

## Course & Contact Info

**Course Number:** LAND 700

**Course Name:** Regional Landscape Systems Studio

Classroom and studio space TBD

**Instructor:** Kris Fox // PF3181, office hours by appointment // mk.fox1@ucalgary.ca // 403.220.7428 (email best)

**Teaching Assistants:** NA

**Class Dates:** Mondays, Tuesdays, Thursdays & Fridays, 14:00 – 18:10.

Mandatory in-person days are Mondays & Thursdays, September 5 – December 4, 14:00 – 18:10.

Please refer to course schedule for all meeting dates / times.

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



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 Hours: 6 units; H(0-8 "lab" / studio)

## Course Learning Outcomes

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?

Upon successful completion of the course, students will know and be able to:

1. 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.

2. **Context Integration:** To comprehend the value and potential applications of history, culture and the natural environment to design decisions and expressions of physical form.
3. **Process Diagrams:** To demonstrate analytical and creative thinking capabilities through problem solving. Can you show a direct link between analysis and intervention?
4. **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.
5. To create designs / concepts that translate **fluidly between different scales.**
6. **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.
7. 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.
8. To explore and refine craftsmanship with the following **physical modeling** types: conceptual, box construction / analysis, site and detail.
9. To demonstrate an ability to **effectively / enthusiastically communicate your design proposals verbally.**

## Learning Resources

### Course Bibliography and Readings

*There is no required text for this course as the majority of readings are available in electronic formats via the TFDL. Readings will be assigned to complement the lectures and the student led discussion handout (see assignments). Students will be required to complete these readings prior to class and are expected to participate in the discussion of these readings – please 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 the 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
- 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**

### 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

- [Student IT Resources](#) (weblink)

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

### Workshop Safety Training Requirement

**Full SAPL Workshop access is mandatory for this course.** Students must complete all online University of Calgary safety courses, the online Trajectory safety training course, as well as in-person workshop training and a grade of pass on the final evaluation project, to be granted access to the SAPL workshop. This training is offered once a year, around the start of the Fall term and has a completion deadline.

### Design / Studio Equipment & Software Needed

For this studio, you will need a wide array of drafting and model building tools and supplies. Please have these materials on hand and available 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. Hybrid representation (analog – digital mashup) is a core tenet of this studio, as such students will need to invest in analog materials that are to be integrated into final work (drawings and/or models).

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 to should your tool kit. While such a thing is commonly associated with deliverables / products, 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.

### Additional Classroom Conduct and Related Information

#### Guidelines for Zoom Sessions in Online Classes

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 behaviour in class that promotes and maintains a positive and productive learning environment.

### Assessment Components

Assessment Method	Assignment Title	Weight, (Breakdown)	Aligned Course Learning Outcome
The quality, quantity, and clarity of progress (desk crits), presentations, and materials submitted at each Part of a semester-long assignment.	Part 1 The Journey <> Passage	25%, (60% process / 40% product)	1 – 9
	Part 2 The Short Pause<>Contemplation	28%, (60% process / 40% product)	1 – 9
	Part 3 The Long Pause<> Immersion	40%, (50% process / 50% product)	1 – 9
Quality of lit review submission and discussion.	Student led discussion of reading	7%	1 – 2

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

## Assessment and Evaluation Information

### Studio Teaching Approach (Instructor Specific Message)

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, establish design principles, and generate and present an integrated final design. The instructor 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 biases unbeknownst to the instructor and/or students.

### Attendance and Participation Expectations

Assessment will be based on day-to-day performance (desk crits), student-led discussion days, and for formal reviews. Students are expected to be in attendance for the entirety of each studio period.

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.

### Guidelines for Submitting Assignments

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

### Final Examinations: NA

### Expectations for Writing (<https://www.ucalgary.ca/pubs/calendar/current/e-2.html>):

While there are technically no writing assignments, writing and precedents (text and images) are part of all presentations. Students should properly cite all work whether it be written or images. Please refer to University resources on writing and plagiarism if more clarity is required.

### Late Assignments

This applies to D2L submissions (time stamped) and preparedness at formal reviews / presentations. All work at reviews is expected to be completely assembled for display prior to the start of the review. Students putting work up late at reviews will not do so during student presentations and defer to the instructor for an appropriate time. 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.

### Criteria that must be met to pass:

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, to pass the course as a whole. 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 the University of Calgary Policies and Supports listed at the end of this document).

### 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	

#### 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.
- The School of Architecture, Planning and Landscape will not permit the Flexible Grade Option (CG Grade) for any course offered by the School. <https://www.ucalgary.ca/pubs/calendar/current/f-1-3.html>

### Topic Areas & Detailed Class Schedule\*

Date	In-Class / Lecture / Discussion	Reading	Assignment / Deadlines
Sept 5	introduction   logistics   data acquisition   reading assignment signup		syllabus & project brief issued
Sept 7-8	field excursion, potential overnight		
Sept 11	site approaches & dispositions   course readings sign up   desk crits   work day		
Sept 14	lecture on diagramming   desk crits		
Sept 18	guest lecture on filmmaking   desk crits		Varies by reading assigned
Sept 21	desk crits   work day		Second field excursion? TBD
Sept 25	discussion of readings   desk crits   work day		
Sept 28	desk crits   work day		All work uploaded to D2L by 2:00p. Projects on walls by 2:00pm
Sept 30	<i>National Day for Truth and Reconciliation Per UofC HR, the university has not planned an "observed day".</i>		<i>University Closed</i>
<b>Oct 2</b>	<b>Review 1: The Journey &lt;&gt; Passage Room 3160, 2:00-6:15p</b>		<b>All work uploaded to D2L by 2:00p. Projects on walls by 2:00pm</b>
Oct 5	desk crits   work day		
Oct 9	<i>HOLIDAY – Canadian Thanksgiving</i>		<i>No Class / University Closed</i>
Oct 10	class discussion   lecture   desk crits		
Oct 12	desk crits   work day		
Oct 16	discussion of readings   desk crits   work day		Readings presentation & summary
Oct 19	desk crits   work day		
Oct 23	discussion of readings   desk crits   work day		Readings presentation & summary
Oct 26	desk crits   work day		

Date	In-Class / Lecture	Reading	Assignment / Deadlines
Oct 30	desk crits   work day		
Nov 2	<b>Review 2: The Short Pause&lt;&gt; Contemplation Day 1, Room 3160, 2:00-5:15p</b>		<b>All work uploaded to D2L by 2:00p. Posters up by 2:00p.</b>
Nov 3	<b>Review 2: The Short Pause&lt;&gt; Contemplation Day 2, Room 3160, 2:00-5:15p</b>		<b>Posters up by 2:00p.</b>
Nov 6-10	<i>SAPL Fall Block Week</i>		
Nov 12-18	<i>Term Break</i>		<i>No Classes</i>
Nov 13	<i>HOLIDAY – Remembrance Day (Observed)</i>		<i>University Closed</i>
Nov 20	discussion of readings   desk crits   work day		
Nov 23	desk crits   work day		
Nov 27	discussion of readings   desk crits   work day		
Nov 30	desk crits   production crits		
Dec 4	production crits   presentation crits		Final day of studio
Dec 11-15	SAPL Final Reviews Week Review dates not yet assigned.		Due date for Part 3 will be during Final Reviews Week.
Dec 13?	<b>Final Review: The Long Pause&lt;&gt; Immersion Day 1, Room 3160, 1:00-5:15p</b>		<b>All work uploaded to D2L by 1:00p. Posters up by 1:00p.</b>
Dec 14?	<b>Final Review: The Long Pause&lt;&gt; Immersion Day 2, Room 3160, 1:00-5:15p</b>		<b>Posters up by 1:00p.</b>
<i>Dec 18**</i>	<i>Exit interviews (15--minutes / student) Exact schedule to be discussed</i>		<i>Final documentation due date TBA / discussed</i>

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 review dates indicated.
- Digital files of all studio work are required to receive a grade for projects completed.

\* – 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.

## University of Calgary Policies and Supports

### ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy>

Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf>. Students needing 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 (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/](http://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://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy>

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 (<https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) 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 AND GENDER-BASED 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/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>.

## 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