

## LAND 3230W Environmental Planning & Landscape Design

Meeting Times/Location: Mondays 10:10-12:05 Discussion / LAR 2  
Wednesdays 11:15-12:05 Lecture / LAR1

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Office Hours: by appointment

### Syllabus

#### A. Course Description

This course will present a writing intensive exploration of critical issues in contemporary environmental planning, place-making, and landscape architecture. Four interrelated major themes will be used to explore opportunities, challenges, and trends in planning and design of the built environment:

The causes and effects of **climate change** have driven much of the environmental emphasis on sustainable design and planning of the past two decades. Ecologically-based techniques that harness the resilient and regenerative power of the landscape to address the challenges of global warming and climate extremes, sea level rise, and increasing storm intensities and related natural hazards will be examined through cases studies of planning and design projects around the globe.

Increasing **urbanization** of world's population is occurring as a function of combined economic, technological and environmental forces. It is estimated that by 2050, 66% of us will live in cities, up from only 34% in 1960. The role of landscape architecture and public space in urban environments is taking on a whole new relevance as this population shift continues. Concepts such as landscape urbanism, smart growth, environmental/social justice, and tactical urbanism will be examined as they address new urban contexts.

Concern over human health was an original rationale for the building of iconic landscapes such as Central Park, and the mental and physical benefits of exposure to nature are deeply embedded in historic approaches to healing. The concept of "**one health**" is an exciting new concept being forged to recognize the links between the health of the environment with the health of human and animal populations. The health & wellness potentials of landscape design across this continuum will be examined.

**Globalization** is creating unprecedented patterns and scales of migration and connectivity, resulting in a whole host of both positive and negative consequences. We will examine how this is impacting the professional training, practice and built works of landscape architects around the world.

As a **University-designated W course**, the content of the course will be explored and synthesized through four researched articles which will be developed by the student, reviewed by the instructor with feedback in a timely fashion, and then revised and edited by the student. Writing instruction will be a regular part of the weekly course activities,

with focus on specific skills each week, and direction on paper development and revision. The intent is to deepen the acquisition of knowledge about critical issues in contemporary landscape architecture through the writing process, and to improve the students' communication skills about these issues through the lens of a professional discipline.

## **B. Learning Objectives**

1. Become a better writer! (and make it enjoyable, relevant, useful) And/or flex your already developed writing skills on planning and design subjects.
2. Hone critical thinking, research, argument/viewpoint/analysis development, description, and communication skills.
3. Increase environmental and design literacy.
4. Gain insight on critical issues driving contemporary and future practice of sustainable environmental planning, place-making and landscape design.
5. Understand the links and relationships between good writing and good planning and design.

## **C. Class Format and Work Products**

Monday class periods will be spent on discussion-based activities and exercises aimed at developing writing skills, article development, and exploration of thematic lecture material and readings. Wednesdays will be spent on thematic topical lecture or media, as well as formal instruction in weekly writing skills topics. Readings will be assigned that tie in with lecture topics. Active and prepared participation of all class members in discussion is expected, and each student will be partnered with another student in the class to plan and conduct one week's thematic discussion period.

Because this is a writing ("W") class, and because good written communication is essential to good planning and design, the majority of your grade will be based on exploring the content of the class through writing. We will examine writing techniques & strategies and work on developing critical thinking, focus and clarity. Writing assignments are designed to provide practical applications in planning and design research and communication, as well as to accommodate individual students' interests in subject matter. Writing assignments will be developed through drafts, revisions, and instructor/peer review and will collectively satisfy the university-required minimum total of 15 pages, not including images. All writing assignments will be illustrated with imagery (photographs, maps, plans, etc.).

This semester's formal writing assignments (four 4-page papers = 16 pages) will be focused around the four major themes that form the content for the course. Commencing each 3-week theme module, each student will select a related topic to research and write an article to submit for publication to the class journal. Each paper will have a 3-week schedule of research, drafting, revision and final submission. A detailed assignment handout will be distributed for each theme, suggesting potential topics, outlining required elements, and providing a rubric for article assessment criteria and grading.

## D. Course Schedule

The following is an outline for how the four topical themes will be developed, article writing schedules, weekly readings, weekly writing skills instruction.

### THEME I: CLIMATE CHANGE

- Week 1 August 27/29 **Course introduction/ Why Write?/?/ Climate change & its implications for environmental planning & landscape design**  
**Reading 1:** Dinep & Schwab. *Sustainable Site Design: Integrating Site and Region in Landscape Design*  
**Writing Topic 1:** Types of writing for planning & design disciplines  
**Article I assigned**
- Week 2 September 5 **Key planning & design concepts around climate change**  
**Reading 2:** Friedman. *Hot, Flat & Crowded*  
**Writing Topic 2:** Brainstorming writing topics; research & writing in the digital age
- Week 3 September 10/12 **Case studies of projects related to climate change**  
**Reading 3:** Rouse & Bunster-Ossa. *Green Infrastructure: A Landscape Approach*  
**Writing Topic 3:** Developing effective thesis statements/arguments/angles

### THEME II: URBANIZATION

- Week 4 September 17/19 **Urbanization & its implications for environmental planning and landscape design**  
**Reading 4:** Florida. *The New Urban Crisis*  
**Writing Topic 4:** Outlining, structuring, using headings  
**Article I due; Article II assigned**
- Week 5 September 24/26 **Key planning & design concepts around urbanization**  
**Reading 5:** Dunham-Jones. *Retrofitting Suburbia*  
**Writing Topic 5:** Article formatting (w/references, illustrations), Track-Changes paper development process
- Week 6 October 1/3 **Case studies of projects related to urbanization**  
**Reading 6:** Orff. *Toward an Urban Ecology*  
**Writing Topic 6:** Content revising

### THEME III: ONE HEALTH

- Week 7 October 8/10 **One Health & its implications for environmental planning & landscape design**  
**Reading 7:** Marcus. *Therapeutic Landscapes*  
**Writing Topic 7:** Avoiding plagiarism, effective incorporation of supporting literature  
**Article II due; Article III Assigned**
- Week 8 October 15/17 **Key planning & design concepts around One Health**  
**Reading 8:** Kaplan. *With People in Mind*  
**Writing Topic 8:** Voicing – first-person vs. third person

Week 9 October 22/24

**Case studies of projects related to One Health**

**Reading 9:** Sauer. *The Once and Future Forest*

**Writing Topic 9:** Common mechanics mistakes (sentence structure, tense, capitalization, etc.)

**THEME IV: GLOBALIZATION**

Week 10 October 26/31

**Globalization & its implications for environmental planning & landscape design**

**Reading 10:** Friedman. *The World is Flat*

**Writing Topic 10:** Vocabulary- professionalism/jargon, colloquialisms

**Article III due; Article IV assigned**

Week 11 November 5/7

**Key planning & design concepts around globalization**

**Reading 11:** *Landscape Architecture Magazine* (selected articles)

**Writing Topic 11:** Clarity & conciseness tips

Week 12 November 12/14

**Case studies of projects related to globalization**

**Reading 12:** Selections from *Remaking Metropolis: Global Challenges of the Urban Landscape*

**Writing Topic 12:** Peer review

**November 19-23 THANKSGIVING BREAK**

Week 13 November 26/28

**Writing intensive, journal editing**

**Article IV Due**

**Writing Topic 13:** Publication assembling and editing

Week 14 December 3/5

**Writing intensive, journal editing**

**Writing Topic 14:** Reflection on the semester's writing work

Final – Date TBD

Final publication “press party”

**E. Evaluation/Grading**

Evaluation will be based on writing and participation in class discussions according to the following breakdown:

Writing Assignments (20 pts. each)	. . . . .	80%
Class Discussion Assignments & Participation	. . . . .	20%

Writing evaluation will be based partly on **content** (including the student's own research, analysis and synthesis, and integration of concepts and information presented in class), and partly on **writing quality** (clarity, organization, format and mechanics). The article assignments will follow a process and schedule of development and editing. It is expected that all submitted writing will be spell-checked and use proper grammar. Rubrics for preparation and evaluation of writing will be provided with each assignment. Grade reductions will be made for late submissions (half a letter grade per class period late).

**Note: students may not pass the class without getting a passing (non-F) grade for each paper.**

Readings, questions, and/or research will be assigned as preparation for discussion each week. The grade for class discussion participation will be gauged on general class conduct (see class policies in section G.) evidence of preparation, as well as verbal contributions in

discussions. Each absence from class will decrease your participation grade a half-letter grade.

Grades will be calculated based on a standard grading scale:

A	95-100%
A-	90 – 94.9%
B+	87 – 89.9%
B	83 – 86.9%
B-	80 – 82.9%
C+	77 - 79.9%
C	73 – 76.9%
C-	70 – 72.9%
D+	67 – 69.9%
D	63 - 66.9%
D-	60 – 62.9%
F	Below 60%

## F. References & Resources

There are no required books for the class, but weekly required readings from various sources will be posted to the course HuskyCT website. In addition, a writing resource book, such as Rules for Writers, 6<sup>th</sup> Ed. by Diana Hacker, is highly recommended. A dictionary and Thesaurus are also indispensable and invaluable tools.

Students are encouraged to make use of Babbidge Library resources for article research; journal databases and interlibrary loan should be considered early in the article writing process.

Those who experience difficulty in the writing process or would like extra writing support & feedback are encouraged to visit the campus Writing Center for assistance.

## G. Kristin's Class Mantra

1. **Ditch the Digital Devices:** Cell phones to be put away and silenced during all class time. Laptops are OK for following along with lectures or referencing class related materials ONLY (and I can always tell....).
2. **Be Present:** In addition to Policy 1 above:
  - don't miss class..... if you do it's your responsibility to get information from a classmate
  - reasonable accommodation can be made for NECESSARY, EXCUSED class absence (emergency, health related)-- this does not include vacations, elective doctors appointments, car repairs, etc.
  - COME ON TIME
  - be awake.....or stay home if you must sleep
  - PREPARE.....PARTICIPATE....CONTRIBUTE.....THINK.....!!!