

LAND 700 Regional Landscape Systems Studio

Course & Contact Info

Regional Landscape Systems Studio // LAND 700 // 6 units // H(0-8) // Fall 2021

M, Tu, Th, F, 2:00p – 6:10p // classroom setting will be a blend of in-person and via zoom (refer to schedule)

Instructor: Kris Fox // office hours via zoom by appointment // mk.fox1@ucalgary.ca // 403.220.7428 (email best)

Instructor email policy: all course communications must occur through your "@ucalgary" email.

Teaching Assistant: Karly Do // ktado@ucalgary.ca and Connie Tran //



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 (i.e. social, political, economic) systems and processes as agents of landscape transformation, and determinants of form.

Course Delivery

At present, this course will be delivered in person unless otherwise indicated. Should the University change policy regarding the form of delivery due to public health concerns, then this course will take place online via D2L and Zoom. Should that occur, students will be required to participate in the synchronous Zoom sessions and asynchronous learning tasks using the D2L learning environment. Regardless of course delivery mode, if a student is unable to participate live due to unforeseen circumstances, inform the instructor in advance to work out an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion).

Course 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 learning objectives for this course are present in all stages of the term-long project. The maturation of designers happens at different paces, and sometimes in leaps and bounds. At all stages, the student should reflect on these goals: what can you get out of this studio /what are you going to get out of this studio?

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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 and 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**.

Learning Resources

Workshop Safety Training Requirement

Full SAPL Workshop access is mandatory for this course. This includes both the online Trajectory safety training course as well as in-person workshop training and a grade of pass on the final evaluation project must be completed before a student will be granted access. This training is offered once a year, around the start of Fall term.

- Wednesday, Sept 1, 9am - 12pm: Safety training for returning students
- Thursday, Sept 2, 10am - 12:45pm: Safety training for new students
- Friday, Sept 10, 1-4pm: Safety training designated shop day for LAND 700

Safety training models are due by the end of September. It is advisable to complete your training as soon as possible.

Equipment / Software Needed

In addition to the required readings, you will need drafting and model building tools and supplies. Please have those materials on hand and available at all times during class studio hours. You will also utilize the following software types at a minimum: videography, graphic design & layout, 3D modelling, GIS, CAD and file preparation to use the digital fabrication capacity of the SAPL Workshop.

As you progress through the studio sequence, you should have an open mind toward your "tool kit of creation". As you continue to evolve as a designer, so 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. As such, you should be open to new media, mediums and modeling materials as needed.

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Readings

Readings will be assigned to complement the lectures and for group discussions. Students will be required to complete these readings prior to class. You are expected to participate in the discussion of these readings -- come prepared.

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.

Course Bibliography

- [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
- [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
- Full bibliography issued with project brief and available on D2L > My Tools > Reading List

Computer technology / remote learning 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
- [Student IT Resources](#) (weblink)

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

Assessment and Evaluation Information

LAND 700 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.

Guidelines for Zoom Sessions in Online Classes (if / when applicable):

Students are expected to participate actively in all Zoom sessions and to turn on their webcam. Please join our class in a quiet space that will allow you to be fully present and engaged in the Zoom sessions. Students must behave in a professional manner during the session. Students, employees, and academic staff are also expected to demonstrate behavior in class that promotes and maintains a positive and productive learning environment.

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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. Readings / discussions / 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 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, guest critics, 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 with invited critics. The more a student’s work is presented and discussed, the more concrete feedback and clear direction will be offered. 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. Finally, it should be noted that the design advice and assessment offered by guest critics is not necessarily indicative of assessment in the course as critics may have particular biases unbeknownst to the instruction team and/or students.

Guidelines for Submitting Assignments

All assignments are to be uploaded to the course D2L site by the date indicated. If file sizes are too large, please arrange for other means of file delivery to the instructor. Hardcopies and models may be retained for accreditation purposes and gallery displays.

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 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.

Preliminary Course Assignment List & Values

Assignment	Title	Value	Breakdown
1	The Journey <> Passage	25%	60% process / 40% product
2	The Short Pause<> Contemplation	28%	60% process / 40% product
3	The Long Pause<> Immersion	40%	50% process / 50% product
4	Student led discussion of reading	7%	
Total		100%	

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

Each component of the course valued at 25% or greater 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). Most of the work will be completed individually with the readings potentially completed in groups. Students will receive a common

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grade for work done in groups, unless it is determined by the instructor 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 are characterized by active involvement in the work and discussions.

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.

Special Budgetary Requirements

Special budgetary requirements are limited to the optional purchase of course readings and, in specific courses, mandatory supplementary fees to cover certain expenditures, such as field trips. Mandatory supplementary fees must be approved by the University prior to implementation. Instructors are required to list and describe approved optional and mandatory supplementary fees for courses. This can include possible costs incurred for special materials, equipment, services, or travel.

Optional

For certain courses students may be given the option of purchasing course readings. In these cases the cost of the reading package should be stated in the course outline. When course readings are available for purchase, a minimum of two copies of the readings must be made available at the SAPL Reception or online

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Course Schedule*

Date	In-Class / Lecture / Discussion	Reading	Assignment / Deadlines
Sept 7	introduction / logistics		Project brief issued
Sept 9	Data acquisition course readings sign up desk crits work day		
Sept 10	SAPL Workshop training day (mandatory)		1-4pm in SAPL Workshop
Sept 13	TBD		
Sept 14-15	potential field excursion		
Sept 16	potential field excursion		
Sept 20	Site approaches & dispositions discussion of readings desk crits work day		
Sept 24	desk crits work day		
Sept 27	discussion of readings desk crits work day		
Sept 30	Review 1: The Journey <> Passage		Projects on walls by 2:00pm
Oct 4-8	<i>SAPL Block Week</i>		<i>No Class</i>
Oct 11	<i>HOLIDAY – Canadian Thanksgiving</i>		<i>No Class / University Closed</i>
Oct 12	discussion of readings desk crits work day		
Oct 14	desk crits work day		
Oct 18	discussion of readings desk crits work day		
Oct 21	desk crits work day		
Oct 25	discussion of readings desk crits work day		
Oct 28	desk crits work day		

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Date	In-Class / Lecture	Reading	Assignment / Deadlines
Nov 1	desk crits work day		
Nov 4	Review 2: The Short Pause<> Contemplation		Projects on wall by 2:00pm
<i>Nov 7-13</i>	<i>Term Break</i>		<i>No Class</i>
<i>Nov 11</i>	<i>HOLIDAY – Remembrance Day</i>		<i>University Closed</i>
Nov 15	desk crits work day		
Nov 18	desk crits work day		
Nov 22	discussion of readings desk crits work day		
Nov 25	desk crits work day		
Nov 29	discussion of readings desk crits work day		
Dec 2	desk crits work day		
Dec 6	desk crits work day		
Dec 9	desk crits work day		Last day of classes, Dec 9
Dec 1?*	Final Review: The Long Pause<> Immersion		TBA
Dec 1?***	Exit interviews (15--minutes / student) Exact schedule to be discussed		final documentation due date TBA / discussed

Documentation Notes:

- All hardcopies to be turned in to the instructor 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.

** – Mandatory Exit Interviews will be conducted. They represent the concluding discussion forum between instructor and student on the progress and accomplishments of the term in addition to covering areas to address in future studios.

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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.

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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 can be found at <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>.

Students needing an accommodation based on disability or medical concerns should communicate this need to 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 or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need in writing to their Instructor (contact information on first page above).

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>).

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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 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. <https://www.ucalgary.ca/secretariat/student-appeals>

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