecture by Girot (1999) – *landing, grounding, finding* and *founding* – as a methodology will structure the design process through interconnected design phases which involve putting different attitudes and skills into play, from intuition and empathy to sound site analysis and design solutions 'discovery'.

The Master planning and Concept design phase will be carried out embracing the design philosophy expressed by Sébastien Marot (1999, pp. 50, 51):

Upon the tracks overlaid by the march of time, site interpretation detects potentialities to be nurtured and passed on. The reading is thus that of an inheritance and the eventual project a bequest. […]
By bringing the effects of time back to life and appearance, the designer may both restore and prepare sites for often unforeseeable futures. Thus, there is also invoked an attitude of incompleteness; rather than

building a final solution, seeds are sown, questions raised, and potential structured. In so doing, a designer may also highlight the stages of implementation and the measures required to sustain or develop it.

Field observation will also inform the selection, by each student, of the site to focus on during phase 3) Design development, and the definition of an inventory of landscape components and relationships at the site scale.

Course Hours: 6 units; F(0-8)

Course Learning Outcomes

By the completion of the course, successful students will be able to
1. Identify and analyze the main components that characterize a specific landscape context by means of mapping either structural/morphological systems and more ephemeral and intangible conditions (i.e., cultural and perceptual aspects)
2. Interpret and represent the interrelationship between the various landscape components/systems
3. Define constraints and opportunities for a landscape architectural project in a specific context
4. Develop a cross-scalar design proposal in the field of Landscape Architecture
5. Represent effectively analysis findings and design solutions through drawings and relative legends, labels, texts, etc.
6. Summarize the design process for dissemination purposes

Learning Resources

REFERENCES

Landscape Design process

Corajoud, M. (2000). 'Le projet de paysage: lettre aux étudiants' in Brisson, J.-L. (ed.), Le Jardinier, l'Artiste et l'Ingénieur. Besançon, Paris: Editions de l'Imprimeur, pp. 37-50. English translation available at http://corajoudmichel.nerim.net/10-textes/elements-des-9-conduites/10neuf-conduites-traduction.htm

Girot, C. (1999). 'Four Trace Concepts in Landscape Architecture'. In J. Corner (Ed), *Recovering Landscape: Essays in Contemporary Landscape Architecture*, pp. 59-67. New York: Princeton Architectural Press. Available at https://catalog.hathitrust.org/Record/004050722 ?

Marot, S. (1999). 'The Reclaiming of Sites'. In J. Corner (Ed), *Recovering Landscape: Essays in Contemporary Landscape Architecture*, pp. 45-57. New York: Princeton Architectural Press. Available at https://catalog.hathitrust.org/Record/004050722 ?

Urban Landscape Infrastructures

Dall'Ara, E., Maino, E., Gatta, G., Torreggiani, D., Tassinari, P. (2019) 'Green Mobility Infrastructures. A landscape approach for roundabouts' gardens applied to an Italian case study', *Urban Forestry & Urban Greening*, Vol. 37, Special Issue "Green Infrastructures: Nature Based Solutions for sustainable and resilient cities", pp.109-125. Available at https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S1618866717304673

Kullmann, K. (2011) 'Thin parks / thick edges: towards a linear park typology for (post)infrastructural sites', *Journal of landscape architecture*, Vol. 6(2), pp.70-81. https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1080/18626033.2011.9723456

Mossop, E. (2006) 'Landscapes of Infrastructure'. In Waldheim, C., *Landscape Urbanism Reader*, Princeton Architectural Press, pp. 163- 177. https://ebookcentral.proquest.com/lib/ucalgary-ebooks/reader.action?ppg=163&docID=3387326&tm=1520626302294

Nijhuis, S. and Jauslin, D. (2015) 'Urban Landscape Infrastructures: Designing Operative Landscapes for the Built Environment', *Research in Urbanism Series*, Vol. 3(1), pp. 13-34. Available at https://doi.org/10.7480/rius.3.874

Temporality

Halprin, L. (1965) 'Motation', *Progressive Architecture*, 46, pp. 126-133. Available at https://usmodernist.org/PA/PA-1965-07.pdf

Kamvasinou, K. (2010) 'Notation timelines and the aesthetics of disappearance', *The Journal of Architecture*, 15(4), pp. 397-423. Available at https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/13602365.2010.507517

Mapping and Landscape Representation

Amoroso, N. (Ed) (2015) *Representing Landscapes: Digital.* Taylor and Francis. Available at https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=1975298 *E-book license permits only one online user at a time; per day, a user may print to PDF up to 74 pages.*

Corner, J. (2014) *Landscape Imagination: Collected Essays of James Corner 1990-2010*. Chapter *The Agency of Mapping: Speculation, Critique, and Invention*, pp.197-240. Available at https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=3387582

Foley, D. and Tynan, E. (2012) 'The relationship between landscape representation and landscape design', *The Journal of Architecture*, 17(1), pp. 119-129. Available at https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/13602365.2012.659916

Zamagni, M. (2013) 'Representación y proyecto/Representation and Project'. *PAISEA - Landscape Architecture Magazine* #27, Representación 2, pp. 92-99. Available at https://www.paisea.com/wp-content/uploads/paisea-027-representaci%C3%B3n-2-ART-2-.pdf

Van Dooren, N. (2012) 'Speaking about Drawing. An exploration of representation in recent landscape architecture'. *Topos*, 80, *The World of Landscape Architecture. 20 Years of Topos*, pp. 43-54.

Van Dooren, N. (2013) 'Reflexiones sobre Representación / Thoughts about drawing'. *Paisea,* 27, *Representación* 2, pp. 4-12. Available at *https://www.paisea.com/wp-content/uploads/paisea-027-representaci%C3%B3n-2-ART-1.pdf*

Notes

Other texts, articles and references will be provided by the lecturer(s) to help with specific topics.

See also the References section within the *studio problématiques 2.0 Optimism* syllabus

Technology requirements (D2L etc.)

In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:

— A computer with a supported operating system, as well as the latest security, and malware updates;

— A current and updated web browser;

— Webcam (built-in or external);

— Microphone and speaker (built-in or external), or headset with microphone;

— Current antivirus and/or firewall software enabled;

— Broadband internet connection.

Most current laptops will have a built-in webcam, speaker and microphone.

Additional Classroom Conduct and Related Information

Assessment Components

Assessment Method	Description		Weight	Aligned Course Learning Outcome
Assignment #1	Landscape's identity		15	1-2 and 5
Assignment #2	Master Planning and Concept Design		30	2-3-4 and 5
Assignment #3	Design Development		40	
		PART 1	25	4 and 5
		PART 2	15	5
Assignment #4	Communication		15	6-7

Attendance and Participation Expectations

Students are expected to be in attendance for the entirety of class activities, and are required to attend all assignment reviews.

Examinations

The course evaluation will be based on the assignments completed during the term. There will be no final examination.

Assessment will be done on the basis of day-to-day performance as well as on the quality of work presented at reviews. While the product of studio work is important, equally important is the student's ability to develop a practical, appropriate and coherent planning and design process. This design process is developed and evaluated on a class-to-class basis during virtual desk critics.

Guidelines for Submitting Assignments

Because the studio work is discussed and evaluated during the interim and final reviews, all work must be completed on time, and all students must take part in the presentations and reviews. Student are expected to submit a digital copy of the work on D2L on the day reported in the Detailed Schedule unless otherwise directed by the instructor.

Late Assignments

Late submission of material to be presented is not acceptable (grades will be deducted for work submitted later than the deadline specified in the course/assignment brief or as discussed in class).

Group work

Work will be assigned individually or in groups. Normally, students will receive a common grade for work done in groups; but the instructor reserves the right to evaluate students individually, if it appears that the work has been distributed unequally. In this case, the instructor will have a conversation with the group to discuss the distribution of work.

Criteria that must be met to pass

Students must obtain an overall passing grade (i.e., minimum B-) to pass this course, however, if a student fails any phase of the course worth 25% or more, they will fail the course. A student who feels that a piece of graded term work (term paper, essay, test, drawings/panels etc.) has been unfairly graded may have the work re-graded. The student shall discuss the work with the instructor within fifteen days of being notified about the mark or of the item's return to the class. More information can be found in the Graduate Calendar: http://www.ucalgary.ca/pubs/calendar/grad/current/gs-o.html

Grading Scale

Grade	Grade Point Value	4-Point Range	Percent	Description
A+	4.00	4.00	95-100	Outstanding - evaluated by instructor
A	4.00	3.85-4.00	90-94.99	Excellent - superior performance showing comprehensive understanding of the subject matter
A-	3.70	3.50-3.84	85-89.99	Very good performance
B+	3.30	3.15-3.49	80-84.99	Good performance
B	3.00	2.85-3.14	75-79.99	Satisfactory performance
B-	2.70	2.50-2.84	70-74.99	Minimum pass for students in the Faculty of Graduate Studies
C+	2.30	2.15-2.49	65-69.99	All final grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.
C	2.00	1.85-2.14	60-64.99	
C-	1.70	1.50-1.84	55-59.99	
D+	1.30	1.15-1.49	50-54.99	
D	1.00	0.50-1.14	45-49.99	
F	0.00	0-0.49	0-44.99	

A student who receives a "C+" or lower in any one course will be required to withdraw regardless of their grade point average (GPA) unless the program recommends otherwise. If the program permits the student to retake a failed course, the second grade will replace the initial grade in the calculation of the GPA, and both grades will appear on the transcript.

Topic Areas & Detailed Class Schedule

Course Schedule Date	Topic and Lectures	Assignments/ Class activities and Due Dates
	UNIT 1 – Introduction + LANDSCAPE'S IDENTITY	
Week 1		

T Sept 6	Course Introduction Lecture: *Landscape's Identity.*	Assignment #1 presentation
R Sept 8		Studio: Work day on Assignment #1
F Sept 9		Bridging Cultures: Indigeneity + Design Workshop 1 [CBDLab]
Week 2		
M Sept 12	Guest Talk on the History of Inglewood and Ramsay	Site visit
T Sept 13		Studio: Work day + Desk reviews
R Sept 15		Studio: Work day + Desk reviews
F Sept 16		Work day on Assignment #1
Week 3		
M Sept 19		Assignment #1 submission + presentation and critics + Assignment #2 presentation
	UNIT 2 – **MASTER PLANNING AND CONCEPT DESIGN**	
T Sept 20		Studio: Work day on Assignment #2
R Sept 22		Studio: Work day + Desk reviews
F Sept 23		Studio: Work day on Assignment #2
Week 4		
M Sept 26		Studio: Work day + Desk reviews
T Sept 27		Studio: Work day on Assignment #2
R Sept 29		Studio: Work day + Desk reviews
F Sept 30	**Holiday – National Day for Truth and Reconciliation**	
Oct 3-7	**SAPL Block Week**	
Week 5		
M Oct 10	**Holiday - Thanksgiving Day**	
T Oct 11		Studio: Work day + Desk reviews
R Oct 13		Assignment #2 submission + presentation and critics
F Oct 14		Studio: Work day on Assignment #3 – independent fieldwork
Week 6		
M Oct 17	Lecture: *Site-specific landscape*	Assignment #3 presentation (PART 1 and PART 2)

Enrica Dall'Ara, Sept. 2022

	architecture projects	Studio: Work day + Desk reviews
T Oct 18		Studio: Work day on Assignment #3.1
R Oct 20		Studio: Work day + Desk reviews
F Oct 21		Studio: Work day on Assignment #3.1
Week 7		
M Oct 24	Lecture: *Designing with plants*	Studio: Work day + Desk reviews
T Oct 25		Bridging Cultures: Indigeneity + Design Workshop 2 [CBDLab]
R Oct 27		Studio: Work day + Desk reviews
F Oct 28		Studio: Work day on Assignment #3.1
Week 8		
M Oct 31		Studio: Work day + Desk reviews
T Nov 1		Studio: Work day on Assignment #3.1
R Nov 3		Studio: Assignment #3.1 submission + class review
F Nov 4		Studio: work day on Assignment #3.2
Nov 6-12	Term Break	
Week 9		
M Nov 14		Studio: Work day + Desk reviews
T Nov 15		Studio: Work day on Assignment #3.2
R Nov 17		Studio: work day + desk reviews
F Nov 18		Studio: work day on Assignment #3.2
Week 10		
M Nov 21		Studio: work day + desk reviews
T Nov 22		Studio: work day on Assignment #3.2
R Nov 24		Studio: Assignment #3.2 submission + presentations and critics on Assignment #3 (Part 1 + Part 2)
F Nov 25		Studio: Assignment #3.2 presentations and critics on Assignment #3 (Part 1 + Part 2)
	UNIT 4 – SYNTHESIS AND COMMUNICATION	
Week 11		
M Nov 28		Assignment #4 presentation

T Nov 29		Studio: work day on Assignment #4
R Dec 1		Studio: work day + desk reviews
F Dec 2		Studio: work day on Assignment #4
Week 12		
M Dec 5		Studio: work day + desk reviews
T Dec 6		Studio: work day on Assignment #4
W Dec 7	**End of classes**	
Dec 12-16 / Date TBD		Studio: Assignment #4 submission + Final Presentation and critics

Guidelines for Zoom Sessions

Zoom is a video conferencing program that will allow us to meet at specific times for a "live" video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the Code of Conduct). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g Student Non-Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: https://elearn.ucalgary.ca/guidelines-for-zoom/

If you are unable to attend a Zoom session, please contact your instructor in advance to arrange an alternative activity for the missed session (e.g., to review the recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations,

etc.).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

University of Calgary Policies and Supports

COVID-19 PROCEDURE FOR SICK STUDENTS
https://ucalgary.ca/risk/sites/default/files/Covid-19%20Folder/COVID-19-Procedure-for-Sick-Students.pdf

ACADEMIC ACCOMMODATION
It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations.
Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities (https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.
SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/ .

ACADEMIC MISCONDUCT
Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.
For information on the Student Academic Misconduct Policy and Procedure please visit:
https://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf
https://ucalgary.ca/policies/files/policies/student-academic-misconduct-procedure.pdf
Additional information is available on the Academic Integrity Website at https://ucalgary.ca/student-services/student-success/learning/academic-integrity.

COPYRIGHT LEGISLATION
All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy

(https://www.ucalgary.ca/pubs/calendar/current/k.html).

INSTRUCTOR INTELLECTUAL PROPERTY
Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY
Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

SEXUAL VIOLENCE POLICY
The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf

UNIVERSITY STUDENT APPEALS OFFICE
If a student has a concern about a grade that they have received, they should refer to Section I of the Undergraduate Calendar (https://www.ucalgary.ca/pubs/calendar/current/i-3.html) which describes how to have a grade reappraised. In addition, the student should refer to the SAPL's Procedure for reappraisal of grades.

OTHER IMPORTANT INFORMATION
Please visit the Registrar's website at: https://www.ucalgary.ca/registrar/registration/course-outlines for additional important information on the following:
- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk