



Spring 2017 | Lecture R 8:00-9:20 AM (CASNR Annex 111) | Studio T 8:00-11:50 AM; R 9:30-11:50 AM (Ag Pavilion)

## Department of Landscape Architecture

*College of Agricultural Sciences and Natural Resources, Texas Tech University*

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Office hours: Wednesday 10:00 A.M. – 12:00 noon or by appointment

## COURSE DESCRIPTION

The course is composed of two complementary learning environments - lecture and studio. The lecture component introduces theories, concepts, and methods of regional planning and case studies that will inspire studio projects. The lectures establish an understanding of the regional landscapes and involve decision making and actions which allocate urban and natural resources at the regional scale. The lectures are partly given by guest speakers from various departments at Texas Tech to have multifaceted perspectives toward regional planning and design. The studio component of this course addresses two regional systems, including West Texas and Santa Fe, New Mexico. A variety of spatial, environmental, ecological, and socio-economic issues that shape the regional landscape patterns, processes, and dynamics will be explored and analyzed to develop design imperatives and to synthesize possible design and public policy solutions. Emphasis will be placed upon increasing research capabilities and graphic/GIS skills as an analysis and design tool to develop context-appropriate planning and design at regional and large site scales. Students combine creativity, techniques, visual literacy, and research analysis in developing the ability to communicate their holistic understandings of a regional place. This is a 4 credit class (lecture 1 hour and studio 3 hours); some studio work will be done during these hours, but students will need additional time outside of class to complete their project work.

## Student Learning Outcomes

### Design

- Obtain awareness, understandings, and ability of systems thinking as it relates to the design of regional landscapes.
- Understand how broad landscapes work in physical, socio-economic, environmental, and ecological contexts.
- Create innovative yet practical design solutions that cater not only to their (hypothetical) client needs but to the greater whole.
- Employ critical thinking and creative problem solving to evaluate, research, plan, design, and communicate works of regional planning and design.
- Identify and address issues in accurate, thorough, and unique manner, and deliver all relevant information necessary for full understanding of them.
- Theory and research methodology lead to sophisticated, thorough analysis and insightful, nuanced and stimulating design decisions.
- Well-reasoned and richly composed design solution with a balanced and appropriate application of creative problem solving, critical thinking, risk taking and/or solid rationale.

### Professionalism

- Model professional and ethical behavior and exemplary academic integrity in all aspects of work.
- Work collaboratively with all team members in leading and supportive roles and contribute consistently and greatly to group work and engages positively with others.
- Incorporate interactive design to the end of experimentation and exploration.



#### Communication

- Communicate in a sophisticated and complex way the process by which different categories of difference might intersect and interchange depending on time and circumstance.
- Seek unique methods of intercultural communication which demonstrate effective exchange/interactions between people of differing cultures.
- Present in highly organized manner and integrate rich graphic detail with hierarchical convention resulting in a visually stimulating and thought-provoking product.

#### Technology

- Demonstrate proficiency of digital tool utility and appropriate application/integration leading to advanced product quality.
- Demonstrate smooth, integrated and efficient workflows and processes with stewardship of resources.

### TEXTBOOK

#### Required

- Calthorpe, Peter & Fulton, William. 2001. The Regional City. Island Press.
- Waldheim, Charles. 2016. Urbanism as Landscape. Princeton University Press.

#### Recommended

- Farr, Douglas. 2008. Sustainable Urbanism: Urban Design with Nature. JohnWiley & Sons

### ATTENDANCE

Regular, punctual, prepared attendance is required. Because of the peer learning associated with the studio environment, your attendance and participation is expected during all lecture and studio classes, unless you've notified the instructor in advance. Attendance for a lecture and a studio counts separately. **Three undocumented, unexcused absences will result in removal from the course.** Students who arrive **more than 10 minutes late will be considered absent** but will be allowed to stay and participate in class.

While studio time may be used for independent research in the library and other outside of the classroom purposes, please clear these activities with me beforehand. In addition, *please note that working in studio outside of class time is also viewed as part of the class requirements.* You should plan on using desk critics to discuss both research process and design product.

### PROJECT/ASSIGNMENT SUBMITTALS

To receive course credit all submittals and process works required must be in a PDF or MP4 format, under 20 MB, named as illustrated. This requirement streamlines the workflow for student submittals, course grading and archival processes for assessment and accreditation while creating a digital archive for portfolio creation.

**Digital submittals must follow naming conventions and file sizes to be considered for a grade.**

LARC####\_Project/Assignment#\_MMDDYYYY\_FirstNameLastName.pdf e.g. LARC4401\_Project1\_10062016\_FredOlmsted.pdf

PDF files shall not exceed 20 MB to be considered for a grade unless otherwise specified in the assignment project statement. If a PDF exceeds this size, open the PDF in Adobe Acrobat Pro and choose File>Save as Other>Reduced Size PDF which will drastically reduce the file size. Consult with faculty if quality or size is an issue.



**EVALUATION**

Your grade will be based primarily on your engagement throughout the class. In lecture session, you will take shared responsibility for learning the materials through thoughtful and respectful discussion of varying opinions of the materials covered. In the final project, the scale of the project requires a focus on understanding various conditions and characteristics of the area under consideration, so a substantial amount of your grade will be based on the quality of both the process you use to do the analysis (your method), as well as the final design and planning products. However, it is also important to be able to translate the products of your analysis and design into planning and political strategies and implementable solutions for a given region.

Your work will be expected to meet the objectives outlined above, that is, to synthesize the information gathered during the analysis processes into appropriate design/planning concepts, illustrative plans, character imagery, and the final written report with strategies development. Graduate students are expected to lead collaborative tasks of studio work and prepare for either state/federal level design/planning competition entries or a paper for submission in peer reviewed journal, with the guidance of the instructor. The grade will be based on the following breakdown:

<b>Grade elements</b>	<b>Undergraduate</b>	<b>Graduate</b>
Class participation, Field trip, Attendance	20 %	10 %
Assignments	20 %	20 %
Project I	20 %	20 %
Project II - Design	20 %	20 %
Project II - Presentation/Report	20 %	20 %
Design Competition Entry/Publication	Optional	10 %
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>

**SUPPLEMENTAL LITERATURE**

- Baker, Mark 1996 "Viewpoint: Rediscovering the Regional Approach" *The Town Planning Review* 67(1): iii-vi.
- Charles J. Hoch & Linda C. D. 2000. *The Practice of Local Government Planning* (3rd Edition). International City/County Management Associate (ICMA).
- Downs, Anthony 2007 "Smart Growth: Why We Discuss It More than We Do It" *Journal of the American Planning Association* 71(4): 367-378.
- Forman, R.T.T. 2008. *Urban Regions: Ecology and Planning Beyond the City*. Cambridge University Press.
- Gerckens, Lawrence C. 2000a "Ten Failures that Shaped the 20th Century American City" *Planning Commissioners Journal*, number 38.
- Gerckens, Lawrence C. 2000b "Ten Successes that Shaped the 20th Century
- Krueger, Rob and David Gibbs 2008 "Third Wave' Sustainability? Smart Growth and Regional Development in the USA" *Regional Studies* 42(9):1263-1274.
- Kunstler, J. H. 1994. *The Geography of Nowhere: The Rise and Decline of America's Man-Made Landscape*. Free Press.
- Mackaye, Benton 1940 "Regional Planning and Ecology" *Ecological Monographs* 10(3):349-353
- McElvaney, Shannon 2012 "Geodesign: Case Studies in Regional and Urban Planning" p2-13; p.86-99; p.134-142.
- Ndubisi, Forster 2008 "Sustainable Regionalism: Evolutionary Framework and Prospects for Managing Metropolitan" *Landscape Journal* 27:51-68.
- Roberts, Peter 2006 "Evaluating regional sustainable development: Approaches, methods, and the politics of analysis" *Journal of Environmental Planning and Management* 49(4):515-532.
- Frederick S. 2008. *The Living Landscape: An Ecological Approach to Landscape Planning*. Island Press.
- Wheeler, Stephen M. 2002 "The New Regionalism: Key Characteristics of an Emerging Movement" *Journal of the American Planning Association* 68(3): 267-278.



#### Attendance and Late Work Policy

<http://www.depts.ttu.edu/opmanual/op34.04.pdf>

Would you go to a client meeting without a product? Or, not show up for a client meeting? Regular, punctual, prepared attendance is required. Three undocumented, unexcused absences will result in removal from the course. Late work will be accepted for 3 days following a deadline or unexcused absence with a one letter grade per day reduction. Submittals will not be accepted after the 3<sup>rd</sup> day.

#### Accommodation Statement

<http://www.depts.ttu.edu/opmanual/OP34.22.pdf>

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor's office hours. Please note: instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, please contact Student Disability Services in 335 West Hall or call 806.742.2405.

#### Religious Holy Days

<https://www.depts.ttu.edu/opmanual/OP34.19.pdf>

Texas law requires institutions of higher education to excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day. The student shall also be excused for time necessary to travel. An institution may not penalize the student for the absence and allows for the student to take an exam or complete an assignment from which the student is excused. While no prior notification of the instructor is required, OP 34.19 indicates that a student who intends to observe a religious holy day should make that intention known to the instructor prior to the absence. The student should make up any missed work.

#### Academic and Professional Integrity

[http://www.depts.ttu.edu/officialpublications/catalog/ethical\\_principles.php](http://www.depts.ttu.edu/officialpublications/catalog/ethical_principles.php)

<http://www.depts.ttu.edu/dos/handbook/community.php#integrity>

Academic integrity is taking responsibility for one's own class and/or course work, being individually accountable, and demonstrating intellectual honesty and ethical behavior. Academic integrity is a personal choice to abide by the standards of intellectual honesty and responsibility. Because education is a shared effort to achieve learning through the exchange of ideas, students, faculty, and staff have the collective responsibility to build mutual trust and respect. Ethical behavior and independent thought are essential for the highest level of academic achievement, which then must be measured. Academic achievement includes scholarship, teaching, and learning, all of which are shared endeavors. Grades are a device used to quantify the successful accumulation of knowledge through learning. Adhering to the standards of academic integrity ensures grades are earned honestly. Academic integrity is the foundation upon which students, faculty, and staff build their educational and professional careers. In addition, Landscape Architecture is a professional licensed discipline obligated to protect the public health, safety and welfare. To guide our profession, the American Society of Landscape Architects (ASLA) has established a Code of Professional Ethics which we will uphold in our department. We will also approach our work with a stewardship and ecological ethic defined in the ASLA Declaration on the Environment and Development.

#### Citation

**All works must be properly cited to avoid questions of plagiarism and theft of creative work.** To assist in this the process, the LA Department Style Guide for Citation will be disseminated for your use. Work not properly cited will be considered violations of academic integrity and reported as such per the policies stated above.

#### Cell Phones and Technology

As a matter of professionalism and courtesy, please turn off cell phones and other communication and entertainment devices prior to the beginning of class. Notify instructor in advance if you are monitoring an emergency, for which cell phone ringers should be switched to vibrate. As we are a professional program, treat studio time just as you would daily work time on a client's budget in regard to temptations such as Facebook or movies.

#### Studio Culture

[http://www.depts.ttu.edu/officialpublications/catalog/ethical\\_principles.php](http://www.depts.ttu.edu/officialpublications/catalog/ethical_principles.php)

The studio culture expectation will be further defined and officially adopted in a new LA Department handbook. Until such time it is the desire of the department that all students and faculty be engage in and provided an environment for education that is committed to achieving a harmonious and supportive community of scholars. Together we strive for honor and aim to lead our campus in "Doing the Right Thing", Mutual Respect, Cooperation and Communication, Creativity and Innovation, Community Service and Leadership, Pursuit of Excellence, Public Accountability and Diversity.



COURSE SCHEDULE

WEEK	DATE	LECTURE	STUDIO	READINGS/DEADLINES
W 01	01/19	<b>Introduction Class overview</b>	Introduction to project I Data Visualization Exercise	
W 02	01/24		<b>PROJECT I</b> Natural Systems Inventory	
	01/26	<b>Region, Regional Planning</b>	Natural Systems Analysis	Gerckens (2000 a; b)
W 03	01/31		Human Systems Inventory	
	02/02	<b>Regional Systems: Structure Process, Dynamics</b>	Human Systems Analysis	RC 15-40
W 04	02/07		Infrastructure and Economics – Inventory	
	02/09	<b>Guest Lecture 1 Dr. Patricia Solis (CGT)</b>	Infrastructure and Economics - Analysis	Ndubisi (2008)
W 05	02/14		Composite Inventory and Analysis	
	02/16	<b>Regionalism, Regional Cities</b>	Composite Inventory and Analysis	RC 105-171
W 06	02/21	<b>PROJECT I – PLANNING CHARRETTE</b>		
	02/23	<b>PROJECT I – DESIGN CHARRETTE</b>		
W 07	02/28		<b>PROJECT II</b> Introduction to Project II	
	03/02	<b>Field Trip (Santa Fe, NM)</b>		
W 08	03/07	<i>WreckShop (3/6-7)</i>	Data Collection and Regional Inventory	
	03/09	<b>Census Data</b>	Data Collection and Regional Inventory	



WEEK	DATE	LECTURE	STUDIO	READINGS/DEADLINES
W 09	03/14			
	03/16		<b>Spring Break</b>	
W 10	03/21		<b>Sectoral Planning</b> Inventory/Analysis Plans Review	
	03/23	<b>Guest Lecture 2</b> <b>Dr. Julie Zook (ARCH)</b>	Data Interpretation Infographic Representation	System Analysis Map Layers Existing Plans Review Summary
W 11	03/28		Regional Problem Identification	Infographics relevant to Analysis Findings
	03/30	<b>Landscape Urbanism Intro</b> <b>Census-Shapefile Demo</b>	Sectoral Plans Development +Design/Policy Priorities	LU 2-11 List of Regional Problems w/ data evidences
W 12	04/04		<b>Site GeoDesign</b> Topic selection/Site Research	<b>Sectoral group presentations</b> <b>(15 min per group)</b>
	04/06	<b>Guest Lecture 3</b> <b>Milad Fereshtehzad</b> <i>AAG Conference (4/5-8)</i>	Site Inventory/Analysis Data Acquisition/ Processing	LU 13-29
W 13	04/11		Conceptual Plan GeoDesign Master Plan GeoDesign	
	04/13	<b>Guest Lecture 4</b> <b>Jared Horsford</b>		
W 14	04/18		Design Details	
	04/20	<b>SITES: Regional Context</b>	3D Modeling Visualization	RC 243-270
W 15	04/25		<b>Design Appraisal</b> SITES self-assessment Animation	LU 50-67
	04/27	<b>Lecture Wrap-Up</b> <i>Texas ASLA (4/25-27)</i>	<b>Report Framework</b>	
W16	05/02		Work session	
	05/04		Work session	
W 17	05/09		<b>FINAL PRESENTATION</b>	
	05/11			<b>FINAL REPORT DUE</b> by 5:00 PM

\*RC: The Regional City (Calthorpe & Fulton, 2001); LU: Urbanism as Landscape (Waldheim, 2016); the rest of the readings will be provided in digital PDF copy in Blackboard site

NOTE: At any time, this syllabus is subject to minor change. Students will be informed of all changes as soon as possible.