

EVDL 767 Regional Landscape Systems Studio

Contact Info

Regional Landscape Systems Studio // EVDL 603 // H(2-2) // Fall 2018

Instructor: Kris Fox // PF 3181, hours by appointment // mk.fox1@ucalgary.ca // 403.220.7428 (email best)



Erin Ramsey, “_to_ _over_ _through_”, Pitt Marsh, BC, (Fox Studio, 2013)

“What is that feeling when you're driving away from people and they recede on the plain till you see their specks dispersing? - it's the too-huge world vaulting us, and it's good-bye. But we lean forward to the next crazy venture beneath the skies.”

From *On the Road* by Jack Kerouac,

Course Description

An introduction to landscape planning and design at the regional scale. Particular emphasis on the interrelationships between biophysical systems (ie. ecological, geological) and anthropogenic (ie. social, political, economic) systems and processes as agents of landscape transformation, and determinants of form.

Learning Objectives

Advanced studios are about exploration and refinement of your personal design zeitgeist. The objectives outlined below are direct challenges to your belief system within landscape architecture to this point. The maturation of designers happens at different paces, and sometimes in leaps and bounds. What can you get out of this studio? What are you going to get out of this studio?

Upon successful completion of the course you should have developed an understanding of the knowledge, skills, and technologies involved in the following:

- To **establish a position within the evolving dialog of theoretical discourse in landscape architecture**. In this studio a particular emphasis will be placed on the regional landscape, place identity, vernacular landscapes, landscape and meaning, landscape and memory and approaches to representation.
- **Context Integration**: To comprehend the value and potential applications of history, culture and the natural environment to design decisions and expressions of physical form.
- **Process Diagrams**: To demonstrate analytical and creative thinking capabilities through problem solving. Can you show a direct link between analysis and intervention?
- **Form Giving, ie Spatial Design and Organization**: to further the development with the creation, interpretation and manipulation of elements and spatial settings to serve a defined purpose.
- To create a design / concepts that translate **fluidly between different scales**.
- **To celebrate the “fabric of design”** (the materials of construction) and their implications in design decisions. To learn how to integrate and apply the techniques related to landform (grading and drainage), structures and natural systems in the design decision-making process.
- To establish / refine a **personal graphic / composition style** specific to your beliefs and the design site / concept as to take ownership of the myriad graphic techniques available to you.
- To explore and refine craftsmanship with the following **physical modeling** types: conceptual, box construction / analysis, site and detail.
- To demonstrate an ability to **effectively / enthusiastically communicate your design proposals verbally**.

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Teaching Approach

This is a studio-based course that will consist of lectures, field trips, studio work time, course projects and project presentations. Lectures will provide a survey of theoretical approaches to the course material, technical instruction and information about site / regional context. Student work will consist of a series of projects that will build in complexity culminating in a final site design project where the exercises will be synthesized. Much of the work will be done in a studio setting, where students will learn by doing, through input from instructors, collaboration with peers, and evaluation of assignments. It is essential that students bring project materials to scheduled studio times that demonstrate progress on their work during each scheduled class time. Project and course feedback will be provided through discussions during studio time and formal reviews. The more a student's work is presented and discussed, the more concrete feedback and clear direction will be offered by the instructors. The studio is largely self-directed, that is, you must work to identify the project scope, analyze the site, determine a vision and design principles, generate and present an integrated plan. The instructional team is there to support this iterative process through teaching, feedback and discussion.

Course Bibliography

Content will focus on memory, perception, truth, meaning, the sacred, phenomenology and representation. An extended bibliography of essays, books and films will be issued in class, though the following titles will be featured in student led class discussions.

- Meaning in Landscape Architecture and Gardens; Four Essays, Four Commentaries, edited by Marc Treib
- Meaning of Gardens: Idea, Place and Action edited by Marc Francis and Randolph Hester
- The Word Itself from Discovering the Vernacular Landscape by J. B. Jackson
- Spaces, Sacred and Profane from Discovering the Vernacular Landscape by J. B. Jackson
- Landscape and Memory by Simon Schama
- A Sedimentation of the Mind: Earth Projects (and A Provisional Theory of Non-Sites) by Robert Smithson
- Mr. Wilson's Cabinet of Wonder: Pronged Ants, Horned Humans, Mice on Toast, and Other Marvels of Jurassic Technology by Lawrence Weschler
- The Means of Physical Transference by Kris Fox from Representing Landscapes: Hybrid, edited by Nadia Amoroso

Equipment Needed

Though you are entering your third and final year in the program, you should have an open mind toward your "tool kit of creation" As you continue to evolve as a designer, so to should your tool kit of creation. While such a thing is commonly associated with product, a new tool can also open up new approaches with your design process.

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Course Schedule

Date	In-Class / Lecture / Discussion	Reading	Assignment / Deadlines
Sept 7	introduction / logistics		A/B issued
Sept 10-14	excursions & data acquisition Note that field trips (2 total) are weather and student schedule dependent. To be discussed on Sept 7		May occur on M,Tu,W, F
Sept 17	Site A approaches & dispositions discussion of readings work day		Begin Site A
Sept 19	desk crits work day		
Sept 24	discussion of readings work day		
Sept 26	desk crits work day		
Oct 1	discussion of readings work day		
Oct 3	desk crits work day		
Oct 8	Canadian Thanksgiving		No Class
Oct 10	Site A mid-review		
Oct 15	EVDS Block Week		No Class
Oct 17	EVDS Block Week		No Class
Oct 22	discussion of readings work day		
Oct 24	desk crits work day		

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Date	In-Class / Lecture	Reading	Assignment / Deadlines
Oct 29	Site A final review		End Site A
Oct 31	Site B approaches & dispositions		Begin Site B
Nov 5	discussion of readings work day		Site A documentation due
Nov 7	desk crits work day		
Nov 12	HOLIDAY – Remembrance Day		No Class
Nov 14	Term Break		No Class
Nov 19	discussion of readings work day		
Nov 21	desk crits work day		
Nov 26	Site B mid-review		
Nov 28	desk crits work day		
Dec 3	discussion of readings work day		
Dec 5	desk crits work day		
Dec *	Site B final review Final presentation date TBA, Dec 10-13		End Site B Preference for Dec 11
Dec*	Exit interviews TBA, Dec 12-14 Exact schedule to be discussed		Site B documentation due date TBA / discussed

Documentation Notes:

- All hardcopies to be turned in to EVDS main office by 4:30pm on dates indicated.
- All digital files to be uploaded to D2L or e-transferred by 2:00pm on dates indicated.

* - Schedule Note: dates, lectures and guest speakers subject to change.

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Means of Evaluation

EVDL 767 is a graded course. Incomplete (INC) and deferred term (DT) grades will be issued only for documented circumstances for which the student is clearly not able to complete the work due to significant illness, injury, etc. (please refer to Note #2 at the end of the syllabus). Evaluation will be based on the elements listed below. 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. Students are expected to be in attendance for the entirety of each studio period.

Each component of the course valued at 25% or greater (Assignments 1 and 2) must be completed with a passing grade (i.e. minimum B-, or the 4-point or percentage equivalent) achieved, in order to pass the course as a whole. Because the studio work is 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. Late pinning up / submission of material to be presented in studio reviews is not acceptable (grades will be deducted for work pinned up or submitted later than the deadline specified in the course / project brief or as discussed in class). The majority of work will be completed individually with some completed in groups. Students will receive a common grade for work done in groups, unless it is determined by the instructional team that there has been an unfair distribution of work or unequal completion of work, in which case group members shall be evaluated individually. Attendance and engagement are expected as a requirement for progress in the planning and design process, and is characterized by active involvement in the work and discussions.

Preliminary Course Assignment List & Values

Assignment	Title	Value
1	Site A	50%
2	Site B	50%
Total		100%

Products: experiential analysis, short films, box constructions, site-specific installation / land-form models, multi-media 2D recordings.

A Note on Critical Review

Critical review of student work is vital to design projects. This is part of feed-back for learning purposes. Such reviews must not be misunderstood as indicators of standards and they are different from assessment. Students have a responsibility to attend critical reviews at the appointed time as part of the learning process. Review panels are composed of internal and external members for the appointed times and cannot be re-composed to consider late submissions. Consequently, late work will not receive a critical review, though it will be assessed with marks.

- **Critical Review:** May take place during the development phases of a project as well as at the time of the final submission. Its purpose is to identify strengths and weaknesses in the work and to offer suggestions to generally encourage the student. An encouraging critical review does not necessarily mean a good assessment result.
- **Assessment:** May take place at a stage in a project or on final submission (or both). Its purpose is to value the work in terms of the objectives stated in the Syllabus and project brief and to express this as a grade. Students are expected to be aware of and comply with the academic regulations set out in the University of Calgary and Faculty of Graduate Studies calendars.

Timely Completion of Projects

Unless agreed to by the Instructor on compassionate grounds, illness, or for reasons of academic accommodation (see note 2 below), assigned work that is handed in late will be penalized 10% of the total available grade per calendar day late (this includes

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weekends and holidays). Assignments more than two calendar days late will not be accepted and no credit will be given for them. Assignments must be handed in or presented during scheduled class hours.

Grading Scale

Final grades will be reported as letter grades, with the final grade calculated according to the 4-point range. Assignments will be evaluated by percentage grades, with their letter grade equivalents as shown.

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	

Notes:

- 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.

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Notes:

1. Written work, term assignments and other course related work may only be submitted by e-mail if prior permission to do so has been obtained from the course instructor. Submissions must come from an official University of Calgary (ucalgary) email account.
2. Academic Accommodations. Students who require an accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to their Instructor or the designated contact person in EVDS, Jennifer Taillefer (jtaillef@ucalgary.ca). Students who require an accommodation unrelated to their coursework or the requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to the Vice-Provost (Student Experience). For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/
3. Plagiarism - Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when:(a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),(b) parts of the work are taken from another source without reference to the original author,(c) the whole work (e.g., an essay) is copied from another source, and/or,(d) a student submits or presents work in one course which has also been submitted in another course(although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved. While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Plagiarism is an extremely serious academic offence. It is recognized that clause (d) does not prevent a graduate student incorporating work previously done by him or her in a thesis. Any suspicion of plagiarism will be reported to the Dean, and dealt with as per the regulations in the University of Calgary Graduate Calendar.
4. Appeals: If a student has a concern about the course, academic matter, or a grade that they have been assigned, they must first communicate this concern with the instructor. If the concern cannot be resolved with the instructor, the student can proceed with an academic appeal, which normally begins with the Faculty: <http://www.ucalgary.ca/provost/students/ombuds/appeals>
5. Information regarding the Freedom of Information and Protection of Privacy Act (<https://www.ucalgary.ca/legalservices/foip>)
6. Emergency Evacuation/Assembly Points (<http://www.ucalgary.ca/emergencyplan/assemblypoints>)
7. Safewalk information (<http://www.ucalgary.ca/security/safewalk>)
8. Contact Info for: Student Union (<https://www.su.ucalgary.ca/contact/>); Graduate Student representative(<https://gsa.ucalgary.ca/about-the-gsa/gsa-executive-board/>) Student Union Wellness Centre: <https://www.ucalgary.ca/wellnesscentre/>; Library Resources: <http://library.ucalgary.ca/> and Student Ombudsman's Office (<http://www.ucalgary.ca/ombuds/>).