

ARCH 225: THEORY AND DESIGN OF CONTEMPORARY LANDSCAPE ARCHITECTURE

Ecological Systems and Design in a Changing Climate

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Room: Main Lecture Hall (ARC1001) + discussion groups/tutorials in the loft

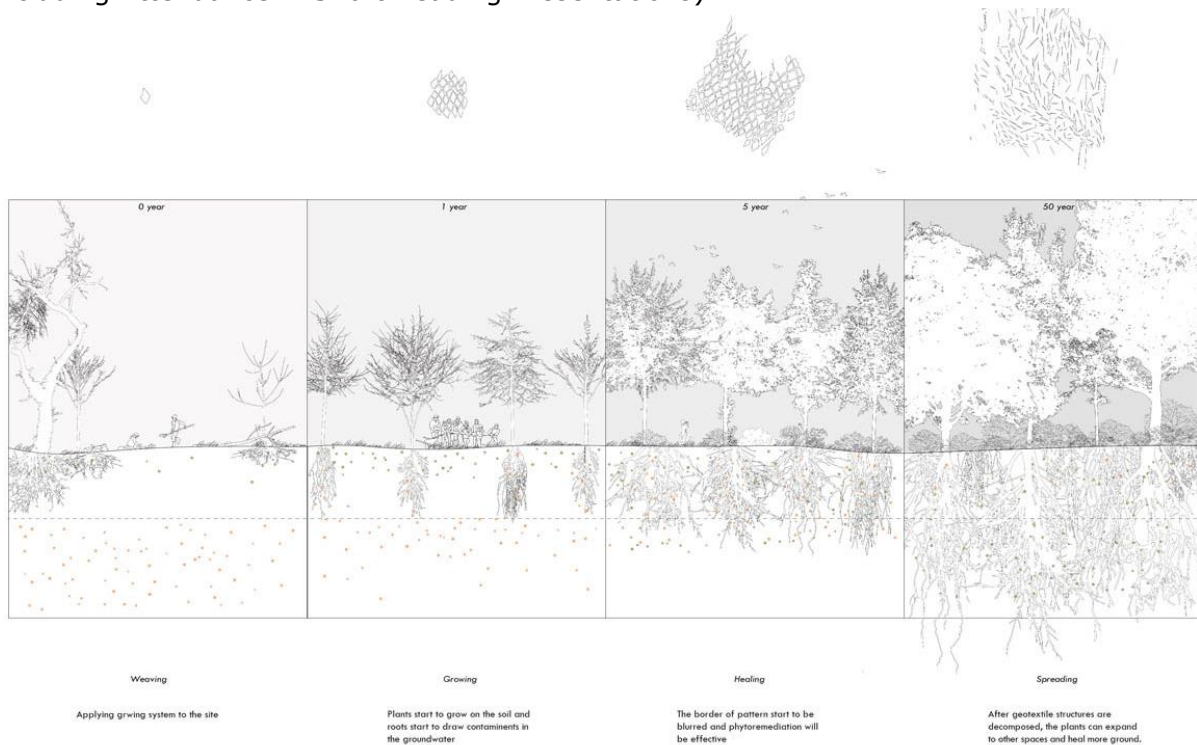
Lecture + Tutorial/Discussions typically run Friday 2-5pm (*there will be no class on May 26th, June 30th, and July 28th – **all-day make-up classes will be held on June 16th and 23rd 9am-5pm** in lieu of these days)*)

Assignment 1 (distributed May 12th) is Due June 16th 25%

Assignment 2 (distributed June 16th) is Due July 21st 30%

Final Assignment (distributed July 21st) is Due August 10th 30%

Participation in Workshops, Tutorials, and Group Discussions 15%
(including Attendance + Short Reading Presentations)



TERRITORIAL ACKNOWLEDGEMENT

We acknowledge that the School of Architecture is located on the traditional territory of the Neutral, Anishinaabeg and Haudenosaunee peoples. The University is situated on the Haldimand Tract, the land promised to the Six Nations that includes 10 kilometres on each side of the Grand River. (See references here:

<https://uwaterloo.ca/engineering/about/territorial-acknowledgement>)

LANDSCAPE OF 7 MELVILLE ST. S, CAMBRIDGE, ON, HALDIMAND TRACT

As we examine landscape as a site and design subject, the course also asks you to consider the lands that you now inhabit, have lived on, and designed in, and their complex and often-violent social and environmental histories. The campus that we're on has a very specific landscape history. Our building is located on the edge of the Grand River, which was the centre line for the Haldimand Tract, laid out by the Crown in 1784, and promised to the Haudenosaunee of the Six Nations (Mohawk, Oneida, Onondaga, Cayuga, Seneca, and Tuscarora) for their sole use forever.¹ Within forty years, the crown expropriated and sold off nearly 90 percent of the original tract, with negligible benefit to its Haudenosaunee landholders. Today Six Nations is the largest populated First Nation in Canada. The Six Nations Elected Council is in active litigation requesting the accounting of assets owed to the council by the Crown. Over the past two years, we have seen the movements of 1492 Land Back Lane and O:se Kenhionhata:tie in Victoria Park as well as recent calls by the Haudenosaunee Confederacy Chiefs Council to halt development in the Haldimand Tract.² The land is also the ongoing territory of Neutral and Anishinaabe peoples. You are encouraged to interrogate the layered social and ecological legacies of the past, present, and future landscape to consider your individual and collective relationships and responsibilities to them.

COURSE DESCRIPTION

This course introduces theories, precedents, and techniques seminal to the discipline and practice of landscape architecture. Rather than present a comprehensive survey of an expansive field, this course aims to introduce students to landscape thinking, or the generative concepts and strategies that come from engaging the nexus of human and non-human encounter. By necessity and intention, landscape architecture reimagines and grapples with complex biophysical and social systems, reshaping the ground, reorchestrating flows (of water, sediment, plants, and people), all while articulating cultural ideas and forms.

While designed landscapes are definitively constructed – no matter how “natural” they appear – they respond to and operate within forces far beyond a designer's control. Composed of living organisms, designed landscapes change relentlessly and exquisitely, over days, years, and millennia. Finally, as exterior sites, landscape architecture projects often engage the public realm, where access and claims are dynamic and contested. In consort, these disciplinary realities offer a potent realm of ideas and strategies for approaching design, either of the landscape, or more generally. The course asks students to draw from landscape architecture's unique disciplinary expertise and theoretical body to critically engage and translate these concepts into their own modes of thinking and designing.

Course topics are layered like a landscape. For two to three weeks at a time, we'll explore the following biophysical systems: geological, hydrological, botanical, and ecological. Lecture topics will engage the practices, theories, and techniques that stem from these different biophysical systems. Each week will explore how these biophysical systems influence and drive the context, materials, concepts, and program of landscape design. Focusing on mid-20th century to contemporary contexts, course themes include midcentury modernism and abstraction, practices driven by community activism and environmental

¹ See Six Nations Council, *Six Miles Deep: Land Rights of the Six Nations of the Grand River*, 2015, <http://www.sixnations.ca/SixMilesDeepBooklet2015Final.pdf>

² <https://www.landbackcamp.com/>, Dan Taekema, “Six Nations traditional government wants moratorium on development of Haldimand Tract”, <https://www.cbc.ca/news/canada/hamilton/haldimand-tract-development-moratorium-1.5993081>

justice, postmodern movements in art and simulations of nature, infrastructure, urbanism, and approaches to a rapidly changing climate. Throughout the semester, we will examine these topics through a cross referencing of theoretical texts, case study precedents (from lectures and student assignments), and techniques pertinent to the making of landscape architecture. The course is structured to be closely integrated with and supportive of your work in the ARCH293 Design Studio. The aim is that precedent research, botanical studies, and theoretical topics engaged in this course will contribute to your studio work.

OBJECTIVES

The primary objective of the course is to mobilize landscape architectural concepts for design thinking. Through consecutive assignments, students will: analyze precedents (thereby deepening their understanding of landscape architecture's socio-ecological basis); translate landscape concepts and research into their own studio work; read and develop critical positions surrounding central contemporary debates. The assignments require students to cross-reference and synthesize material from readings, lecture presentations, and peer presentations to construct associations between disparate texts and projects.

Learning Objectives of the course are to:

- Build diverse understanding of landscape architecture project types and contexts (plaza, park, infrastructure, post-industrial, desert, food production, climate, and flood planning) through course material, brief writing reflections, and peer discussion.
- Analyze contemporary landscape architecture projects and practices based on biophysical contexts and drivers, design strategy, theoretical underpinnings, and representations of change.
- Read and make connections between the 2022 International Panel of Climate Change (IPCC) Assessment 6 Report and landscape architecture strategies for adaptation and mitigation. Read and evaluate contemporary debates about landscape architecture's (and associated design disciplines') implication in and response to the climate crisis through written peer discussions. These include exploring connections between global climate change, racial injustice, settler colonialism, and how these inform contemporary landscape practice.
- Build lexicon of basic terminology related to ecological processes and ecological practices in landscape architecture.
- Engage first-hand observation and documentation of specific plant growth, understand its multiple relationships to soil and other species. Translate plant focused studies and landscape planting techniques into your studio design work.
- Experiment with time-based media and/or multi-time drawing types that record, speculate, and evoke the dynamic shifts of landscape elements over time.

ASSIGNMENTS + ASSESSMENT

Course assignments are meant to build a resource of knowledge about landscape precedents, design strategies, design techniques, and experiments with representing change. Each assignment will be informed by a specific research agenda, will lead to a specific drawing or deliverable, and will inform the next part. Students will submit these assignments to LEARN and share Assignments 1 and 2 with the class via Miro boards so that all can benefit from the work. You'll gain exposure to a large range of projects, drawing styles, and be able to comment on each other's research and drawings. We encourage learning from each other's work, building on, and adapting ideas.

Assignment 1: Precedent Analysis—a Socio-ecological Lexicon of Landscape

Architecture. In this first assignment, we will explore a range of landscape architecture precedents and work to connect them to various core concepts in landscape architecture, including the recently released IPCC Working Group II Sixth Assessment Report and its recommendations for “Nature-based Solutions” and “Ecosystem-based Adaptations”. Working in small groups and individually you will research different precedents but develop frameworks to analyze them and create an accessible resource for all.

Assignment 2: Plants in Relation / Plants in Techniques. The assignment starts from a field visit to a conservation area in the region (final location TBD). It will involve studying specific landscape ecology types, restoration measures, and looking closely at and hand drawing a plant that is relevant to your studio or research agenda: how it got there, at how it’s growing, and what supports or challenges its vitality; describing its relationships with other species, abiotic conditions, or ecological forces illustrating a specific design agenda or “technique”. More comprehensive description of these deliverables (including detailed evaluation criteria, submission procedures etc.) will be shared in another document when the projects /assignments are formally issued.

Assignment 3: Representing Change in Sequential Media. Stemming from their research in Parts 1 and 2, students will identify and experiment with a specific challenge in the representation of specific changing landscape conditions. Students can explore specific aspects of their ongoing studio work or choose to engage other ARCH225 content. More comprehensive description of these deliverables (including detailed evaluation criteria, submission procedures etc.) will be shared in another document when the projects /assignments are formally issued.

Reading Discussion and Participation. Engaged participation is an essential dimension of this course. Assignments require cross-referencing of lecture material, readings, and peer presentations and so careful note taking throughout the semester is a fundamental reference. Attendance and in-class participation activities (such as reflections on reading, lecture questions, or other course focused material) will make up 10% of the final course grade. While readings are assigned each week, some weeks we will have more in-depth discussions of these readings, led by students in tutorial sections. **Each student will sign up to present and lead a discussion of one reading during the term (in smaller groups), receiving 5% of the final grade.** Laptops are permitted for note taking, however all other non-class use of laptops, smartphones or other devices is strongly discouraged, as this is distracting for the class.

LEARN modules and reflections. As an extension of the in-class lectures, workshops, and discussions, **you will also be asked to post 2-3 sentence reflections, questions, responses, etc. to the material on LEARN throughout the semester. Each student is responsible for a minimum of 7 posts.** Beginning Week 2, there will be weekly modules of content (including the week’s readings, additional text and images, etc.) along with discussion threads where you can share your reflections. You are encouraged to engage each other in conversation beyond the classroom discussion, and these will be counted towards your participation grade. These should be posted no later than the following Tuesday at 9pm (i.e. for Week 2, Class on Friday May 19th, reflections to be posted by Tuesday May 23rd).

EVALUATION, OFFICE HOURS, SUBMISSIONS

<u>Assignment</u>	<u>%</u>	<u>Due</u>
Assignment 1. Precedents and Landscape Lexicon	25%	June 15/16
Assignment 2. Botanical Translations	30%	July 21
Assignment 3. Representing Change	35%	August 10
Participation, Posting, Discussion (attendance)	10%	Throughout Term
Reading Presentation and Guided Discussion	5%	Throughout Term, TBD

Office Hours. By appointment

SCHEDULE + EXPECTED TOPICS

Please refer to 'Addenda' at the end of syllabus document for weekly scheduling and reading lists. Instructor may adjust schedule of topics / lectures based on guest availability and workshop planning, time permitting. Throughout the semester we will be examining the **topics of GEOLOGY, HYDROLOGY, BOTANY, and ECOLOGY**, as they relate to contemporary landscape discourse. Through readings, lectures, workshops, and field work; students will be given a broad overview of the salient topics in landscape architecture practice and scholarship.

CACB STUDENT PERFORMANCE CRITERIA

The BAS/MArch program enables students to achieve the accreditation standards set by the Canadian Architectural Certification Board as described [here](#). This course addresses the CACB criteria and standards that are noted on the Accreditation page of the School of Architecture [website](#). Please refer to section 3.11.2. A5. Site Context and Design, and B5. Ecological Systems <https://cacb.ca/wp-content/uploads/2021/08/ConditionsAndTerms.pdf>

COURSE DELIVERY PLATFORMS & COMMUNICATION

The course will take place in person in the main lecture hall (ARC1001) with tutorial / discussion time taking place in the loft. In the case that public health measures require the class to revert to an online mode, we will meet on Teams. The Teams meeting link will be provided on LEARN as need.

To organize materials and communication outside of weekly in-person sessions, we will be using LEARN as the method for official communication, work submission, and grade recording and release.

COVID-19 SPECIAL STATEMENT

Given the on-going situation around COVID-19, students are to refer to the University of Waterloo's developing information resource page (<https://uwaterloo.ca/coronavirus/>) for up-to-date information on academic updates, health services, important dates, co-op, accommodation rules and other university level responses to COVID-19.

FAIR CONTINGENCIES FOR EMERGENCY REMOTE TEACHING

To provide contingency for unforeseen circumstances, the instructor reserves the right to modify course topics and/or assessments and/or weight and/or deadlines with due and fair notice to students. In the event of such challenges, the instructor will work with the Department/Faculty to find reasonable and fair solutions that respect rights and workloads of students, staff, and faculty.

LATE WORK

Assignments that are handed in late will receive an initial penalty of 5% on the first calendar day late and a 5% penalty per calendar day thereafter. After 5 calendar days, the assignment will receive a 0%. Only in the case of a justified medical or personal reason will these penalties be waived, and only if these have been officially submitted to the Undergraduate Student Services Co-Ordinator and accepted by the Undergraduate Office.

Students seeking accommodations due to COVID-19, are to follow Covid-19-related accommodations as outlined by the university here:
(<https://uwaterloo.ca/coronavirus/academic-information#accommodations>).

Students are allocated **one** late pass for the term. This allows students to make **one** submission **up to 24 hours** after the stated deadline without penalty and without any request for accommodation. Please note this **excludes the final Assignment 3 submission** on August 10th. Students are required to communicate with your instructor their intention to use a late pass before the relevant deadline.

PASSING GRADES

The standard minimum passing grade in each ARCH course is 50% with the following exceptions: the minimum passing grade is 60% for all studio courses (ARCH 192, ARCH 193, ARCH 292, ARCH 293, ARCH 392, ARCH 393, ARCH 492, and ARCH 493). Grades below the specified passing grade result in a course failure.

MENTAL HEALTH SUPPORT

All of us need a support system. We encourage you to seek out mental health supports when they are needed. Please reach out to Campus Wellness (<https://uwaterloo.ca/campus-wellness/>) and Counselling Services (<https://uwaterloo.ca/campus-wellness/counselling-services>).

We understand that these circumstances can be troubling, and you may need to speak with someone for emotional support. Good2Talk (<https://good2talk.ca/>) is a post-secondary student helpline based in Ontario, Canada that is available to all students.

Equity, Diversity, and Inclusion Commitment

The School of Architecture is committed to foster and support equity, diversity, and inclusion. If you experience discrimination, micro-aggression, or other forms of racism, sexism, discrimination against 2SLGBTQ+, or disability, there are several pathways available for addressing this:

A) If you feel comfortable bringing this up directly with the faculty, staff or student who has said or done something offensive, we invite you, or a friend, to speak directly with this person. People make mistakes and dealing them directly in the present may be the most effective means of addressing the issue.

B) you can reach out to either the Undergraduate office, Graduate office, or Director (DirectorArchitecture@uwaterloo.ca). If you contact any of these people in confidence, they are bound to preserve your anonymity and follow up on your report.

C) You can choose to report centrally to the Equity Office. The Equity Office can be reached by emailing equity@uwaterloo.ca. More information on the functions and services of the equity office can be found here: <https://uwaterloo.ca/human-rights-equity-inclusion/about/equity-office>.

D) Racial Advocacy for Inclusion, Solidarity and Equity (RAISE) is a student-led Waterloo Undergraduate Student Association (WUSA) service launching in the Winter 2019 term. RAISE serves to address racism and xenophobia on the University of Waterloo campus with initiatives reflective of RAISE's three pillars of Education and Advocacy, Peer-to-Peer Support, and Community Building. The initiatives include but are not limited to formal means to report and confront racism, accessible and considerate peer-support, and organization of social events to cultivate both an uplifting and united community. You can report an incident using their online form.

Academic integrity, grievance, discipline, appeals and note for students with disabilities:

Academic integrity: 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 their 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 their 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: AccessAbility Services, located in Needles Hall, Room 1401, 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 [AccessAbility Services](#) at the beginning of each academic term.

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.

Schedule Week	Date	Keywords / Potential Topics	Class Structure + Deliverables
1	May 12	Intro + The Tectonics of Landscape Architecture Set up for Assignment 1 discussions (IPCC report and the Landscape Lexicon)	2-3/3:30pm Introduction and Lecture, Assignment 1 handout 3:45-5pm small group research brainstorming session and IPCC discussion
2	May 19	Geological I and II: The Speed of Rocks and Tools of Topography <ul style="list-style-type: none"> - Theory: Deep Time and Terra Fluxus - Niagara escarpment, soil formation - Practice examples: Buttes Chaumont, Quarry sites, Dredge collective - Techniques: Land retention / terraforming - Representation: Deep sections, point cloud visualization 	2-5pm Lecture + Discussion Groups or GIS Workshop (TBC) <i>Readings + Online Response (post by the following Tues)</i>
3	May 26	Geological *NO CLASS	Readings + Online Responses are still expected
4	June 02	Hydrological I: Rivers, Control, Justice <ul style="list-style-type: none"> - Theory: Rain terrain - Orientation: Hidden rivers - Practice: Environmental justice - Techniques: Water recharge - Representation: Modelling water 	2-3/3:30pm Lecture 3:30-5pm Student Reading Presentations + Lead Group Discussion <i>Readings + Online Response (post by the following Tues)</i>
5	June 09	Hydrological II: Rising Tides & Resilience <ul style="list-style-type: none"> - Theory: Resilience - Orientation: Hamilton Harbour Remedial Action Plan - Practice: Sponge cities - Techniques: Flood mitigation - Representation: Rising currents 	2-3/3:30pm Workshop (TBC, Topography and Terrain related) 3:30-5pm Student Reading Presentations + Lead Group Discussion <i>Readings + Online Response (post by the following Tues)</i>
6	June 16	Botanical I and II: Learning from Plants and The Planetary Garden <ul style="list-style-type: none"> - Theory: Abstraction and plant form, Fourth nature - Orientation: Tree / Plant ID, Secret Life of Plants - Practice: Oberlander, Burle Marx, Oudolf, Blanc - Techniques: Planting Post-Wild, Phytoremediation - Representation: Growth over time, Plant associations 	<i>Assignment 1 Presentations (Approximately 9:15-11:45am)</i> Assignment 2 handout [Break] Film (12-noon-1:30pm) [Lunch] 2-3/3:30pm Lecture 3:30-5pm Student Reading Presentations + Lead Group Discussion <i>Readings + Online Response (post by the following Tues)</i>
7	June 23	Botanical *FULL DAY	FIELD TRIP (LOCATION TBC)

8 June 30		
*NO CLASS	Botanical	Readings + Online Responses are still expected
9 July 07	Ecological I	<p>Programming TBC–Instructor Away, TA’s will lead class</p> <p><i>Readings + Online Response (post by the following Tues)</i></p>
10 July 14	<p>Ecological II: Disturbance Thinking (Landscape Ecology and the Land Mosaic)</p> <ul style="list-style-type: none"> - Theory: Design with Nature - Orientation: Succession - Practice: Patch Dynamics - Techniques: Disturbing - Representation: Drawing succession 	<p>2-5pm Lecture + Discussion Groups or Workshop (TBC)</p> <p><i>Readings + Online Response (post by the following Tues)</i></p>
11 July 21	<p>Ecological III: Climate change and Just Transition</p> <ul style="list-style-type: none"> - Theory: Design and a Just Transition / Climate Action - Orientation: Mitigation measures - Practice: Adaptation - Techniques: Drawing down - Representation: Climate mapping 	<p>2-5pm Film or Guest Lecture + Discussion Groups or Workshop (TBC), <i>Assignment 2 due</i></p> <p>Assignment 3 handout</p> <p><i>Readings + Online Response (post by the following Tues)</i></p>
12 July 28	NO CLASS – Readings are still expected	
*NO CLASS		Readings + Online Responses are still expected

READINGS

Required (*) and Supplemental (Suppl.) Readings. There are two required readings per week, which will be discussed in class and in tutorial sections. Supplemental readings are also listed for those wanting further references. Readings are available as PDFs on the course Learn site.

**Additional readings and multimedia may be introduced in class and provided on Quercus throughout the term.*

WK1 Introduction

*D.W. Meinig. "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.

*IPCC Report AR6 WGII Sections 2.6 (pp.105-115) and 6.3.4 (pp.57-63)

Supplemental:

Brian Davis, "Wider Horizons of American Landscape," *Landscape Journal*, 34:1, 2015, pp. 79-95.

Jane Hutton. "Substance and Structure I: The Material Culture of Landscape Architecture," *Harvard Design Magazine*, 36, 2013, pp. 116-123.

WK2 Geological / Deep Time

*Robert Smithson. "Frederick Law Olmsted and the Dialectical Landscape," *Artforum*, 1973. pp. 117-128.

*Elizabeth Colbert, "Enter the Anthropocene: Age of Man," in *Making the Geologic Now: Responses to Material Conditions of Contemporary Life*, edited by Elizabeth Ellsworth and Jamie Kruse (Brooklyn: Punctum Books, 2012), 28-32.

http://www.geologicnow.com/1_Kolbert.php

Supplemental:

Simon Bell. "Landform Patterns and Processes" in *Landscape: Pattern, Perception, and Process*, Routledge, 2012, pp. 143-179.

WK3 Geological / Topography, Terrain, Soils

*James Corner. "Terra Fluxus," in Charles Waldheim, ed. *The Landscape Urbanism Reader*, Princeton Architectural Press, 2006, pp. 54-80.

Supplemental:

Elizabeth K. Meyer. "The Expanded Field of Landscape Architecture," in George F. Thompson and Frederick R. Steiner (eds), *Ecological Design and Planning*, (New York: John Wiley & Sons, Inc., 1997), p. 45-79.

William Moorish, *Civilizing Terrains: Mountains, Mounds, and Mesas*. (Los Angeles : William Rees Morrish and William Stout Publishers, 1989).

John Beardsley, "Monument and Environment, The Avant-Garde 1966-1976", Earthworks and Beyond, (London: Abbeville Press, 2006).

WK4 Hydrological / Rain terrain, water and justice

*Anne Whiston Spirn. "Restoring Mill Creek: Landscape Literacy, Environmental Justice and City Planning and Design." Landscape Research, 2005, vol. 3, issue 3, p. 395-413.

Supplemental:

Dilip da Cunha, "Preface" and "Introduction: River Literacy", in The Invention of Rivers: Alexander's Eye and Ganga's Descent, Forthcoming, (University of Pennsylvania Press, 2018), p. ii-vi, 1-14.

Emma Mendel, "Fluid Reciprocity: Alternative infrastructure to ensure access to clean drinking water at Shoal Lake 40 First Nation," https://oala.ca/ground_issue/ground-35-edges/fluid-reciprocity-alternativeinfrastructure-ensure-access-clean-drinking-water-shoal-lake-40-first-nation/

Susan Herrington, "Designing with Water above the Arctic Circle: East Three School," Landscape Journal, Autumn, 2013, pp. 44-51.

WK5 Hydrological / infrastructure

*Nina-Marie Lister. 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.

*Pierre Belanger. "Landscape as Infrastructure", Landscape Journal 28 (Spring 2009): 79-95.

Supplemental:

Jim Burns, "The How of Creativity: Scores & Scoring," in Lawrence Halprin: Changing Places, San Francisco Museum of Modern Art, 1986, pp. 40-59.

Liat Margolis and Aziza Chaouni, "Are We Out of Water?" in Out of Water: Design Solutions for Arid Regions, 2015, pp. 14-27.

WK6 Botanical / Plant relations

*Robin Wall Kimmerer, "Skywoman Falling", "Goldenrod and Asters", and "Maple Nation: A Citizenship Guide", Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants, Milkweed Editions, 2013.

*Richard T. Forman, "Foundations", A Land Mosaic, Harvard University, 1995, pp. 3-39.

Supplemental:

Thomas Rainer and Claudia West, "Principles of Designed Plant Communities," in Planting in a Post-Wild World: designing Plant Communities for Resilient Landscapes, Timber Press, 2016.

WK7 FIELD TRIP, NO READINGS

WK8 Botanical / Horticulture and Aesthetics

*James C. Rose, "Freedom in the Garden," "Plants Dictate Garden Forms," and "Articulate Form in Landscape Design," (Reprinted from Pencil Points, 1938) in Marc Treib, ed, Modern Landscape Architecture: A Critical Review, MIT Press, 1993, pp. 66-75.

*Joan Iverson Nassauer, "Messy Ecosystems, Orderly Frames," Landscape Journal, 1995, pp. 161-165

Supplemental:

José Tabacow, "The Science of Perception", in Lauro Cavalcanti, Modernity of Landscape: Roberto Burle Marx, Cité de l'architecture & du patrimoine and Actar, 2011, pp. 63-68.

WK9 Ecological

*Marc Treib. "Axioms for a Modern Landscape Architecture," in Marc Treib, ed, Modern Landscape Architecture: A Critical Review, MIT Press, 1993, pp. 36-67

*Martha Schwartz, "Landscape and Common Culture," and Marc Treib, "Pointing a Finger at the Moon: The Work of Robert Irwin," in Marc Treib, ed, Modern Landscape Architecture: A Critical Review, MIT Press, 1993, pp. 260-283.

Supplemental:

Sonja Duempelmann, "Planting Civil Rights: Street Tree Plant-Ins in New York City," Landscape Architecture Magazine, Dec. 2015, pp. 116-124.

Charles Waldheim, "Landscape Urbanism", Timothy Egan Lenahan Memorial Lecture, Yale University, 2012; <https://www.youtube.com/watch?v=WD3ybaRN-y8>

WK10 Ecological / Otherness, non-human entanglements

*Peter Del Tredici, "Spontaneous Urban Vegetation: Reflections of Change in a Globalized World," Nature and Culture, Dec. 2010, pp. 299-315.

*Donna Haraway, "Tentacular Thinking: Anthropocene, Capitalocene Chthulucene"; in Staying with the Trouble: Making Kin in the Chthulucene, Duke University Press: Durham, 2016, p. 30-57.

Supplemental:

Kate Kennon and Niall Kirkwood, "Fundamentals" and "Phytotopologies" in Phyto: Principles and Resources for Site Remediation and Landscape Design, Routledge, 2015, pp. 26-59, 200-245.

Alex Felson, Emily Oldfield, Mark Bradford & Robert Warren. "Constructing Native Urban Forests as Experiments to Evaluate Resilience," in Scenario 04: Building the Urban Forest, Spring 2014, <http://scenariojournal.com/article/forests-as-experiments/>

WK11 Ecological

*Yu, Kongjian. "The Big-Foot Revolution." In William Saunders, ed, *Designed Ecologies: The Landscape Architecture of Kongjian Yu*, Birkhauser, 2012, pp. 42-49

*David Leatherbarrow, "Cultivation, Construction, and Creativity, or How Topography Changes in Time", (also for context, "Introduction: The Topographical Premises of Landscape and Architecture") in *Topographical Stories: Studies in Landscape and Architecture*, (University of Pennsylvania Press, 2004).

Supplemental:

Wenche E. Dramstad, James D. Olson, and Richard T. T. Forman. "Part I: Principles," in *Landscape Ecology Principles in Landscape Architecture and Land-Use Planning*, 1996.

WK12 Ecological III

*Jacob Boswell, "Notes from the Wasteland: Competing Climatic Imaginaries in the Post-Apocalyptic Landscape," in James Graham, ed, *Climates: Architecture and the Planetary Imaginary*, Lars Muller Publishers, 2016.

*Dipesh Chakrabarty, "The Climate of History: Four Theses," *Critical Inquiry*, Vol. 35, No. 2 (Winter 2009), pp. 197-222

Supplemental:

Gavin Pocock and David Jones, "Indigenous Landscape Change and Climate Change: The Historical Transformation of the Port Phillip Bay from an Indigenous and Landscape Architectural Perspective," *Proceedings of the 10th International Urban Planning and Environment Association Symposium*, 2013, pp. 129-147.

Mirko Zardini. "After the Environment," in Lev Bratishenko and Mirko Zardini, eds, *Its All Happening So Fast: A Counter-History of the Modern Canadian Environment*, Canadian Centre for Architecture: Jap Sam Books, 2016, pp. 14-51

Extended References.

Many of the books listed below are available at Musagetes Library

Landscape Architecture Monographs and Compilations

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SCHOOL OF ARCHITECTURE / UNIVERSITY OF WATERLOO / ARCH 225 / SPRING 2019

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