

ANALYZING LAND SYSTEMS

LANDSCAPE ARCHITECTURE 413/513
FALL 2016

Monday/ Wednesday 1:00 PM – 2:50 PM, Friday 1:00 – 1:50
307/ 308 Lawrence Hall

Instructor: Chris Enright
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Office hours: TBA and by appointment

Course Description

This class is an introduction to the biophysical and sociocultural processes that shape landscapes with the primary focus on biophysical systems (for example geology and hydrology). The approach is to build knowledge by first understanding the basic concepts and landscape applications of individual systems and then to understand how these systems are interconnected in the shaping of landscapes. As designers we propose and implement modifications and alterations of landscapes with the intention of creating a "better" condition than currently exists. Before we can make a case for what is "better", we need to be able to document, analyze and communicate information about the current landscape condition. The skills you learn in this class will provide insight for understanding landscapes and allow you to build a credible foundation for your design proposals.

Course Format

The general format of the class sessions on Monday/ Wednesday will be lecture/ discussion during the first hour with lab sessions the second hour. Friday's class will primarily serve as additional lab/ work session time. Lab sessions in the first part of the quarter will focus on the basics of topographic maps, geology, soils and hydrology. In week five, lab sessions will transition to working on Part 1 of the quarter's final project. This is a watershed assessment which will give you an opportunity to work in small groups to synthesize and apply what you are learning this quarter.

Course Objectives

Students are expected to gain the following skills during the quarter:

How to use data sources such as USGS topographic quadrangle maps, county soil surveys and aerial photographs to understand and assess site and landscape scale study areas

A basic foundation in geology, soils, hydrology, biotic communities, microclimate, land use and zoning as they relate to landscape architecture

The ability to understand and work across scales, i.e. site scale within a broader landscape context and the relationship of landscape scale processes to site scale

The ability to synthesize information about individual systems and processes and apply that synthesis to landscape and site scale analysis and to communicate that information in written documents and oral presentations

Course Materials

The required textbook is *Landscape Planning: Environmental Applications*, 5th edition by William M. Marsh. Additional readings will be posted as PDFs on Canvas.

Expectations, assignments, evaluation

You are expected to complete the readings listed for each class session **before** that day's class.

Evaluation will be based on lab assignments, reading summaries, quizzes, one paper and the final project. There is an additional required reading assignment and discussion for graduate students. The final project has two parts: 1) a watershed assessment which will be done in small groups and 2) a site recommendation which will be done individually. These along with your attendance and class participation will determine your grade for the class using the following percentages:

Undergraduate

25% Lab assignments
10% Paper
10% Quizzes
10% Reading summaries, participation, attendance
25% Final project, watershed assessment
20% Final project, site recommendation

Graduate

20% Lab assignments
10% Paper
10% Quizzes
5% Reading summaries, participation, attendance
10% Graduate reading and discussion
25% Final project, watershed assessment
20% Final project, site recommendation

All of the assignments (including reading summaries and grad assignment), the paper and both components of the final project must be satisfactorily completed to receive a passing grade for the class.

Accessible Learning Environment

If there are aspects of the class that you foresee as barriers to your learning, please contact me as soon as possible and I will do what I can to accommodate your learning style. If you are working with the Accessible Education Center, please let me know about this and provide any documentation or contact information that I should have. If you would like to meet with someone at the Accessible Education Center, their contact information is 164 Oregon hall, 541 346-1155, uoaec@uoregon.edu.

University of Oregon Community Standards

The University of Oregon community is dedicated to the advancement of knowledge and the development of integrity. In order to thrive and excel, this community must preserve the freedom of thought and expression of all its members. The University of Oregon has a long and illustrious history in the area of academic freedom and freedom of speech. *A culture of respect that honors the rights, safety, dignity and worth of every individual is essential to preserve such freedom. We affirm our respect for the rights and well-being of all members.* (<http://uodos.uoregon.edu/StudentConductandCommunityStandards.aspx>)

Academic Honesty

The University recognizes four forms of academic dishonesty: plagiarism, fabrication, cheating and academic misconduct. The University has a process in place for dealing with suspected cases of academic dishonesty. I don't expect this to be a problem in our class but if you have questions, please ask or refer to the University's website at <https://uodos.uoregon.edu/StudentConductandCommunityStandards/AcademicMisconduct.aspx>.