

ARCH 425 THEORY AND DESIGN OF THE CONTEMPORARY LANDSCAPE Perspectives of Landscape Theory, Design, and Practice

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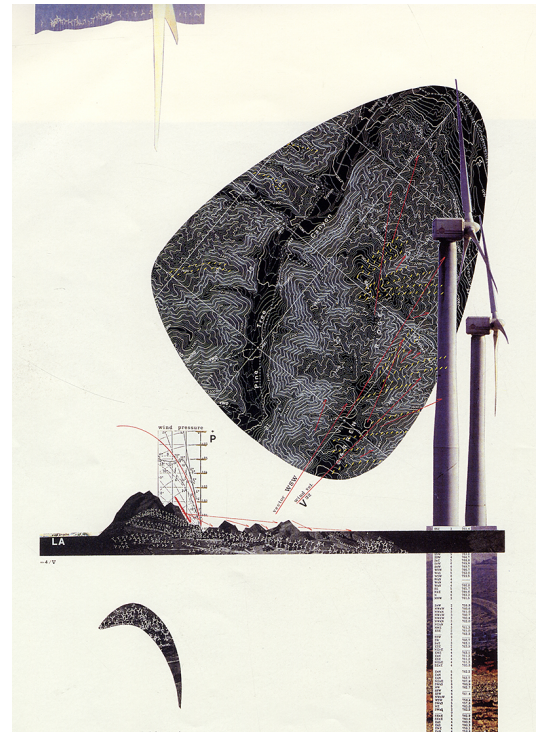
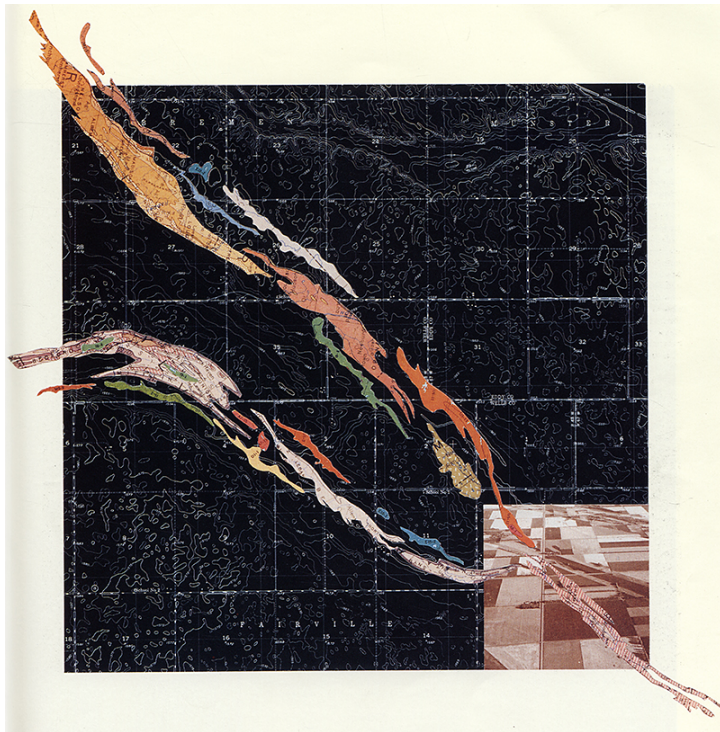
Teaching Assistants: Lauren Kyle (l2kyle@uwaterloo.ca) and Nadia Shahed (sshahed@edu.uwaterloo.ca)

Office Hours: Wednesdays after class. A sign up link for office hours can be found on Learn.

Time: Wednesdays 03:00 - 06:00 pm

Location: Arch 1101 – E Classroom

Tutorial: Loft and Loft Gallery



James Corner, Taking Measures Across the American Landscape

INTRODUCTION

As an introductory landscape class within the architecture curriculum, this course is meant to be a primer on the theories, precedents, design techniques, and strategies of the discipline of Landscape Architecture. The course is divided in three main parts: Landscape Theory, Landscape Strategies and Landscape Design. The Landscape Theory lectures will introduce you to contemporary ideas and concepts that have shaped landscape architecture discourse. Landscape Design lectures will zoom into more detailed landscape design tools and techniques - topography, hydrology, planting, materials, tectonics etc. Landscape Strategies will illustrate some of the large scale systems that are used in landscape to mediate geography, ecology, and urban settlements. Guest lectures and discussions, student presentations of precedent case studies, and reading discussions will complement the lectures in providing a broad exposure to many different perspectives and examples exploring the full breadth of the landscape discipline. Underlining this course, is the idea that having a wide and varied survey of the

discipline and its practice will encourage you to think of landscape and architecture as interdependent and inextricable both in academia and practice.

OBJECTIVES

Drawing from the three main topics, the course is designed to provide a foundation of landscape knowledge and exposure to the breadth and variety of landscape practice. The lectures will introduce you to some of the theories, strategies, and applied tools of landscape architecture. The guest speakers will complement some of these lectures and demonstrate a variety of examples from the professional practice of the profession, and what the challenges and opportunities of the field. The readings and discussions will spark critical thinking in a field that, even if not foreign to architecture theory, has its own evolving ideas and practices. The assignments encourage you to translate the analytical and design skills that you have acquired during your architecture education outside of the building and into the landscape, while introducing you to new tools and strategies to express your design intent.

SCHEDULE

	Date	Lecture Topics	Assignment	Tutorial
1	May 2	Intro to Landscape - what is landscape / theory?	<i>FILM: LAF documentary</i>	-
2	May 9	Site Interpretation & Analysis/Representation	Case Studies 1-5	Reading Discussions
3	May 16	Guest Lecture and Discussion	<i>FILM: Rivers & Tides - Andy Goldsworthy</i>	-
4	May 23	History of landscape thinking & design / landscape heritage	<u>Site Video Presentations</u>	Reading Discussions
5	May 30	Landscape Design Tools - Topo, Water, Planting, etc.	Case Studies 6-10	Reading Discussions
6	June 6	Detail / tectonics /Materials / lifecycle	Case Studies 11-15	Reading Discussions
7	June 13	Landscape Installations	<u>Installation Presentations</u>	-
8	June 20	Landscape Infrastructure & Resilience (TO waterfront)	Case Studies 15-20	Reading Discussions
9	June 27	Ecology / Time / Regional Planning (TO Ravines)	Case Studies 21-25	Reading Discussions
10	July 4	Guest Lecture and Discussion	<i>FILM: Ed Burtynsky Watermark</i> <u>Optional: Details Midterm submission</u>	-
11	July 11	Field Trip - Toronto Waterfront		
12	July 18	Guest Lecture and Discussion	<u>Details Final Pinup</u>	-

COURSE STRUCTURE & READINGS

Week 1 / May 2: Introduction: What is Landscape?

Readings for discussion:

1. Meinig, D. W. "The Beholding Eye: Ten Versions of the Same Scene". In *The Interpretation of Ordinary Landscapes: Geographical Essays*, edited by D. W. Meinig and John Brinckerhoff Jackson. New York: Oxford University Press, 1979

Recommended:

1. Meyer, E. "The Expanded Field of Landscape Architecture". In *Ecological Design and Planning*, edited by George Thomson and Frederik Steiner. John Wiley and Sons, 1997.

Week 2 / May 9: Site interpretation, Analysis and Representation

Readings for discussion:

1. Girot, C. "Four Trace Concepts in Landscape Architecture". In Corner, J. *Recovering Landscape : Essays in Contemporary Landscape Architecture*. New York: Princeton Architectural Press, 1999.
2. Corner J. "Eidetic Operations". In Corner, J. *Recovering Landscape : Essays in Contemporary Landscape Architecture*. New York: Princeton Architectural Press, 1999.

Recommended:

1. Corner, J., "The Agency of Mapping: Speculation, Critique and Invention," in *Mappings*, ed Denis Cosgrove. (London: Reaktion Books, 1999), 214-252.
2. Meyer, E. "Site Citations: The Grounds of Modern Landscape Architecture." in editors Andrea Kahn and Carol Burns, *Site Matters*, (Routledge Press: 2005).

Precedent Study Presentations: 1 - 5

Week 3 / May 16: Guest Lectures & Discussion

Readings for discussion:

1. Girot, C & Truniger, Fred. (2006). The Walker's perspective: Strategies for conveying landscape perception using audiovisual media. *Proceedings of the International Conference on Information Visualisation*. 225 - 231. 10.1109/IV.2006.109.
2. Hogue, M. "Matter Displaced, Organized, Flattened: Recording the Landscape". In *Landscript no 5: Material Culture* (Berlin: Jovis Verlag, 2017), pp.174-193

Film: Rivers and Tides: Andy Goldsworthy Working with Time 2001 (90mins)

Week 4 / May 23: History of Landscape Thinking

Readings for discussion:

1. Denis Cosgrove, "Landscape and Landschaft," *GHI Bulletin* 35 (Fall 2004): 57-71.
2. Anne Whiston Spirn, "Constructing nature: the legacy of Frederick Law Olmstead," in William Cronon ed. *Uncommon Ground: Rethinking the Human Place in Nature* (New York: Norton 1996), 91-113.

Recommended:

1. Mauro Agnoletti, 'Introduction: Framing the Issue – a Trans-disciplinary Reflection on Cultural Landscapes', in M. Agnoletti, ed., *The Conservation of Cultural Landscapes* (CABI, 2006), pp. xi-xix.
2. Johnson, Jon. "Pathways: On Indigenous Landscapes in Toronto." *Ground*, (Winter, 2016): 18-21.

Assignment 1A Site Video Presentations

Week 5 / May 30: Landscape Design Tools

Readings for discussion:

1. Hutton, J. "Substance and Structure I: The Material Culture of Landscape Architecture," *Harvard Design Magazine*, 36, 2013, pp. 116-123.
2. Treib, M. "Nature Recalled". In Corner, J. *Recovering Landscape : Essays in Contemporary Landscape Architecture*. New York: Princeton Architectural Press, 1999.

Recommended:

3. Moore, Charles W, William J. Mitchell and William Turnbull, Jr., *The Poetics of Gardens*. Cambridge: The MIT Press, 1988.

Precedent Study Presentations: 6 - 10

Week 6 / June 6: Landscape Tectonics: Materials & Details

Readings for discussion:

1. Leatherbarrow, D. "Leveling the Land". In Corner, J. *Recovering Landscape : Essays in Contemporary Landscape Architecture*. New York: Princeton Architectural Press, 1999.
2. Urban, J. "The Root of the Problem". *Landscape Design Magazine*, April 2013, pp 54-68

Recommended:

3. Hutton, Jane, "Reciprocal Landscapes: Material Portraits in New York City and Elsewhere," *Journal of Landscape Architecture*, 8:1, pp. 40-47.
4. *Hilderbrand, Gary et al, excerpt from Visible/Invisible : Landscape works of Reed Hilderbrand. New York, NY: Metropolis Books, 2012.*

Precedent Study Presentations: 11 - 15

Week 7 / June 13: Landscape Installations

Installation Presentations

Week 8 / June 20: Landscape Infrastructure & Resilience

1. McHarg, Ian. "The City: Process & Form," *Design with Nature*. New York: J. Wiley, 1992, 175-185.
2. Yu, Kongjian, Hailong Li, Dihua Li, *Ecological Infrastructure as a Tool for Smart Preservation and Smart Growth*, 44th ISOCARP Congress, 2008.

Recommended:

1. Pierre Belanger, "Is Landscape Infrastructure?" in Doherty, Gareth and Waldheim, Charles, eds, *IsLandscape...? Essays on the Identity of Landscape*, Routledge, 2015.
2. Spirn, Anne W. "Ian McHarg, Landscape Architecture, and Environmentalism: Ideas and Methods" in *Environmentalism in Landscape Architecture*, edited by Michel Conan, 2000, pp. 97-114.

Precedent Study Presentations: 16 - 20

Week 9 / June 27: Landscape Ecology & Planning

Readings for discussion:

1. Forman, R. T. T. 1997. Chapter 1: Foundations. Pages 3-40 in *Land Mosaics: The Ecology of Landscapes and Regions*. Cambridge University Press, Cambridge; New York.
2. Peter Del Tredici, "Spontaneous Urban Vegetation: Reflections of Change in a Globalized World," *Nature and Culture*, Dec. 2010, pp. 299-315.

Recommended:

3. Alberti, M., & Marzluff, J. (2004). Ecological resilience in urban ecosystems: Linking urban patterns to human and ecological functions. *Urban Ecosystems*, 7(3), 241-265.
4. Spirn, Anne Whiston . "Restoring Mill Creek: Landscape Literacy, Environmental Justice and City Planning and Design." *Landscape Research*, 2005, vol. 3, issue 3, p. 395-413.
5. Dumpelmann, Sonja. "Creating Order with Nature: the emergence of park system planning in twentieth-century Washington, Chicago, Berlin, and Rome." *Planning Perspectives* 24, 2 (2009): 143-173.

Precedent Study Presentations: 21-25

Week 10 / July 4: Guest Lectures & Discussion

Readings for discussion:

1. Lister, Nina-Marie. Resilience beyond Rhetoric in Urban Landscape Planning and Design. In: George F. Thompson, Frederick R. Steiner and Armando Carbonell (eds) *Nature and Cities: The Ecological Imperative in Urban Design and Planning*. Cambridge, MA: Lincoln Institute of Land Policy, 2016.

Film: Ed Burtynsky and Jennifer Baichwal: Watermark, 2013.

Assignment 2B midterm submission (optional)

Week 11 / July 11: Toronto's Waterfront & Ravines (Field Trip)

1. Moir, Michael. "Planning for change: Harbour Commissions, Civil Engineers, and Large-Scale Manipulation of Nature," in *Reshaping Toronto's Waterfront*, ed. by Gene Desfor and Jennefer Laidley, 1-23. Toronto: University of Toronto Press, 2011.
2. Chris Hardwicke, "Ravine City and Farm City," *Ourtopias: cities and the role of design*, ed. Beesley, Philip, Paola Poletto, and Catherine Molnar, 96-106. Cambridge: Riverside Architectural Press, 2008.

Reference Documents to Review:

3. Wallace, McHarg, Roberts, and Todd. *Environmental Resources of the Toronto Central Waterfront*, 1976. <http://www.annewhistonspirn.com/pdf/Spirn-Toronto-1976.pdf>
4. TRCA. Don Mouth Naturalization and Port Lands Flood Protection Project. <https://trca.ca/conservation/green-infrastructure/don-mouth-naturalization-port-lands-flood-protection-project/>
5. City of Toronto. *Toronto Ravine Strategy*. Toronto: 2017. <https://www.toronto.ca/wp-content/uploads/2017/10/9183-TorontoRavineStrategy.pdf>

Week 12 / July 18: Guest Lecture & Assignment 2 Reviews

Readings for discussion:

1. Sheppard, L. "From Site to Territory". In *Bracket 2: Goes Soft*. Edited by Bhatia, N., Sheppard, Barcelona: Actar, 2013.

Assignment 2 Pin-up Review

ASSIGNMENTS

Assignment 1: From Theory to Affect : Site Interpretation to Landscape Intervention

The experience, close reading and interpretation of a site's characteristics are the roots of landscape ideas, which eventually become material expressions and projections of designers' interpretation of the site for others to experience anew. Site interpretation is a projective construct that becomes the foundation for intervention. This assignment asks students in groups to select a site, experience, observe, and present their interpretation through the medium of video collage, and then work together to construct a landscape installation that heightens that particular reading of the site.

Due: *May 23, 2018 - Assignment 1A Site Video Presentations*
June 13, 2018 - Installation Presentations

Assignment 2: From Theory to Effect : Temporal change and material precision

Case Studies and Detailed Design

The intention of this assignment is to learn from studying precedents to develop a concept into a detailed design of one component in the landscape. Similar to architecture, landscape design can evolve from a myriad of desires and concerns; but the strategies, timelines and users are often more complex and nuanced.

The precedent case studies will ask you to identify, illustrate and present the theoretical underpinnings of the project you select and their technical resolution. Based on your case study, or any other presented during the course, you will be asked to develop a fragment in the landscape of your studio project and a time based drawing.

Due: *July 4, 2018 - Assignment 2B midterm submission (optional)*
July 18, 2018 - Assignment 2 Pin-up Review

Reading Discussions & Participation

There will be one - two required readings per class, as well as other recommended readings for further exploration of lecture topics. The readings will be discussed in class and in the tutorials at the end of roughly every other week. Students in groups of 2-3 will be assigned specific readings and be responsible for leading the reading discussion, and engaging the group with questions on the assigned readings at each respective tutorial.

EVALUATION

More detailed descriptions including evaluation breakdowns will be given for each assignment and they will be presented in class.

Assignment 1: Site Video & Installation	40%
Assignment 2: Temporal Change & Material Precision	45%
Reading Discussions & Participation	15%

SUBMISSIONS

All assignments to be submitted to the course Learn site, note that all assignments are due the night before by 11:00 PM. You will also need to bring a printed copy of your assignments for pin-ups. Late assignments will be marked down by 4% per day.

All submissions should be named according to the following format:

ARCH425_Last name_first name_Assignment number

ACADEMIC INTEGRITY, GRIEVANCE, DISCIPLINE, APPEALS, AND STUDENTS WITH DISABILITIES

Academic integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check the Office of Academic Integrity for more information.]

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4. When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for his/her actions. [Check the Office of Academic Integrity for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to Policy 71, Student Discipline. For typical penalties, check Guidelines for the Assessment of Penalties.

Appeals: A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72, Student Appeals.

Note for students with disabilities: Accessibility Services, located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with Accessibility Services at the beginning of each academic term.

Turnitin.com and alternatives: Plagiarism detection software (Turnitin) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. In the first week of the term, details will be provided about the arrangements for the use of Turnitin and alternatives in this course.

Note: students must be given a reasonable option if they do not want to have their assignment screened by Turnitin. See Academic Integrity - Guidelines for Instructors for more information.