



Fall, 2018

LA 5771

Landscape Awareness and Assessment

Instructor:

Claire Latané

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Office Hours 11 am – 12 noon M, W and by Appointment

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COURSE CATALOG DESCRIPTION

Establishing awareness and skills related to reading and interpreting the landscape around us: what is under, on and above the ground, and its implications for design. Introduction to and evaluation of methods of landscape documentation, inventory, analysis, and assessment tools and their connection to the design process. A series of field trips will provide opportunities to critically assess the California landscape as a product of human intervention, cultural expression and natural systems and resilience.

CLASS SCHEDULE

Fridays 9:00 am - 11:45 am Building 2 Room 129

Course Prerequisites or Corequisites

None

EXPANDED COURSE DESCRIPTION

Developing an awareness of landscape, the patterns that are visible as well as those that are invisible, the processes which shape these patterns, and their change over time, is a fundamental component of training to be a landscape architect. The way our landscapes are formed, how they flow and move, and what life and processes they support affect our everyday lives and health now and into the future. We routinely are tasked with being "Landscape Detectives," uncovering the ecological and social forces that shape our landscape, in order to develop effective and lasting responses to local conditions. This course introduces you to the basic tools and techniques for reading the landscape and its processes.

Using Los Angeles, Pomona, and the greater California landscape as our laboratory, we will explore the urban, suburban, and rural landscapes with the goal of understanding and communicating landscape forms and systems. This exploration will include opportunities to study geomorphology, hydrology, plant communities, urban form, and the way people use and move through places. In addition, we will explore our own landscape biases, the ideals we hold onto from memory and experience that affect the way we understand, read, and value landscapes.

COURSE COMPONENTS + ORGANIZATION

LA 5771 will have a weekly lecture that provides the context for the assigned readings and connects them to the topic, plus a variety of discussion/group activities to delve deeper into the topics covered by the lectures and readings (in-class and on-line). Assignments will combine writing and graphic representation (mapping, drawing, and photography) of the anthropogenic landscape. Exams will have a mix of multiple choice and short-answer questions to test basic knowledge and synthesis. Student feedback will be provided by the instructor and peer evaluations.

Please list and describe types of assignments and course learning components expected in the course:

Learning Tasks and Deliverables

The learning tasks are designed to maximize learning for the entire class as well as provide a basis for evaluation of your performance in this course. The learning tasks for this course area as follows:

Case Studies

Case studies of landscape architecture projects illustrate how concepts can be tested and materialized through built work. Landscape architects who utilize topographic manipulation in their work as a primary space-making strategy will be studied. Students should see this as a starting point for building a collection of project precedents that they can draw from for design ideas and that will grow as one progresses through the program.

Projects

1. *Landscape of Memory*

Site Mapping and Analysis

Each student will reflect on a formative landscape from their lives, and document it through a series of inventory, analysis, and qualitative expressions onto a layered drawing. This exercise is designed to unearth hidden biases about landscape to the student, and to introduce the students as a cohort to one another. What kind of landscape shaped your behaviors, memories, and understandings of the world? Do you remember this landscape in images, words, or both? When you revisit it through maps, geomorphological processes, and aerial photographs, how does your understanding of the landscape and of yourself change?

2. *Term Journal*

Reading and Representing the Landscape

Each student will prepare a personal journal that includes a series of written and photographic responses to reading and representing the landscape. This journal is intended to document and interpret either a small series or single built or natural environment of personal interest as experienced as a part of the course field trips and daily life. Emphasis will be placed upon the level of understanding demonstrated in the journal of the selected landscapes: as they have changed over time, as salient reflections of society today, and of how they shape the way you live your life. The journal project is to un-pack landscape as a set of biophysical and cultural relationships through writing, drawing and photography.

- **Writing:** Students will write a series of short-form essays with accompanied photographs; combined visual and verbal communication. The journal format will be developed as a model for digital distribution to a public audience rather than the traditional term paper. The physical locations/sites of study for this term-long journal will be selected from the field trips as well as daily life.

- Visual Communication: The photography and sketching associated with this student project is to serve as an applied exploration of artistic expression as a core influencer of an individual's physiological and psychological development. These visual communication tools will also serve as a creative and applied tool of visual analysis and critical documentation.

Student Presentations:

The student presentation is intended for students to develop skills in public speaking and verbal communication. The format of the presentations will be in-class, short format (Pecha Kucha style) and supported by digitally projected content. The combination of public format and visual content will require a complex understanding of communication to a peer audience.

Reading Discussion:

Students will engage in peer-to-peer discussion of assigned readings sometimes facilitated by the instructor. This is intended to provide exposure and exchange of alternative views, multiple understandings and cultural values of the larger landscape.

Field Trips

The course will take a series of field trips. These trips will be to regional destinations and provide tactile examples of the course content. These trips are mandatory and are planned as integral parts of the course content and course deliverables/assignments.

EVALUATION OF STUDENT WORK

Grades will be determined as follows:

30%	READING AND REPRESENTING THE LANDSCAPE Term Journal <ul style="list-style-type: none"> ▪ Writing 15% ▪ Photography/Sketching 15%
25%	Mapping Memories draft presentation
25%	Landscape of Memory final presentation
10%	Reading discussions
10%	Attendance and Participation

- The overall weight of any of the above categories may shift depending upon any changes to the assigned course work.
- Late work will not be accepted.
- Criteria for individual project submission will be provided in assignment handouts.

The following is the grading system for the University and the system that is in effect for this course:

- A** *Superior Work*: Indicates originality and independent work and a thorough mastery of the subject matter/skill; achievement so outstanding that it is normally attained only by students doing truly exemplary work.
- B** *Very Good Work*: Indicates clearly better than adequate competence in the subject matter/skill; achievement of quality higher than adequate, but not of exemplary quality.
- C** *Adequate Work*: Indicates that classroom work, outside assignments, and examinations have been completed at a level indicating adequate competence in the subject matter/skill.
- D** *Minimally Acceptable Work*: Indicates achievement which meets the minimum requirements of the course, but at a level indicating less than adequate competence in the subject matter/skill.
- F** *Unacceptable Work*: Indicates achievement that fails to meet the minimum requirements of the

course and is clearly below university quality; not a passing grade.

Attendance is mandatory, miss 2 class meetings and students will automatically lose a full letter grade off of the final grade. Miss 4 or more class sessions and students will qualify for automatic failure in the course. Excused absences are allowed for serious cases; social engagements and work do not qualify as "serious". All excused absences must be accompanied by appropriate documentation, ie. Doctor's note, etc.

Make up exams or project extensions will be at the discretion of the instructor. Only serious and documented reasons will be considered. If a student has an ongoing or extenuating circumstance, it is the student's responsibility to discuss this with the instructor.

If at any point a student feels the need to discuss a grade, the student should make an appointment to see the instructor during their respective office hours. Discussion of grades will not be held during studio or lecture time. The official form of university communication is email.

All University standards on unethical behavior apply. Please refer to the University catalog statement on plagiarism and acceptable student behavior for clarification.

COURSE STUDENT LEARNING OBJECTIVES

Upon completion of this course, students will be **introduced** to the following student learning outcomes:

Critical Thinking:

- *Demonstrate critical thinking skills and creatively apply them to resolve ecological, social and spatial problems, while advancing current disciplinary concerns within the context of environmental design.*

Design Foundations:

- *Demonstrate a strong understanding of design theory, history and methods of communication based on the principles of sustainability, regeneration, and resilience.*

Ecological Processes:

- *Identify and interpret ecological patterns and processes at multiple scales and relate them to develop design, planning and vegetative strategies to address ecological problems, including, preservation, restoration, regenerative design and sustainable use of resources.*

Cultural Processes:

- *Identify and interpret cultural and historical patterns and processes at multiple scales as needed for designing for a diverse society.*

Disciplinary Knowledge:

- *Creatively apply theories, techniques, skills and tools necessary for landscape architecture, with explicit regards to ecological sustainability, resiliency, and the protection of public health, safety and welfare.*

Professional Responsibility:

- *Show a sense of responsibility, integrity and ethical concern as related to ecological, social, and cultural issues related to the professional practice of landscape architecture.*

Professional Development:

- *Demonstrate teamwork and leadership skills in a variety of professional roles and contexts, including individual and team projects, as well as interdisciplinary collaboration and participatory settings*

Communication:

- *Effectively express and deliver design ideas, information and solutions visually, verbally, and in writing to a variety of audiences.*

Research:

- *Pursue scholarly or practical research with appropriately developed research questions, qualitative or quantitative methods, and documentation in the context of environmental design.*

KNOWLEDGE + SKILLS + VALUES

In addition to the explicit and assessable student learning outcomes, this course aims to empower students with an expanded personal knowledge base, further develop and expand skill sets and ultimately provide an opportunity to examine deeper personal values of landscape architecture.

KNOWLEDGE

- Be aware of information above the ground, including overhead utilities, bird migration, and climate as designated by wind patterns and cloud systems.
- Understand basic relationships and influence of Nature on individual and community health; and demands of society and human responsibility to the planet
- Comprehension of how social factors impact the value and significance of landscapes both natural and designed

SKILLS

- Be able to use a range of tools to assess the landscape and its functioning, including: phenomenological approaches, site inventory and analysis, aerial photography and remote sensing, counts, online and library research.
- Be able to translate site data into information useful and appropriate for design.
- 'Read' the landscape to identify and interpret the interconnections of specific systems, their functions, and environmental impacts.

VALUES

- Develop a critical ethic of awareness, care and stewardship that recognizes the needs and demands of human users and our responsibility to the planet.
- Apply principles, methods, value systems, and ethics to social and environmental issues at local and global scales.
- Explain the importance of active engagement in public landscapes for the betterment of personal and communal life.

INSTRUCTIONAL MATERIALS

The required texts for this course are (available in the CPP Bookstore):

- Schoenherr, Allan A. (1995). *A Natural History of California*. Berkeley: University of California Press.
- Jacobs, J. (1992). *The Death and Life of Great American Cities*. New York: Vintage; Reissue Edition.
- Spirn, A. W. (1998). *The Language Of Landscape*. New Haven, CT: Yale University Press.
- Thompson, G. and F. Steiner. (1997). *Ecological Design and Planning*. Hoboken, N.J: Wiley.

A selection of suggested references, below will provide students the necessary grounding in visual communication, landscape photography, design theory and practices, ecology, human and community factors, and communication for their landscape architecture library.

- Amoroso, N. (2012). *Representing Landscapes*. London, UK: Routledge.
- Balling, J.D. and J.H. Falk. (1982). 'Development of Visual Preference for Natural Environments'. *Environ. & Behavior* 14(1): 5-28.
- Bell, S. (2012). *Landscape: Pattern, perception and process*. London, UK: Routledge.
- Carson, R. (1962) *Silent Spring*. New York, NY: Houghton Mifflin Company
- LaGro, J. A. (2011). *Site Analysis: A contextual approach to sustainable land planning and site design*. New York, NY: John Wiley & Sons.
- Leopold, A. (1986). *A Sand County Almanac*. Ballantine Books; Reprint edition
- Marsh, W. M. (2005). *Landscape Planning: Environmental applications*. New York, NY: John Wiley & Sons.
- Misrach, R. Orff, K. (2014) *Petrochemical America*. Aperture
- Swaffield, S. (2002) *Theory in Landscape Architecture: A Reader*. Philadelphia, PA: University of Pennsylvania Press.
- Tufte, E. (1990). *Envisioning information*. Cheshire, CT: Graphics Press.
- Wood, D. (2013). *Everything Sings: Maps for a Narrative Atlas*. New York, NY: Siglio.

Minimum Student Materials

- Computer
- Sketchbook/journal
- Selection of pens, pencils, markers, drawing tools, and a 9x12 drawing pad
- Access to a Digital Camera; digital camera should have the ability to use manual settings; entry-level DSLR or mirrorless cameras are suggested.

Additional Suggested Hardware:

- External harddrive; this is for file back-up; minimum of 2 TB

Computer and Software:

Students must have and maintain access to a computer with the following software:

- Adobe Creative Suite
 - Photoshop, InDesign, Illustrator, Acrobat Pro
- Microsoft Office
 - Word, Excel, PowerPoint

DEPARTMENT POLICIES + RESOURCES

Conduct

Students are expected to abide by all University policies on Student Conduct and Integrity. Students are required to have reviewed policies here: <http://www.cpp.edu/~studentconduct/index.shtml>

Students and Faculty are expected to maintain high levels of integrity and conduct in all classroom environments including labs, studios, lectures, field trips and/or any other learning environment. Students and Faculty must meet the University's stated expectations: <http://www.cpp.edu/~studentconduct/Faculty/faculty-expectations-for-the-classroom.shtml>

Communication

Email is the official form of communication at Cal Poly Pomona. Please use proper salutations and structure when composing messages.

Social Media

The work from this course and any of its elements may be posted to the department's social media platforms. If a student has concern with their likeness being used, they need to express that to the instructor.

Students and Faculty are expected to maintain the highest levels of integrity and conduct when posting any and all work or experiences of CPP activities including project/course work and/or any learning environment including classrooms, labs, studios, lectures and field trips on or off campus.

Safety

Students are expected to abide by all University, College and Department safety protocols at all times. Students are direct to the University catalog and the department webpage: <https://env.cpp.edu/la/la>

Office Hours

Tenured and tenure-track faculty shall maintain a minimum of four office hours per week. Two of the hours must be face to face and conducted over at least two days.

Full time temporary faculty shall maintain a minimum of four office hours per week over at least two days. The department faculty may develop its own policy on the mode (online vs. face to face) for temporary faculty office hours.

For part time faculty (tenured track/tenured or temporary), the number of hours will be adjusted in proportion to the time base of the appointment.

Student Services

Students are encouraged to take full advantage of university provided resources. These include health and wellness resources, employment resources, study and research resources and student life organizations. These resources can be accessed at <http://www.cpp.edu/~studentsuccess/>

ENV Website Project Posting and Archiving of Student Work

All students are required to post their course work on the ENV website on their individual student profile page. Students are required to add/create a 'project' post on their personal profile and *attach* full-size project files as PDF file types. This project post will serve as the archival record of the course for both individual and team efforts. This is a requirement to maintain ongoing LAAB accreditation. This will also serve as an online record of project submission (submission are time-stamped.)

The ENV website is accessed through an individual student profile; profile access is provided to each student individually. Upon graduation, student profiles become alumni profiles.

COURSE SCHEDULE

The course will engage in a series of day trips/field trips. On weeks where there is a field trip planned, the course will meet off-campus at the field trip location. All field trips/day trips are mandatory and required as course content.

The course schedule may change to accommodate other courses or opportunities.

(ALL ASSIGNMENTS AND PRESENTATION/DUE DATES/TIMES/LOCATIONS ARE SUBJECT TO CHANGE BY INSTRUCTOR)

The course schedule is outlined as follows:

<u>Week ONE</u>	<u>Introduction</u>
August 24	Course Overview on Blackboard Read <i>The Language of Landscape</i> chapters 1, 2, 3 for the next class
<u>Week TWO</u>	<u>Learning to See/Seeing to Learn</u>
August 31	Mapping Memories Assignment Read <i>The Language of Landscape</i> chapters 4, 5, 6 for the next class Introduction to <i>A Natural History of California</i> Reading the Cal Poly Pomona landscape
<u>Week THREE</u>	<u>Geomorphology of California</u>
September 7	Read <i>The Language of Landscape</i> chapters 7, 8, 9, epilogue for the next class Air, Water, Soil, Rock, Vegetation & Habitat
<u>Week FOUR</u>	<u>FIELD TRIP WEEK</u>
September 14	<i>Field trip will be coordinated in studio courses. Students will take observations and impressions of the California landscape in their journal.</i>
<u>Week FIVE</u>	<u>Socio-Cultural Assessment</u>
September 21	Demographic Data Historical Resources Read <i>The Death and Life of Great American Cities</i> Part One for next class
<u>Week SIX</u>	<u>Student Presentations</u>
September 28	Presentations of <i>Mapping Memories</i> Read <i>The Death and Life of Great American Cities</i> Part Two for next class
<u>Week SEVEN</u>	<u>Vernacular Landscapes</u>
October 5	Field trip to Pasadena and the Arroyo Seco Read <i>The Death and Life of Great American Cities</i> Part Three for next class
<u>Week EIGHT</u>	<u>Qualitative and Quantitative Research</u>
October 12	Quantitative versus Qualitative Research Settlement Patterns Change Over Time Read <i>The Death and Life of Great American Cities</i> Part Four for next class

<u>Week NINE</u>	<u>Seeing People Patterns</u>
October 19	Watch <i>The Social Life of Small Urban Spaces</i> , William Holly Whyte Studio time for Landscape of Memory
<u>Week TEN</u>	<u>Understanding Equity</u>
October 26	Bias in Planning and Policy Field Trip to Claremont and Pomona Select chapter in <i>Ecological Design and Planning</i> to report to class
<u>Week ELEVEN</u>	<u>Invisible Systems</u>
November 2	Assessing Human Behavior Observational Analysis 10 min verbal report on your chapter reading for <i>Ecological Design</i> : <ul style="list-style-type: none"> Title, summary, main themes, lessons for landscape of memory
<u>Week TWELVE</u>	<u>Interdisciplinary Insights</u>
November 9	Social Science Research Physical Science Research Data Analysis
<u>Week THIRTEEN</u>	<u>Communication to Multiple Audiences</u>
November 16	Representation Techniques Tools and Approaches DRAFT Presentation pin-up
<u>Week FOURTEEN</u>	<u>Regulatory and Political Systems</u>
November 30	What Codes and Regulations shape the Landscape and vice versa?
<u>Week FIFTEEN</u>	<u>Transformative Design</u>
December 7	Translating Data for Design
<u>FINALS WEEK</u>	<u>Final Presentation</u>
December 14	Final Landscape of Memory Presentations Term Journal Due

Field Trips // Day Trips

CALIFORNIA as CONTEXT

- Experiential learning visits to California landscapes to better understand, value, interpret and represent individual and communal connections to landscape
- Field trip activities will be directly connected to the topics of the course outline and serve as the basis for the Term Journal Project.

Field Trip Locations, overnight trips are in *italics*:

- **California cross-section:** (*with L5111L*) *Manzanar, Owen's Valley, Sequoia National Park week 4*
- **Economic Landscapes:** Claremont, Pomona, Pasadena
- **Civic Landscapes:** Pasadena City Hall, The LA River Center & Gardens, Eagle Rock High School
- **Vernacular Landscapes:** Lummus House, Gamble House, Judson Studios
- **Wilderness:** San Gabriel Mountains, Arroyo Seco

Holidays:

November 23rd: day after Thanksgiving