Reading and Representing the Landscape

Sections -01 & -02
Barry Lehrman
Associate Professor
Office: 7-101C
Office Hours: M/F 10-noon
blehrman@cpp.edu

Section -03
Kevin Finch
Adjunct Assistant Professor
Office: 7-216
Office Hours: TBA
Email: kmfinch@cpp.edu

COURSE CATALOG DESCRIPTION

Reading and Representing the Landscape explores and synthesizes methods to understand, value, interpret and represent the larger landscape around us as an ever-evolving set of biophysical and cultural relationships. Students will cultivate an awareness of our relationships to the natural world and its impact as an ecological and cultural construct in contemporary life and the implications for our society. Requires field trips to locations around Southern California.

- Fulfills GE Area E: Lifelong Learning and Self-Development
- 3 units

CLASS TIME/LOCATIONS

- Section -01: Wednesdays, 8 to 10:45am 7-217
- Section -02: Thursdays, 9 to 11:45am 7-217
- Section -03: Mondays, 8 to 10:45am 7-217

Course Prerequisites
No Prerequisites; open to all majors and non-majors.

LA1771 is a required course in the BSLA Major and LA Minor.

EXPANDED COURSE DESCRIPTION

LA 1771 Reading and Representing Landscape is designed to provide students with an introduction to landscape as a complex series of cultural decisions. Utilizing numerous precedents from art and design, the course will present landscape and environment beyond the typical cultural constructs, moreover, this course will challenge students’ preconceptions through a critical examination of the underlying systems that have given rise to current values of landscape. The course will also introduce students to digital photography as a critical method of landscape documentation and interpretation- landscape has always been influenced by the image of itself.
LA1771 provides students a critical abilities, visual intelligence, and aesthetic framework for interpreting the landscape as an individual and social construct. This class provides students the skills to identify landscape features, then to read and interpret the systems and forces that shaped it. To ‘see’ beyond the surface, across scales of space and time; seeing ecosystems rather than plants (not just smelling the roses); understanding the interrelationships of built and natural systems; interpreting cultural expression of landscape value through artistic expression and representation; understanding and interpreting human behavior in the landscape; and reading maps and other conventional representations of place. The course outline is organized to take students through a survey of landscape relationships, analytical methods of evaluation, artistic expressions of value and the impacts of cultural environmental value at work in society today.

For students entering the BSLA program and Cal Poly Pomona, LA1771 provides the first-year experience orientation to the major or minor, the department, the College of Environmental Design, and Cal Poly Pomona.

As a GE Area E course, LA1771 is designed to equip learners for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings. Student learning in this area shall include selective consideration of content and in LA 1771 this includes human behavior, physical and mental health, relationships with the environment, as well as implications of creative expression and analysis through photography. Physical activity and field trips may be included, as an integral part of the study elements described herein.

COURSE COMPONENTS + ORGANIZATION

Our weekly class sessions in LA1771 will provide context and make connections to larger themes explored in the assigned readings and assignments, along with activities applying these concepts and delving deeper into the topics covered by the lectures and readings. A series of required weekend field trips to off-campus destinations around Southern California will provide experiential learning opportunities that introduce students to the unique landscapes that surround us.

Classes Meetings<>Lectures<>Field Trips

Material in this course will be presented in the form of readings, class discussions, lectures, group activities and individual assignments, and presentations by students and guests. This course aims to create a collaborative learning environment in which students can engage in the issues critical to the topic of the course.

Field Trips: CALIFORNIA as CONTEXT

LA1771 includes a series of FIVE weekend field trips to regional destinations that provide tactile examples of the course content and provide material for your assignments. If you are unable to participate on a scheduled field trip, you are responsible for visiting the destinations at an alternative time.

- 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 Landscape Journal Project.
LA1771 Learning Tasks and Deliverables
These activities are designed to reinforce your understanding of the topics covered and are the basis for evaluating your performance in this course. The learning tasks for this course area as follows:

I. LANDSCAPE JOURNAL: Reading and Representing the Landscape
Each student will prepare a personal journal that includes a series of written and photographic responses that read and represent 1) a landscape of personal interest/long-term study, and 2) ten places visited on the course field trips. Emphasis will be placed upon a critical expression of the methods and means of the development of the selected landscape as it has changed over time and as salient reflection of society today. The journal project will un-pack landscape as a set of biophysical and cultural relationships through writing, drawing and photography. The physical location/site of study for a term-long journal will be selected from the field trip(s).

- **Meaningful Writing Assignment:** Students will write a series of short-form essays interpreting the landscapes accompanied by photographs and drawings; learning the basics of integrating visual and verbal communication.

- **Meaningful Visual Communication:** The photography and drawings included in the journal serve as an applied exploration of artistic expression as a core influencer of an individual’s physiological and psychological development. The photography will also serve as a creative and applied tool of visual analysis and critical documentation.

II. PECHA KUCHA PRESENTATION
With a partner, you will share excerpts from your Landscape Journals. Presentations format will be short-format (Pecha Kucha style) slide shows [20 slides x 20 seconds each] using digitally projected content. Success presenting in this format require a complex understanding of communication to a peer audience. This activity is to develop your public speaking, verbal and visuals communication skills.

III. CAMPUS LANDSCAPE AND COMMUNITY SCAVENGER HUNT
This activity provides a structured introduction to the resources, community, and landscape around the Kellogg Ranch/Cal Poly Pomona.

IV. ONLINE/BLACKBOARD READING DISCUSSION
Students will engage in peer-to-peer discussion of assigned readings. This is intended to provide exposure and exchange of alternative views, multiple understandings and cultural values of the larger landscape.

V. EXAMS/QUIZZES
A midterm and final exam will assess your comprehension of the core content, concepts, comprehension of the vocabulary, ability to ‘read’ photographs and representations of landscapes, along with methods used to represent the landscape. These tests are intended to evaluate your comprehension of the core content, terms, methods, and expression. Content of these exams will be based upon course content as presented or assigned. Periodic quizzes and i>Clicker activities will be used to evaluate what topics/concepts might need additional exploration, and to help you prepare for the exams.
EVALUATION OF STUDENT WORK

Grades will be determined as follows:

- 40% TERM JOURNAL Reading and Representing the Landscape
  - 20% Writing
  - 20% Photography/Sketching
- 10% Pecha Kucha Presentation
- 10% Scavenger Hunt
- 10% Midterm exam
- 10% Quizzes and in-class activities
- 10% Final exam
- 10% On-line/blackboard reading discussions

Weighting of these learning activities may be adjusted to reflect changes in the course content or assignments.

Late work will not be accepted without prior approval of the instructor.

Evaluation of assignments will consider the following criteria:

- Completeness and professional appearance of assignments.
- Timeliness of assignment completion.
- Clarity and accuracy of solutions.
- Individual progress and growth.
- Graphic and Verbal presentations as required.

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.

Grades posted on Blackboard NOT your ‘official’ grade (and are subject to revision). Your final grade for LA1771 will be calculated offline by the instructor, and assess your holistic accomplishments in the course. Assessment and feedback about specific learning activities on Blackboard are provided to enable a relative understanding of your progress in the course.
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 class time. The official form of university communication is via your @cpp.edu email account, additionally course announcements will be posted on blackboard – you are responsible for checking both. Your instructor will make every effort to respond to your emails within two business days.

**Attendance:**

Attendance at all class meetings with on-time arrival is required. Arriving more than 15 minutes after class starts will count as an absence. Miss TWO or more classes and you will automatically lose a full letter grade (10%) off your final grade. Missing FOUR or more class sessions, and you will fail the course. Excused absences are allowed for serious cases [such as medical conditions], for participation in official CPP activities or religious observance [both require prior notification]; social engagements and work do not qualify as “serious.” All excused absences must be accompanied by appropriate documentation, i.e. 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, such as needing accommodation for a learning or physical disability, it is your responsibility to discuss this with the instructor as soon as possible. It is your responsibility to know when the add/drop and withdraw deadlines are.

**Student Code of Conduct**

All University standards of student behavior apply. Please refer to the University catalog statement on plagiarism and acceptable student behavior for clarification. Plagiarism, other forms of ‘cheating,’ and violations of University’s student code of conduct (such as harassment or creating a toxic environment) have consequences ranging from failing an assignment, failing the course, to being expelled from the university.

---

**STUDENT LEARNING OUTCOMES**

Upon completion of this course, students will have been introduced to the following student learning outcomes and they will be able to:

**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.

**Ecological Processes:**
- Identify and interpret ecological patterns and processes at multiple scales and relate them to the 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.

Digital Skills:
- Apply hands-on computer skills and information technologies in planning and design process and products.

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.

**LA 1771 meets GE Student Learning Outcomes for AREA E as follows:**

**Write effectively for various audiences.**
- LA1771 focuses on recognizing, understanding and interpreting influence of the natural and built landscape has on the individual and society. Assignments require using a variety of communication methods, both written and visual representation (photography), with the goal of engaging the public and other audiences through the interpretation and expression of personal understanding of environmental and landscape values.

**Analyze the behavior of individuals within the context of the social and natural environment, human sexuality, physical and mental health, and stages of life.**
- 21st century global citizenship requires understanding the anthropogenic impacts on the planet and identifying these impacts locally and globally. This course provides students with a series of methods to understand, value, interpret and understand the human responses, individual and cultural, to the natural and cultural landscape.

**Explain the role that the acquisition of a recreation, avocation, or artistic skills plays in an individual’s physiological and psychological development.**
- LA 1771 will explore the role of the landscape, in all its interpretations, as central to the physiological and psychological development of the individual and society. This course will explore this personal and communal landscape nexus through the appreciation and interpretation of the world around us as design and visual (photography) expression in response to environment and society.
Explain the importance of active engagement in communities for the betterment of personal and public life.

- Landscape Architecture is a public and private practice. The course will introduce the political policies and social practices that have given shape to the built environment. Issues of social and environmental justice will be addressed to demonstrate landscape not as a passive system to viewed or recreated within, but as a public construct that has also been used to control and divide. Methods of social and public engagement will be included in the course to explore landscape as a positive agent for community engagement.

**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 in support of lifelong-learning.

**Knowledge: Landscape Systems**

- Understand basic methods and best practices by which to evaluate and interpret human interaction with the natural and designed landscape (GE Requirement 4a).
- Understand basic relationships and influence Nature and the environment have on cultural and artistic expression (GE Requirement 4a).
- Understand basic relationships and influence of Nature on individual and community health; and demands of society and human responsibility to the planet (GE Requirement 4a, 4c).
- Comprehension of how social factors impact the value and significance of landscapes both natural and designed (GE Requirement 4a, 4c).

**Skills: Reading & Representing**

- ‘Read’ the landscape to identify and interpret the interconnections of specific systems, their functions, and environmental impacts (GE Requirements 4b).
- Select and apply appropriate methods of landscape assessment to communicate personal values and ethics around the designed and natural environment (GE Requirements 1a).
- Ability to visually interpret and represent a set of values of the landscape through basic digital photography and critical writing (GE Requirements 4b).

**Values**

- Connections between historical development of diverse cultures and analysis of the role that cultural diversity plays in shaping core institutions and practices of landscape architecture for individuals and societies (GE Requirement 4b, 4c).
- Apply principles, methods, value systems, and ethics to social and environmental issues at local and global scales (GE Requirements 4b).
- Explain the importance of active engagement in public landscapes for the betterment of personal and communal life (GE Requirements 1a, 4c).
INSTRUCTIONAL MATERIALS

Course Textbooks
The course has no required text book to purchase.

Assigned reading are available on Blackboard as accessible PDFs, as links to the material on the web, or available through Course Reserve at the CPP Library (see: https://reserves.calstate.edu/pomona/course/2866446400002915).

The selected readings (including items listed below) provide students the necessary grounding in definitions of landscape, visual communication, landscape photography, design theory and practices, ecology, human and community factors, and design communication. Photography/technical tutorials on Lynda.com and elsewhere on the web are provided as needed.


PLUS other readings selected by the instructor.

**Minimum Student Materials**
• Internet access and device to access it.
• Sketchbook/journal 40+ pages, A5 or larger, blank or gridded pages.
• Selection of pens, pencils, markers, erasers, drawing tools, and case
• Access to a **Digital Camera** with physical focus, aperture, and shutter speed controls; an entry-level DSLR or mirrorless camera with wide-angle zoom is suggested.
  o Students in LA1771 get 40% off camera/lens rentals from IE Photo Rentals (Pomona), just provide your own SD card.
  o You can purchase cameras and lenses at Samy’s (Pasadena) or Image One (Riverside) which offer excellent service and selection.
• i>Clicker Remote or i>Clicker Reef app: [https://www.iclicker.com/students](https://www.iclicker.com/students).

**Computer and Software:**
Students must have and maintain access to a computer with the following software:
• Adobe Creative Suite
  o Photoshop, InDesign, Illustrator, Acrobat Pro
• Microsoft Office
  o Word, Excel, PowerPoint

Additional Suggested Hardware:
• External hard drive for file back-ups; minimum size: 2 TB

---

**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](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](http://www.cpp.edu/~studentconduct/Faculty/faculty-expectations-for-the-classroom.shtml)

**Communication**
Email sent via your @cpp.edu account is the official form of communication at Cal Poly Pomona. Please use proper salutations, identify which course section you are enrolled in, and formal structure when composing messages. The instructor will reply within a reasonable time during working hours (it may take several days).
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. 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 BSLA students are required to post their course work to 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.

The ENV website is accessed through an individual student profile; profile access is provided to BSLA student individually. Upon graduation, student profiles become alumni profiles.
<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
<th>Assignments/Deliverables</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/23 Th</td>
<td>NO CLASS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/29 W</td>
<td>01 Introduction: WE ARE LANDSCAPE</td>
<td>Reading TBD, defining Landscape</td>
<td></td>
</tr>
<tr>
<td></td>
<td>02 Defining Landscape</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/30 Th</td>
<td>Layers of Ecology/Geology/Culture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/5 W</td>
<td>02 TO SEE LANDSCAPE</td>
<td>Blackboard discussion #1</td>
<td>Smithson - Monuments of Passaic</td>
</tr>
<tr>
<td></td>
<td>03 Photography 101</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/6 Th</td>
<td>Identifying Landscape Typologies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weekend</td>
<td>Field Work 01: Ecological and Constructed Lands</td>
<td>See: <a href="https://drive.google.com/open?id=1eEBtP0MqMvLypaJh2tex9VE3RnFDzP&amp;usp=sharing">https://drive.google.com/open?id=1eEBtP0MqMvLypaJh2tex9VE3RnFDzP&amp;usp=sharing</a></td>
<td></td>
</tr>
<tr>
<td>9/12 W</td>
<td>03 LANDSCAPES of KNOWLEDGE</td>
<td>Draft Journal Entries 1 &amp; 2</td>
<td>Corner - Agency of Mapping desoto - Inland Empire</td>
</tr>
<tr>
<td></td>
<td>Class meets in 15-2907</td>
<td>[text &amp; images]</td>
<td></td>
</tr>
<tr>
<td>9/13 Th</td>
<td>Information Literacy and Maps</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/19 W</td>
<td>04 FOUR ECOLOGIES of LOS ANGLES</td>
<td>Journal entries 1 &amp; 2</td>
<td>Reger - Deserts of Los Angeles</td>
</tr>
<tr>
<td></td>
<td>Infrastructure, Myth, Earthquakes, and Floods</td>
<td>Blackboard discussion #2</td>
<td>Rayner Banham Loves LA [movie]</td>
</tr>
<tr>
<td>9/20 Th</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weekend</td>
<td>Field Work 02: Contaminated/Abandoned and Private Lands</td>
<td>See: <a href="https://drive.google.com/open?id=1eEBtP0MqMvLypaJh2tex9VE3RnFDzP&amp;usp=sharing">https://drive.google.com/open?id=1eEBtP0MqMvLypaJh2tex9VE3RnFDzP&amp;usp=sharing</a></td>
<td></td>
</tr>
<tr>
<td>9/26 W</td>
<td>05 THE VALUE of LANDSCAPE</td>
<td>Landscape of Personal Interest</td>
<td>Gumpert - LA River</td>
</tr>
<tr>
<td></td>
<td>Ecology versus Economics, Sacred Lands</td>
<td>Outline and 5 Images</td>
<td>Berg - Parkway to the Freeway...</td>
</tr>
<tr>
<td>9/27 Th</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/3 W</td>
<td>06 NATURE'S INFLUENCE on the INDIVIDUAL and the COMMUNITY</td>
<td>Journal entries 3 &amp; 4 [text &amp; images]</td>
<td>McPhee - LA Against the Mountains</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Hendrix - WUI Space</td>
</tr>
<tr>
<td>10/4 Th</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weekend</td>
<td>Field Work 03: Civic and Contested Landscapes</td>
<td>See: <a href="https://drive.google.com/open?id=1eEBtP0MqMvLypaJh2tex9VE3RnFDzP&amp;usp=sharing">https://drive.google.com/open?id=1eEBtP0MqMvLypaJh2tex9VE3RnFDzP&amp;usp=sharing</a></td>
<td></td>
</tr>
<tr>
<td>10/10 W</td>
<td>07 REPRESENTING and DOCUMENTING the LANDSCAPE</td>
<td>Draft Personal Interest Essay</td>
<td>Price - 13 ways of Seeing Nature in LA</td>
</tr>
<tr>
<td></td>
<td>Sections 1 &amp; 2 [text &amp; images]</td>
<td></td>
<td>Waldrig - A Traveler Comes to a Bridge</td>
</tr>
<tr>
<td>10/11 Th</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/17 W</td>
<td>08 MIDTERM</td>
<td>[Review Lexicon, Lectures, and Readings]</td>
<td></td>
</tr>
<tr>
<td>10/18 Th</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weekend</td>
<td>Field Work 04: Cultural and Infrastructural Landscapes</td>
<td>See: <a href="https://drive.google.com/open?id=1eEBtP0MqMvLypaJh2tex9VE3RnFDzP&amp;usp=sharing">https://drive.google.com/open?id=1eEBtP0MqMvLypaJh2tex9VE3RnFDzP&amp;usp=sharing</a></td>
<td></td>
</tr>
<tr>
<td>10/24 W</td>
<td>09 THE CONNECTED WORLD</td>
<td>Draft Personal Interest Essay</td>
<td>Corner - Representation and Landscape Allen - Mapping the Unmappable</td>
</tr>
<tr>
<td></td>
<td>Maps and Representing Landscapes</td>
<td>Sections 3 &amp; 4 [text &amp; images]</td>
<td></td>
</tr>
<tr>
<td>10/25 Th</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/31 W</td>
<td>10 HUMAN PATTERNS and SOCIAL FACTORS</td>
<td>Blackboard discussion #3</td>
<td>Sprim - Mill Creek</td>
</tr>
<tr>
<td>11/1 Th</td>
<td></td>
<td></td>
<td>Hindle - CA's Legacy of Swampland</td>
</tr>
<tr>
<td>Weekend</td>
<td>Field Work 05: Economic and Vernacular Landscapes</td>
<td>See: <a href="https://drive.google.com/open?id=1eEBtP0MqMvLypaJh2tex9VE3RnFDzP&amp;usp=sharing">https://drive.google.com/open?id=1eEBtP0MqMvLypaJh2tex9VE3RnFDzP&amp;usp=sharing</a></td>
<td></td>
</tr>
<tr>
<td>11/7 W</td>
<td>11 LANDSCAPE PRACTICE and CAREERS</td>
<td>Crewe and Forsyth - LandSCAPES</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11/9 Th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/14 W</td>
<td>12 READING RESILIENCE, READING the FUTURE</td>
<td>Draft Pecha Kucha Scavenger Hunt</td>
<td>Perez - Water, Space, and Placemaking</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/15 Th</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/21 W</td>
<td>NO CLASS Thanksgiving</td>
<td>Blackboard discussion #4</td>
<td>(due before 11/22)</td>
</tr>
<tr>
<td>11/22 Th</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/28 W</td>
<td>13 PECKA KUCHA #1 (individual)</td>
<td>PDF of Pechakucha Slides+Script</td>
<td>Select another book on Course Reserve</td>
</tr>
<tr>
<td>11/29 Th</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/5 W</td>
<td>14 PECKA KUCHA PRESENTATIONS (pairs) or #2 (individual)</td>
<td>Blackboard discussion #5</td>
<td></td>
</tr>
<tr>
<td>12/6 Th</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finals</td>
<td>12/12 W</td>
<td>Final Exam</td>
<td>Landscape Journal DUE</td>
</tr>
<tr>
<td>12/13 Th</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Field Work Destinations:

See: https://drive.google.com/open?id=1eEBvPxDaqmUyapaJ9h2xexqVE3RnFDzP&usp=sharing

You are expected make FIVE field trips during the semester to conduct field work at ONE destination from each of the TWO landscape TYPOLOGIES assigned that week. See the Landscape Journal Assignment for specific deliverables. Document eight of the typologies in your Landscape Journal at least two photographs, one hand drawing, and a 200 to 250-word entry – see the assignment handout.

PLUS

From the destinations visited during the first two field trips, select your ‘Landscape of Personal Interest’ to be the primary subject of your Landscape Journal - you’ll need to return to this place several times to complete the assignment. You may swap one of the two assigned typologies in the second field trip to visit your selected typology/destination.

See the LA1771 Google Map for all typologies and destinations: https://drive.google.com/open?id=1eEBvPxDaqmUyapaJ9h2xexqVE3RnFDzP&usp=sharing

The Landscape Typologies with example destinations:

Field Work 01
- Ecological Landscapes/Wilderness: San Gabriel Mountains, Vasquez Rocks, LAX Dunes
- Constructed Landscapes: San Fernando Valley, Bunker Hill, Marina Del Ray

Field Work 02
- Contaminated/Abandoned Landscape: Exide Battery (East LA), Exxon Refinery (Carson), Oil Fields (around SoCal), Toyon Canyon Landfill
- Private Landscapes: The Huntington, Disneyland, Beverly Hills, Getty Villa/Center

Field Work 03
- Contested Landscapes: Olvera Street/Union Station, Chavez Ravine, Florence/Normandy
- Civic Landscapes: Grand Park, LA City Hall steps, Pershing Square, Rose Bowl, San Gabriel Mission

Field Work 04
- Cultural Landscapes: LACMA, Hollywood Forever Cemetery, LA Live, Venice Boardwalk
- Infrastructural Landscapes: LA River, San Gabriel River, Port of Los Angeles, LAX, Sylmar

Field Work 05
- Economic Landscapes: The Grove, Century City, Santee Alley, Vernon, Irwindale,
- Vernacular Landscape: Watts Towers, Tio’s Tacos, Bottle Village

Additional destinations for each typology are identified on the LA1771 Google Map.

Students must submit signed CPP Field Trip forms:

- Release Notice - Part 1 (Please review) (PDF)
- Release, Hold Harmless and Informed Consent - Part 2 (PDF) [DUE week 2]  

And provide Emergency Contact Information in class.

Students are encouraged to use public transportation (when possible) or carpool to all off-campus locations, a sign-up sheet will be made available in class to facilitate connecting drivers/riders.