

## Syllabus – Fall 2018

**Syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.**

### Program Information

Open to Landscape Architecture Major Only

### Course and Instructor Information

**Course Title:** Landscape Architecture Design IV: Community Planning

**Credits:** Five (5) credits, MWF 1:25-4:30 PM

**Format:** Lecture, Seminar, Studio, Charrette

**Prerequisites:** LAND 3430

**Professor:** Sohyun Park, Ph.D., SITES AP

**Office:** WBY 115

**Email:** [sohyun.park@uconn.edu](mailto:sohyun.park@uconn.edu)

**Telephone:** 860-486-6069

**Office Hours:** By appointment (Email is preferred method of contact)

### Course Materials

**Course readings should be provided electronically.**

#### Recommended Text:

- Farr, Douglas (2008) Sustainable Urbanism: Urban Design with Nature. Hoboken, NJ. John Wiley & Sons.
- Lynch, Kevin (1960) Image of the City. Cambridge, MA. MIT Press.
- Jacobs, Jane (1992) The Death and Life of Great American Cities, New York, NY. Modern Library.
- Duany, Andres, Jeff Speck, and Mike Lydon (2009) The Smart Growth Manual. New York, NY. McGraw-Hill.
- Haas, Tigran, ed. (2008) New Urbanism and Beyond. New York, NY. Rizzoli Publisher.
- Waldheim, Charles (2016) Landscape as Urbanism. Princeton, NJ. Princeton University Press.
- Beatley, Timothy (2011) Biophilic Cities: Integrating Nature into Urban Design and Planning. Washington D.C. Island Press.
- Russ, Thomas (2009) Site Planning and Design Handbook. New York, NY. McGraw-Hill Education.
- Berke, Philip R. and Godschalk, David R (2006) Urban Land Use Planning. Champaign, IL. University of Illinois Press.
- Orff, Kate (2016) Toward an Urban Ecology: SCAPE. New York, NY, The Monacelli Press
- Calthorpe, Peter & Fulton, William (2001). The Regional City. Washington D.C. Island Press
- Palazzo, Danilo & Steiner, Frederick R. (2011) Urban Ecological Design: A Process for Regenerative Places. Washington D.C. Island Press

Students are encouraged to consult **ESRI's website** (<https://www.esri.com/en-us/home>)

### Course Description

Knowledge and theory of design of large scale landscapes such as open space systems, village and town centers and residential subdivisions. Application of theory to a variety of projects including community outreach work. Field trips are required.

## Course Objectives

LA Design Studio IV is designed to provide students with structured oversight and guidance to acquire skills in research, collaborative problem solving and urban strategies development. By the end of the semester, students should be able to:

1. Recognize historical and contemporary methods and theories of urban and community design as accumulated from readings, written exercises and seminar discussions.
2. Understand the notion of community at various context and analyze the structure, pattern, and functions of multi-scalar urban systems.
3. Acquire skills in research, critical analysis, synthesis of design research methods (e.g., precedent and case study) and the applications in public realm through analyzing, appraising, and modeling larger sites.
4. Utilize/test a variety of urban design techniques and strategies in the service of community revitalization, sustainability, and enhancement.
5. Develop well-reasoned design concept and defensible design decisions that best respond to current and emerging challenges in large sites.
6. Cite resources properly.
7. Improve the abilities to work individually and collaboratively.

## Course Requirement

To assure student learning, the material covered in the course will be assessed in numerous ways. This is a Studio-Lecture-Seminar course, meaning you will be learning and applying content in design products that will be graded based on several technical and visual criteria. Additionally, other assessment tools such as short homework assignments, essay writeups, mid-term examinations, in-class discussion, and oral presentations will be used to test comprehension and mastery of design theory, vocabulary, and reading content.

### Reading Quiz

Reading and discussion is a key component of this class in addition to studio work. Students should come to the class prepared with assigned readings and should participate in class discussion in a thoughtful and respectful manner. Every student is encouraged to read additional materials either handed out or recommended to read. The main points from the reading materials and class discussion will be evaluated through quizzes at the first hour in the following week.

### Mid-term Knowledge Test

Students will take an open book/note multiple choice exam to reinforce the information from lectures, discussion, assigned readings, and other course materials.

### Compare and Contrast Essay

Part I: Students will write a short compare and contrast essay examining Landscape Urbanism and New Urbanism and how these two theories apply to urban design decision-making and design implementation.

Part II: Students will conduct a short analysis of the Mansfield Town Center Development in relation to New Urbanism, Landscape Urbanism, Biophilia, Formalism, etc. A site visit, simple aerial analysis, a review of the zoning, and development history, designers and developers. A critical analysis will be prepared with supporting imagery and references.

### Site Visit

Taking a study trip is a key element to understand the project site. Students are highly encouraged to make every effort to make the study trip. If there are unavoidable reasons for not being able to participate, students should let the instructor know ahead of time for alternative assignments. Students should pool funds and resources to cover travel costs including gas, meals, parking fees, etc. and consider car-pooling to reduce the travel expenses and carbon footprint. Students should show professional behaviors and manners in all aspects of the activities during the site visit.

## Assignment/Portfolio Submittals

To receive course credit, all submittals must be in a PDF, under 20 MB, and named as illustrated below and emailed to the instructor on or before the deadline.

LAND4440\_AssignmentName#\_MMDDYYYY\_FirstName\_LastName.pdf

**Note:** If a PDF exceeds this size, open the PDF in Adobe Acrobat and choose File>Print and Adobe PDF to reprint the document. This will remove all file connections and settings from other applications and drastically reduce the file size. Consult with faculty if quality or size is an issue.

## Evaluation and Grading

Grades are calculated based on the specific grading rubric included as part of each project or assessment. In general, the breakdown of weights for grades will be as follows:

Grading Components	Weights
Reading Quizzes	10 %
Knowledge Test	10 %
Analysis Essay Writing	5 %
Project 1	20 %
Project 2	20 %
Project 3	25 %
Portfolio	10 %
TOTAL	100 %

*\*Extra Credit: 3 percent of total earned points*

### Late Policy

Late work will not be accepted. Assignments, quizzes, and exams not submitted or completed due to an unexcused absence cannot be made up. The instructor reserves the right to change due dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner. Final grades will be calculated based on a weighted average of all work through the course of the semester. The grades will not be curved. The following grading scale will be used to determine your final grade for the course:

#### Grading Scale

Grade	Letter Grade	GPA
93-100	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
<60	F	0.0

## Class/Studio Culture

**Regular, punctual, prepared attendance is required for both lecture and studio sessions.** As a matter of professionalism and courtesy, please turn off cell phones and other communication/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. We are a professional program; treat studio time just as you would billable time on a client's budget regarding distractions such as social media, movies, etc. It is the desire that all students be engaged 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.

## Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important standards, policies and resources, which include:

- The Student Code: Academic Integrity / Resources on Avoiding Cheating and Plagiarism
- Copyrighted Materials
- Netiquette and Communication
- Adding or Dropping a Course
- Academic Calendar
- Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
- Sexual Assault Reporting Policy

## Students with Disabilities

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or <http://csd.uconn.edu/>.

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government." (Retrieved March 24, 2013 from [Blackboard's website](#))

## Diversity and Inclusion

The values of diversity, equity, and inclusion are poised at the core of my educational philosophy, academic curricula, and peer to peer and student-instructor relationships. As such, my classrooms and studios will be operated as a diverse and inclusive learning environment. Students and instructor should understand the individual, social, and institutional identities and promote Intercultural communication in this class. Intentional consideration and respect on diversity in student demography such as age, culture, gender, race, ethnicity, religion, sexual orientation, socio-economic status, personal disposition, academic background, physical ability/disability, educational ability/disability, and learning styles should be treasured by the course participants. A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. Non-traditional students, first-generation college students, single moms, transferring students from non-design disciplines, students who identify themselves as part of the lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) community, and any students who have issues and concerns regarding diversity and justice, I am available to listen and support you in an affirming manner. I can assist in connecting you with resources on campus to address problems you may face pertaining to these issues that could interfere with your success at UConn.

## Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the [Office of Institutional Research and Effectiveness](#) (OIRE). Additional informal formative surveys may also be administered within the course as an optional evaluation tool.

Course Calendar

Note: Tentative Course Outline/Schedule subject to change depending on circumstances

WEEK	Outline	MON	WED	FRI
1	<b>Course Overview</b> <i>GOAL: Understanding Community in Planning Framework and Nested Spatial Hierarchy</i>	8/27 Course Introduction First Day Survey Studio Project Overview	8/29 <b>Lecture:</b> What is Urban? LA as Community Planning and Urban Design Practice	8/31 <b>RQ: Lynch p.1-13</b> <b>Exercise:</b> Getting A Sense of Scale
2	<b>MODULE I: MICRO-SCALE COMMUNITY PLANNING Theory &amp; Methods I</b> <i>GOAL: Understanding Community at Site/Block Scale</i>	9/3 <b>Labor Day – No Class</b>	9/5 <b>Lecture:</b> Place-Making, Tactical Urbanism, Biomimicry, SITES, Participatory Methods, Planning Concepts & Issues	9/07 <b>RQ: Lynch p.14-45</b> <b>Exercise:</b> Hypothetical Site Development & Planning Process
3	<b>Project I: Dream Green: EcoDesign Solutions for Hartford</b> <i>GOAL: Developing Site-Scale Design Intervention for Shaping Community</i>	9/10 Project Introduction Team Formation Research-Inventory-Analysis Data Search	9/12 <b>RQ: Lynch p.46-90</b> System Analysis Conceptual Framework	9/14 <b>Field Trip</b> Design Hunch
4		9/17 Design Concept Diagramming and Elements Concept Infographics	9/19 <b>Design Charrette</b> Collaborative Design Design Details Design Justification	9/21 <b>Faculty Pin-Up</b> + PSLA Seminar (extra credit)
5		9/24 Project Revision Performance Evaluation	9/26 Narrative Development (incl. vision/goals statement, project description, implementation strategies)	9/28 <b>Final Project DUE</b> [Competition entry due on 9/29]
6	<b>MODULE II: MESO-SCALE COMMUNITY PLANNING Theory &amp; Methods II</b> <i>GOAL: Understanding Community at District/City Scale</i>	10/1 <b>Lecture:</b> New Urbanism, Landscape Urbanism, Smart Growth, Green Infrastructure, Urban Ecology	10/3 <b>Field Trip:</b> Exploring Mansfield Town Center  <b>*Assignment: Compare &amp; Contrast Essay</b>	10/5 <b>RQ: Waldheim p.2-11</b> <b>Seminar:</b> Ecological Characteristics in LU and NU <b>Exercise:</b> Transect Study
7	<b>Project II: Transect-based Planning for the Town of Mansfield</b> <i>GOAL: Re(creating) Sustainable Land Use Pattern for Small Community</i>	10/8 Project Introduction Plans Review Research-Inventory-Analysis <b>*Compare &amp; Contrast Essay DUE by 5:00 PM</b>	10/10 Data Acquisition Land Use Pattern Analysis	10/12 <b>RQ: Lynch p.91-120</b> Conceptual Framework Infographics

WEEK		MON	WED	FRI
8		10/15 Conceptual Framework & Diagramming	10/17 <b>RQ: Jacobs p.187-312</b> Plan Development & Storyboarding	10/19 Work Session (Dr. Park @ ASLA PHL 2018) + PSLA Seminar (extra credit)
9		10/22 Pin-Up	10/24 Project Revisions	10/26 <b>Project Jury</b>
10	<b>Module III: Macro-Scale Community Planning</b> <b>Theory &amp; Methods III</b> <i>GOAL: Understanding Community at Landscape/Regional Scale</i>	10/29 <b>RQ: Berger (2007)</b> <b>Lecture:</b> Urban Growth, Sprawl, Regional Planning	10/31 <b>RQ: Corner (2006)</b> <b>Lecture:</b> Landscape Ecology, Landscape Connectivity, Fragmentation, Patch/Corridor/Matrix Model	11/02 <b>Knowledge Test</b> <b>Exercise:</b> Macro-Scale Comparative Case Studies (Ecological vs. Social) + PSLA Seminar (extra credit) Dr. Jack Ahern
11	<b>Project III:</b> <i>GOAL: Redefining Community Sustainability and Resilience Through the Integration of Social and Ecological Contexts</i>	11/5 Project Introduction Inventory	11/7 Inventory-Research-Analysis	11/9 GIS Analysis
12		11/12 GIS Analysis Concept Development	11/14 Design/Planning Framework	11/16 Design/Planning Development + PSLA Seminar (extra credit)
13		11/19, 21, & 23 <b>Thanksgiving Break – No Class</b>		
14		11/26 Project Revisions	11/28 Project Revisions	11/30 <b>Project Jury</b>
15	<b>Community Planning Portfolio</b>	12/3 Portfolio Preparation	12/5 Portfolio Development and Feedback	12/7 <b>Physical &amp; Digital Copy of Portfolio DUE by 5:00 PM</b> Class Reflection Exit Survey + PSLA Seminar (extra credit)