

## Term Information

Effective Term Autumn 2021  
*Previous Value* Autumn 2019

## Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

1. offering this GE course at the regional campuses
2. offering this course permanently as a DL course.

What is the rationale for the proposed change(s)?

Landscape has transfer students from the regional campuses, and this add to the regional campuses would help the students. It would also make the major of Landscape Architecture more known.

Offering it online would allow to actually offer it at the regional campuses even if there are only a handful of students interested at any semester

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

none

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area	Landscape Architecture
Fiscal Unit/Academic Org	Knowlton Sch of Architecture - D1410
College/Academic Group	Engineering
Level/Career	Undergraduate
Course Number/Catalog	2600
Course Title	Outlines of Landscape Architecture: Visual Literacy in the Built Environment
Transcript Abbreviation	Landscape Outlines
Course Description	Overview of patterns and processes of human design on land in relation to environmental, economic, and socio-cultural forces, with an emphasis on interpretation of visual landscape change.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	<i>No</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture, Recitation
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No

Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<a href="#">Previous Value</a>	<a href="#">Columbus</a>

## Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	
<a href="#">Previous Value</a>	Not open to students with credit for 201.
Electronically Enforced	No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code	30.3301
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Visual and Performing Arts

The course is an elective (for this or other units) or is a service course for other units

## Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none"><li>• To understand how diverse cultures shape the landscape at multiple scales in response to environmental, economic, and socio-cultural forces.</li><li>• To develop ability to recognize, analyze, and interpret changes in the physical landscape.</li><li>• To enrich the student's artistic and aesthetic awareness in relation to the cultural landscape.</li></ul>
Content Topic List	<ul style="list-style-type: none"><li>• Overview of pre-historic through post-industrial land use patterns and processes globally</li><li>• Introduction to the impact of human activity on the land, including changing views of culturally sustainable land use practices</li><li>• Fundamental techniques of observation, documentation, analysis, and interpretation of visual, spatial, and material characteristics of the dynamic landscape</li></ul>
Sought Concurrence	No
<a href="#">Previous Value</a>	

**Attachments**

- LARCH 2600 Syllabus Review JMH.pdf: ODEE review  
*(Other Supporting Documentation. Owner: Dunham-Borst,Johanna)*
- LARCH\_2600\_syllabus\_parscher\_AU2019.pdf: in-person Syllabus  
*(Syllabus. Owner: Dunham-Borst,Johanna)*
- larch\_2600\_syllabus\_2020\_final\_parscher (1).pdf: online syllabus  
*(Syllabus. Owner: Dunham-Borst,Johanna)*

**Comments**

- Syllabi and ODEE review are attached now. Right online syllabus for 2600/E is attached now. *(by Dunham-Borst,Johanna on 04/28/2021 09:11 AM)*
- See 4-22-21 feedback email *(by Oldroyd,Shelby Quinn on 04/22/2021 04:55 PM)*
- Please provide ODEE review, in-person syllabus, and DL syllabus. Instructions are here  
<https://ascas.osu.edu/curriculum/distance-learning-courses> *(by Vankeerbergen,Bernadette Chantal on 03/10/2021 04:47 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Dunham-Borst,Johanna	03/09/2021 12:50 PM	Submitted for Approval
Approved	Cheremie,Kristine M	03/09/2021 12:52 PM	Unit Approval
Approved	Sershen,Douglas J	03/09/2021 12:55 PM	SubCollege Approval
Approved	Quinzon-Bonello,Rosario	03/09/2021 02:07 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	03/10/2021 04:50 PM	ASCCAO Approval
Submitted	Dunham-Borst,Johanna	03/19/2021 10:16 AM	Submitted for Approval
Approved	Cheremie,Kristine M	03/19/2021 10:48 AM	Unit Approval
Approved	Sershen,Douglas J	03/19/2021 10:49 AM	SubCollege Approval
Approved	Quinzon-Bonello,Rosario	03/19/2021 12:58 PM	College Approval
Revision Requested	Oldroyd,Shelby Quinn	04/22/2021 04:55 PM	ASCCAO Approval
Submitted	Dunham-Borst,Johanna	04/28/2021 09:11 AM	Submitted for Approval
Approved	Cheremie,Kristine M	04/28/2021 09:16 AM	Unit Approval
Approved	Sershen,Douglas J	04/28/2021 09:16 AM	SubCollege Approval
Approved	Quinzon-Bonello,Rosario	04/28/2021 09:29 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Hilty,Michael Vankeerbergen,Bernadette Chantal	04/28/2021 09:29 AM	ASCCAO Approval

# KNOWLTON SCHOOL

ARCHITECTURE  
LANDSCAPE ARCHITECTURE  
CITY AND REGIONAL PLANNING  
[knowlton.osu.edu](http://knowlton.osu.edu)

## LARCH 2600/2600E/6600 OUTLINES of LANDSCAPE ARCHITECTURE

Instructor name:	Justin Scherma Parscher	Email:	<a href="mailto:parscher.1@osu.edu">parscher.1@osu.edu</a>
Year and term:	Fall 2020	Office location:	293 Knowlton Hall
Mode of delivery:	distance learning (hybrid for MLAs)	Office hours:	Th 1:30-3:30pm (or by appt.); see p. 3 for details
Meeting time:	asynchronous	Teaching assistants:	Sydney Lister/ <a href="mailto:listers.37">listers.37</a>
Lecture location:	online		Emily Loomis/ <a href="mailto:loomis.93">loomis.93</a>
Undergraduate recitation:	online		Molly McCahan/ <a href="mailto:mccahan.6">mccahan.6</a>
Graduate recitation:	Th 5:30-6:25pm/outside		



*Hargreaves Jones, Cumberland Park, Nashville, TN*

## DESCRIPTION

There are two major goals for this course: to give students an overview of the contemporary practice of landscape architecture, and to give them tools for appreciating and evaluating designed landscapes. In addition to exploring landscape architecture as an artistic discipline, I will introduce landscape architecture as a profession that addresses environmental and social issues. The course is structured around three major questions:

- What are the essentials of landscape architecture? What work do landscape architects do, and why?*
- How is landscape architecture accomplished? How do landscape architects design? What is the process of getting a landscape built? How does it change over time?*
- What are the most pressing issues in landscape architecture today? What are people in the field talking and arguing about? What major problems are they addressing?*

## GOALS

This course serves several distinct groups of students – undergraduate majors in landscape architecture, first-year MLA (Master of Landscape Architecture) students, and other students from around the Ohio State community with an interest in the topic or a need for GE credit.

By the end of the course, everyone should:

- gain a working overview of the contemporary landscape field, including a variety of types of practices, projects, and theories
- cultivate a method to critically evaluate landscapes for aesthetic, environmental, and social value
- understand typical processes for designing and building landscapes
- develop your ability to write in a persuasive, well-informed, and reflective way

BSLA and MLA students should also:

- retain a group of representative landscape architecture projects and designers for use as reference points
- reflect on how your own work fits within larger movements and trends
- get acquainted with helpful sources in our field

Finally, Outlines of Landscape Architecture fulfills Ohio State's Visual and Performance Arts GE requirement:

### *Visual and Performing Arts*

#### *Goals*

*Students evaluate significant works of art in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.*

#### *Expected Learning Outcomes*

- 1. Students analyze, appreciate, and interpret significant works of art.*
- 2. Students engage in informed observation and/or active participation in a discipline within the visual, spatial, and performing arts.*

The course depends upon all members of the class being able to hold an equal conversation about the material. To make this possible, you must complete all required readings and assignments and be prepared to discuss them in a well-informed and respectful manner.

## **FORMAT**

For undergraduate students, as well as graduate students studying remotely, this course is 100% online using CarmenCanvas and CarmenZoom. All required activities are asynchronous, meaning that you do not have to log in at a set time to participate in a discussion or watch a lecture. There is one exception for graduate students: they will have a weekly synchronous recitation session with me.

## **PACE OF ACTIVITIES**

This course is divided into weekly modules. Content for these modules will be rolled out over the course of the semester. Some elements may be updated during the course. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Each module is released at 12:01 at the very beginning of Tuesday, and each module's activities should be completed by 11:59pm on Sunday night. Having Monday open allows us to respond to questions and issues that arise during each week in the next week's materials.

## **WORK EXPECTATIONS**

This is a 3-credit-hour course. According to Ohio State policy [<https://trustees.osu.edu/bylaws-and-rules/3335-8>] students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of outside work (readings, homework, and project assignments, for example) to receive a passing grade.

## **ATTENDANCE AND PARTICIPATION**

Because this is a (mostly) online course, your attendance is based on your online activity and participation. You are expected to log in to the course in Carmen every week, and during most weeks you will probably log in many times. As part of your participation, each week you can expect to interact with other students in the course through discussion sections. For the most part, it is simple to make up credit you miss later. If you do have a situation that might cause you to miss an entire week of class material, please email me to discuss it as soon as possible. Look on p. 10 for more information on attendance.

You will need to put in consistent effort throughout the semester; it will not be possible to do everything at the end. If you are having difficulty, speak with me or a teaching assistant and we will do everything possible to help you.

## **OFFICE HOURS**

Office hours with me are from 1:30 to 3:30pm on Thursdays and are offered through Zoom. I will not be in my physical office much this semester. However, if Zoom does not work for you, I am happy to set up a time with you over the phone or in person outside.

During office hours, you may consult with me about specific questions and/or issues you have related to course work, academic performance, or professional development. It is appreciated, although not required, that students arrange for individual meetings ahead of time. If a student drops in without notice, they should be prepared to defer to those students with prearranged meeting times.

The Zoom invite is <https://osu.zoom.us/j/97625798743?pwd=UUoxOFIsTDk3VklyYWd0NGICTVdkUT09>; you should enter the password 678847.

## **MATERIAL**

All course content (syllabus, assignments, lectures, readings) is posted on our Carmen site. All material is organized into the one-week themed modules. There is no textbook to buy for the course; all material will be provided for free. If you need help using Carmen, use the University's Office of Distance Education and eLearning support website [<https://resourcecenter.odee.osu.edu/canvas/getting-started-canvas-students>].

## **READINGS**

Readings will generally focus on specific issues, from which we will generalize in lectures and discussions back to more general themes. They will be necessary for participating in recitations and completing Activities and the Exam. Some are magazine or newspaper articles for a general audience, and should be fairly easy to read. Others will be academic articles, and will be more challenging and specialized. Look ahead each week to get a sense of how

challenging each one will be.

## LECTURES

Lectures will be provided by me and by the teaching assistants in the form of online videos. Each one will be approximately 20 minutes, with around 4 lectures for each week, and will focus on a specific aspect of the week's theme. The PDF files of lecture slides will be provided separately.

## GUIDES

When assignments require further clarification on skills or materials, supplemental guides will be posted.

## ACTIVITIES

Grades are based on a 100-point scale. Given the various needs of students taking this course, there is a wide variety of possible assignments for credit. Please read carefully and let me know if you have any questions.

### UNDERGRADUATE STUDENT GRADING SUMMARY

30 points: Recitation

20 points: Review

15 points: Checks

10 points: Exam

remaining points for participation, from some combination of:

30 points: Exercises

20 points: Talk Reports

### GRADUATE STUDENT GRADING SUMMARY

30 points: Responses

20 points: Review

15 points: Recitation

10 points: Project

remaining points for participation, from some combination of:

30 points: Exercises

20 points: Talk Reports

Note that these possible point totals add up to more than 100 points. You can balance the activities you choose to do to customize your learning, or to make up for points you missed – do what makes sense for you.

## REQUIRED ACTIVITY FOR ALL STUDENTS

### Review (graded, 20%)

A critical review of a designed landscape in your area with supporting photographs.

## REQUIRED ACTIVITIES FOR UNDERGRADUATE STUDENTS ONLY

### Recitation (15 provided for a maximum of 30 points, 2 points per successful participation)

Recitation will be conducted through weekly asynchronous discussion boards in small groups.

### Checks (15 provided for a maximum of 15 points, 1 point per set)

Short sets of questions test comprehension for each module and help me identify where I need to review or clarify. Three out of five correct answers are necessary to get the point; retakes are possible.

### Exam (1 provided for a maximum of 10 points, converted from a 100% score)

This will be an open-book essay-based test covering the material of the entire course.

## REQUIRED ACTIVITIES FOR GRADUATE STUDENTS ONLY

Synchronous Recitation (15 provided for a maximum of 15 points, 1 point per successful participation)

All graduate students will take part in synchronous sessions and will receive 1% for participating in each discussion. As much as possible, these will be in-person and conducted outside.

Responses (15 provided for a maximum of 30 points, 2 points per paper)

A weekly open-ended response to readings and class activities. This will be 200-300 words, quickly summarizing the week's readings and bringing it together with our other material.

Project (10 points)

A profile of a landscape architecture firm.

## REQUIRED PARTICIPATION ACTIVITIES FOR ALL STUDENTS

Exercises (30 provided for a maximum of 30 points, 1 point per successful participation)

These are a variety of short, open-ended questions where you apply course concepts to your own experience and judgment.

Talk Reports (four opportunities for a maximum of 20 points, 5 points possible per paper)

View an online lecture by a landscape architect from an approved list, and write a open-ended response. Unlike other activities, which have specific due dates, these are open all semester long.

## SCHEDULE

### **I. From the Ground Up: What Are the Essentials of Landscape Architecture?**

#### **WEEK 1**

Tu 8/25 - M 8/31

#### WHAT EXACTLY IS LANDSCAPE ARCHITECTURE?

*groundwork for concepts and definitions*

Amidon, Jane. *Radical Landscapes*. Thames & Hudson, 2001, pp. 6-37, 56-77.

Corner, James. "Drawing and Making in the Landscape Medium." *Word & Image* vol. 8, no. 3, 1992, pp. 243-275.

*Read syllabus thoroughly by the end of this week.*

#### **WEEK 2**

Tu 9/1 - M 9/7

#### ACCOUNTING FOR TASTE

*aesthetic goals for landscape architecture; cultural values as applied to landscapes; the garden*

Lewis, Peirce. "American Landscape Tastes." *Modern Landscape Architecture: A Critical Review*, edited by Marc Treib, MIT Press, 1993, pp. 2-17.

Meyer, Elizabeth. "The Expanded Field of Landscape Architecture." *Ecological Design and Planning*, edited by George Thompson and Frederick Steiner, John Wiley & Sons, 1999, pp. 45-79.



### **WEEK 3**

Tu 9/8 - M 9/14

#### **GREEN MATERIAL**

*ecological goals for landscape architecture; basics of sustainability and resilience; native plants and habitat; public parks*

Nassauer, Joan Iverson. "Messy Ecosystems, Orderly Frames." *Landscape Journal* vol. 14, no. 2, 1995, pp. 161-170.

Reed, Chris, and Nina-Marie Lister. "Ecology and Design: Parallel Genealogies." *Places*, April 2014,

<https://placesjournal.org/article/ecology-and-design-parallel-genealogies/>.

Van Valkenburgh, Michael, with William S. Saunders. "Landscapes over Time." *Landscape Architecture Magazine* vol. 103, no. 3, 2013, pp. 106-108, 110, 112-114.

*Review assigned. Project assigned (for graduate students).*

### **WEEK 4**

Tu 9/15 - M 9/21

#### **CULTIVATING PUBLIC LIFE**

*social goals for landscape architecture; forms and functions of public space; plazas and streetscapes*

McIntyre, Linda. "In Dubious Battle." *Landscape Architecture* vol. 97, no. 3, 2007, pp. 36, 38, 40-45.

Olin, Laurie. "One Size Rarely Fits All." *Landscape Architecture* vol. 97, no. 3, 2007, pp. 138-140.

Whyte, William H., director. *The Social Life of Small Urban Spaces*. The Municipal Art Society of New York, 1980, <https://www.youtube.com/watch?v=HH9fhmyTRjI&t=995s>.

### **WEEK 5**

Tu 9/22 - M 9/28

#### **PLAY MATERIALS**

*choosing and sourcing materials; reconciling competing goals; accessibility and safety; playgrounds and sporting grounds*

Lange, Alexandra. "Play Ground: How a Dutch Landscape Architect is Reinventing the Park." *New Yorker* 16 May 2016.

Raver, Anne. "Permafrost Frontier." *Landscape Architecture Magazine*, vol. 103, no. 11, 2013, 154-171.

"Project: Inuvik School, Inuvik, Northwest Territories (2008), 1999-2014." *Canadian Centre for Architecture Archives*, <https://www.cca.qc.ca/en/search?digigroup=499172>.

### **WEEK 6**

Tu 9/29 - M 10/5

#### **DESIGNING COMMUNITY**

*subdivision and town design; corporate landscapes*

Kelbaugh, Doug. "Landscape Urbanism, New Urbanism and the Environmental Paradox of Cities." *Landscape Urbanism and its Discontents*, edited by Andrés Duany and Emily Talen, New Society, 2013, pp. 57-86. *The Lexicon of the New Urbanism*. Duany Plater-Zyberk & Co., 2014.

Mozingo, Louise A. "The Corporate Estate in the USA, 1954-64." *Studies in the History of Gardens & Designed Landscapes* vol 20, no. 1, 2000, pp. 25-56.

## **WEEK 7**

Tu 10/6 - M 10/12

### **PLANNING FOR LANDSCAPE**

*regional landscape planning and analysis; environmental planning; the National Park Service*

Forsyth, Ann. "Evolution of an Ecoburb." *Landscape Architecture* vol. 95, no. 7, 2005, pp. 60-69.

McHarg, Ian. *Design with Nature*. Natural History Press, 1969, pp.103-115.

Ndubisi, Forster. "Landscape Ecological Planning." *Ecological Design and Planning*, edited by George Thompson and Frederick Steiner, John Wiley & Sons, 1997, pp. 9-39.

*Woodlands New Community: Guidelines for Site Planning*. Wallace, McHarg, Roberts, and Todd, 1973.

## **II. The Work of Landscape: How is Landscape Architecture Accomplished?**

## **WEEK 8**

Tu 10/13 - M 10/19

### **WHO IS THE LANDSCAPE ARCHITECT?**

*a brief history of landscape design and designers; the emergence and identity of professional landscape designers*

Green, Jared. "Interview with Walter Hood: Black Landscapes Matter." *The Dirt*, June 28, 2020,

<https://dirt.asla.org/2020/06/24/interview-with-walter-hood-black-landscapes-matter/>.

Hood, Walter. *Urban Diaries*. Spacemaker Press, 1997, pp. 12-30.

Spears, Steven. "The Big Time. The Bigger Time." *Landscape Architecture Magazine*, April 16, 2019,

<https://landscapearchitecturemagazine.org/2019/04/16/the-big-time-the-bigger-time/>.

## **WEEK 9**

Tu 10/20 - M 10/26

### **PROPOSING A LANDSCAPE**

*commissions and competitions; design process; public process; collaborations and consultants*

Dunlap, David W., and Glenn Collins. "How Greening of Design Swayed Memorial Jury." *New York Times* 8 January 2004, late edition, p. B1.

Kimmelman, Michael. "Finding Space for the Living at a Memorial." *New York Times* 29 May 2014, p. C1.

Lipton, Eric. "Nuts and Bolts (and Water) Challenge 9/11 Shrine." *New York Times* 24 January 2004, late edition, p. A1.

"World Trade Center Site Memorial Competition Guidelines." *World Trade Center Site Memorial Competition*, [https://web.archive.org/web/20200217133751/http://wtcsitememorial.org/about\\_guidelines.html](https://web.archive.org/web/20200217133751/http://wtcsitememorial.org/about_guidelines.html).

## **WEEK 10**

Tu 10/27 - M 11/2

### **BUILDING A LANDSCAPE PROJECT**

*construction processes*

Hill, Kristina. "Urban Ecologies: Biodiversity and Urban Design." *CASE: Downsview Park*, edited by Julia Czerniak. Prestel, 2002, pp. 90-101.

North, Alissa. "Processing Downsview Park: Transforming a Theoretical Diagram to Master Plan and Construction Reality." *Journal of Landscape Architecture* vol. 7, no. 1, 2012, pp. 8-19.

Review due.

## **WEEK 11**

Tu 11/3- M 11/9

### **MAINTAINING THE LANDSCAPE**

*maintenance, preservation and restoration*

Chandler, Mary Voelz. "High Plains Burial: Denver Just Wiped Out a Vintage Lawrence Halprin Park – Will Its Bland Replacement Please Anyone but Adjacent Business Owners?" *Landscape Architecture* vol. 94, no. 11, 2004, pp. 80, 82-93.

Fitch, James Marston. *Historic Preservation*. University Press of Virginia, 1990, pp. 261-292.

Lerner, Jonathan. "Surge Time." *Landscape Architecture Magazine* vol. 106, no. 8, 2016, pp. 92-105.

### **III. Current Affairs: What Are the Most Pressing Issues in Landscape Architecture Today?**

## **WEEK 12**

Tu 11/10 - M 11/16

### **ADVOCACY**

*activism, publication*

Watch any three of the video declarations for the Landscape Architecture Foundation's 2016 Summit on Landscape Architecture and the Future at <https://www.lafoundation.org/resources/category/summit-videos>

Fleming, Billy. "Design and the Green New Deal." *Places*, April 2019, <https://placesjournal.org/article/design-and-the-green-new-deal/>.

## **WEEK 13**

Tu 11/17 - M 11/23

### **REINVENTION**

*approaches to vacant and polluted land*

"The Land Use Element: The Image of the City." *Detroit Future City*, 2012.

Lopez, Mark, director. *Segregated by Design*. Silkworm Studio, 2019, <https://www.segregatedbydesign.com>.

Norman, Marc, and Maurice Cox. "Growing in the Gaps." *Urban Omnibus*, July 10, 2018, <https://urbanomnibus.net/2018/07/growing-in-the-gaps/>.

"Working with Lots: A Field Guide." *Detroit Future City*, 2015.

## **WEEK 14-16**

Tu 11/24 - M 12/11

### **CONNECTING**

*green roofs and streets; BMPs (best management practices); speculative infrastructure*

Holmes, Rob. "The Problem with Solutions." *Places*, July 2020, <https://placesjournal.org/article/the-problem-with-solutions/>.

Margolis, Liat, and Alexander Robinson. *Living Systems*. Birkhäuser, 2007, pp. 100-121.

*Due to the break and design reviews for landscape students, we will use a different schedule for the last few weeks. Note that an two sets of weekly activities – a Check, Exercises, and online Recitations for both undergraduates and graduates – will be made available during this period. This extra set will be based in self-assessment and assessment of the course, so should be quick and fairly easy to complete.*

**12/9 ALL TALK REPORTS MUST BE SUBMITTED**  
**12/4-12/9 EXAM (UNDERGRADUATES ONLY)**  
**12/11 PROJECT DEADLINE (GRADUATES ONLY)**

## **COURSE POLICIES**

### **ATTENDANCE AND PERSONAL ISSUES**

In general, attendance for undergraduate students should not be an issue, since there are no in-person synchronous meetings. Either you do the work that proves you are paying attention, or you don't.

However, personal issues can get in the way of you completing the course. In general, there are five situations which constitute an "excused absence" and thus are valid reasons for excusing or postponing deadlines: personal illness, death of an immediate family member, military or government duty, University/Knowlton School sanctioned events, and major religious holidays. Other situations may be evaluated on a case-by-case basis and students are encouraged to discuss them with me as soon as they arise. Documentation may be required.

### **DEADLINES**

Students who miss major deadlines due to valid, extenuating circumstances may submit the required work at a date agreed upon with me. You should make such arrangements as soon as realistically possible. For most cases, do not ask to make up small weekly assignments (Checks and Recitations) – plan to make up the credit instead by participating more in the future and doing Talk Reports.

We will evaluate incomplete projects in relation to their degree of completion. Unexcused work will not be accepted, and incomplete projects will be evaluated in relation to their degree of completion.

### **COMMUNICATION**

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call 614-688-HELP at any time if you have a technical problem.)

-Grading and feedback: For weekly assignments and exams, you can generally expect feedback within 7 days. Larger assignments may take up to two weeks.

-Email: The graduate assistants and I will reply to emails within 24 hours. Please do the same if I email you directly.

-Discussion board: The graduate assistants and I will check and reply to messages in the discussion boards every 24 hours on school days.

### **COURSE EVALUATIONS**

I highly encourage you to fill out a Student Evaluation of Instructor (SEI) form at the end of the semester. Feedback from SEIs greatly helps in improving my teaching and this course over time.

### **CAVEAT**

The schedule and assignments of this course are subject to change. Any adjustments will be made known through an announcement on Carmen. Students are responsible for keeping up with such announcements.

## **COURSE TECHNOLOGY**

### **BASELINE TECHNICAL SKILLS**

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the Canvas Student Guide [<https://community.canvaslms.com/docs/DOC-10701>].

### **CARMEN ACCESS**

You will need to use BuckeyePass multi-factor authentication [<https://buckeyepass.osu.edu>] to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, the university recommends that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions [[https://osuitsm.service-now.com/selfservice/kb\\_view.do?sysparm\\_article=kb05026](https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb05026)].
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help/hours](http://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

**Self-Service and Chat support:** [ocio.osu.edu/help](http://ocio.osu.edu/help)  
**Phone:** 614-688-4357(HELP)  
**Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)  
**TDD:** 614-688-8743

If you need additional services to use Carmen tools, please request accommodations with me as soon as possible. Here are some links specifically helping with accessibility:

- CarmenCanvas accessibility [<https://community.canvaslms.com/docs/DOC-2061>]
- CarmenZoom accessibility [<https://go.osu.edu/Bqd4>]

## **SCHOOL AND UNIVERSITY POLICIES**

### **DISTANCE LEARNING**

All university standards and policies remain in place as related to Title IX, academic misconduct, allowances for students with disabilities, studio conduct and respect for others, and other related issues. We will be meeting and interacting in an online format, not an anonymous one. We will conduct ourselves and treat others as if we were meeting in person.

### **ACADEMIC INTEGRITY**

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute "Academic Misconduct."

OSU's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples include (but are not limited to)

plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct, so it is recommended that you review the Code of Student Conduct.

Plagiarism is one of the most serious forms of academic misconduct. Plagiarism is simply using the words, ideas, and images of other people without giving them credit. When you are using someone else's words, ideas, or images, take the time to attribute them by specifying your source and setting them apart from your own work. This concept can be confusing in practice. I encourage you to contact me or a graduate assistant if you have any confusion about what constitutes plagiarism.

A few guidelines for this course:

- You must complete the Checks and Exam yourself, without any external help or communication.
- Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow MLA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work. All written work will be checked through Turnitin.
- In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment before handing them in is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

If a faculty member suspects that a student has committed academic misconduct in a course, they are obligated by University Rules to report suspicions to the Committee on Academic Misconduct. It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. If COAM determines that a student has violated the University's Code of Student Conduct, the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

Office of Student Life Student Conduct: <https://studentconduct.osu.edu/>

Code of Student Conduct: <https://trustees.osu.edu/bylaws-and-rules/code>

Committee on Academic Misconduct: [oaa.osu.edu/coam.html](http://oaa.osu.edu/coam.html)

Academic Misconduct Information for Students: <https://oaa.osu.edu/academic-integrity-and-misconduct/student-misconduct>

## GRADING

Letter grades are assigned based on a standard scheme:

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
E	<60
EN	failing grade for non-attendance
I	incomplete

For an A, the student must satisfy the course objectives excellently; for a B, meet expectations very well; for a C, meet expectations; for a D, meet expectations in the lowest acceptable manner. An E is considered a failing grade and denotes that the student has not satisfied the course objectives. An EN is a failing grade due to non-attendance. An I indicates that the student has completed a major portion of the work in the course in a satisfactory manner, but for reasons judged by the instructor to be legitimate, a portion of the course requirements remains to be completed. In this event the student and instructor must agree upon a plan and deadline for the student to complete the course. If the work is not made up by the due date, the I mark will be changed to an alternate grade that the instructor reported at the time the I was assigned.

Students should be aware that grade records are not required to be kept longer than two terms beyond the course offering. Any issues about grades should be reported to me as soon as possible, and no later than the next active term (autumn term for spring or summer courses, spring for autumn courses.)

## **COPYRIGHT DISCLAIMER**

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## **GRIEVANCES**

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with me. Then, if necessary, take your case to the graduate or undergraduate studies chair, section head, school director, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23. Grievances against graduate, research, and teaching associates should be submitted first to the supervising instructor, then to the head of the associate's section.

## **SEXUAL HARRASSMENT**

No forms of sexual harassment or intimidation will be tolerated. Sexual harassment includes lewd remarks and inappropriate comments made in the studio environment, classroom, and computer labs as well as the "display of inappropriate sexually oriented materials in a location where others can see it." Sexual harassment includes inappropriate behavior among two or more students; between students and/or faculty and/or staff; and within those groups. The actions can take place in physical, verbal, or written forms.

Title IX makes it clear that violence and harassment based on sex and gender are civil rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu) or (614) 247-5838. Also, refer to University's Code of Student Conduct 3335-23-04 (C) for additional information.

## **DIVERSITY**

The Ohio State University affirms the importance and value of diversity in the student body and the greater university community. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

The Knowlton School also values the intellectual diversity of its faculty and students, and supports diverse approaches to instruction and learning. A respect for individual rights is the foundation of an intellectual community, and all members of the community are expected to conduct themselves with the highest ethical principles and regard for others.

## **COUNSELING AND MENTAL HEALTH**

As a student you may experience mental health concerns or stressful events such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation, etc., that cause barriers to learning, participation and performance. If you or someone you know are suffering from any of these concerns, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292-5766. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).



## STUDENTS WITH DISABILITIES

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately to privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

## PROFESSIONAL CONDUCT

Students are expected to conduct themselves in a professional manner and to abide by the provisions in the Code of Student Conduct. Students should appreciate diversity, and they should conduct themselves professionally with members of the same or opposite gender and/or from different ethnicities and cultures. Students should represent themselves in a professional manner in forums that have public access. This includes information posted on social networking sites. Information on these pages is often screened by potential employers, and unprofessional material can have a negative impact on job or graduate school prospects.

## HEALTH AND SAFETY REQUIREMENTS

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance [<https://safeandhealthy.osu.edu>] which includes wearing a face mask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will result in a warning first, and disciplinary actions will be taken for repeated offenses.

## KNOWLTON HALL POLICIES

Any students working within Knowlton Hall for this course are expected to follow the building-related policies as outlined in the KSA Student Policy Handbook [[https://knowlton.osu.edu/sites/default/files/pdf/KSA Policy Handbook - Students 2012.pdf](https://knowlton.osu.edu/sites/default/files/pdf/KSA%20Policy%20Handbook%20-%20Students%202012.pdf)].

## STUDENT RESOURCES

Knowlton Student Services for Undergraduate Students [<http://knowlton.osu.edu/students/undergraduates>]  
Knowlton Student Services for Graduate Students [<http://knowlton.osu.edu/students-current-students/graduate>]  
Student Life Resources & Policies [<https://studentlife.osu.edu/resources/>]  
Student Advocacy Center [<http://advocacy.osu.edu/>]  
Dennis Learning Center [<http://dennislearningcenter.osu.edu>]  
Counseling and Consultation Services [<https://ccs.osu.edu>]  
Student Life Disability Services [<https://slds.osu.edu/>]  
Office of Diversity and Inclusion [<https://odi.osu.edu/>]  
University's Building Emergency Action Plans [<https://dps.osu.edu/beap>]  
Department of Public Safety [<https://dps.osu.edu/>]; for non-emergency, dial (614) 292-2121; for emergency, dial 911

# KNOWLTON SCHOOL

ARCHITECTURE  
LANDSCAPE ARCHITECTURE  
CITY AND REGIONAL PLANNING  
[knowlton.osu.edu](http://knowlton.osu.edu)

## LARCH 2600/2600E/6600 OUTLINES of LANDSCAPE ARCHITECTURE

Instructor name: Justin Scherma Parscher  
Year and term: Fall 2019  
Meeting time: Tu, Th 3:55-5:15pm  
Meeting location: Ramseyer Hall 059  
Graduate recitation: Thursday 5:30-6:25pm/Knowlton 259  
Undergraduate recitation: online

Email: [parscher.1@osu.edu](mailto:parscher.1@osu.edu)  
Office location: 293 Knowlton Hall  
Office hours: Tu, Th 2:30-3:30pm (or by appt.)  
Teaching assistants: Lulu Aguiar/aguiar.14  
Tyler Cloud/cloud.70  
Sarah Coleman/coleman.908



*DLANDstudio with ARO, "A New Urban Ground," for MOMA's 2010 Rising Currents exhibition*

## DESCRIPTION

There are two major goals for this course: to give an overview of the contemporary discipline of landscape architecture, and to provide tools for appreciating and evaluating designed landscapes. In addition to introducing landscape architecture as an artistic practice, I will concentrate on landscape architecture as a professional field with conscious goals for environmental and social performance. While focusing on exemplary built projects, the course will also address the importance of applied research and theory in meeting the profession's goals for sustainability and equity. The course is structured around five questions:

- How do we define landscape architecture? What is included and what isn't? What is its heritage?
- How does landscape architecture plan the environment? How does it channel natural forces? How natural is it really?
- How does landscape architecture design sites for human activity? What can it do to help people? How does it function as an art?
- How is landscape architecture accomplished? What is the process of getting a landscape built? How does it change over time?
- What are the most pressing issues in landscape architecture today? What are people in the profession talking and arguing about?

## GOALS

By the end of the course, all students should:

- gain a working overview of the contemporary landscape profession, including a variety of types of practices, projects, and theories
- cultivate the ability to critically evaluate landscapes for environmental, social, and aesthetic value
- learn techniques for thinking critically about the creation of landscape
- understand typical processes for designing and building landscapes
- know a group of representative landscape architecture projects for use as reference points

The course depends upon all members of the class being able to hold an equal conversation about the material. To make this possible, you must complete all readings and assignments and come to class prepared to discuss them in a well-informed and respectful manner.

## GE STATEMENT

*Visual and Performing Arts*

### *Goals*

*Students evaluate significant works of art in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.*

### *Expected Learning Outcomes*

1. *Students analyze, appreciate, and interpret significant works of art.*
2. *Students engage in informed observation and/or active participation in a discipline within the visual, spatial, and performing arts.*

## COURSE STRUCTURE

The main part of the course consists of two 80 minute lecture sessions every week. These sessions will involve lectures I give, along with in-class collaborative activities. Lecture sessions feature content that will not be available from readings and lecture slides, and will be necessary to attend for a good grade. Several materials will be necessary for in-class participation, including plenty of paper and a pen or pencil. I recommend keeping a dedicated notebook. A mobile device will also be helpful.

For undergraduate students, an online recitation session is required every week, moderated by graduate teaching assistants. (I will moderate the undergraduate honors recitation.) Recitations will take the form of a discussion around a given question prompt. Each student must leave one reply to the prompt and three substantial responses to other students' replies for full credit. For each week, this will be done between 6pm on Thursday and 9pm on Monday.

Graduate students in landscape architecture in the class will not take part in this online recitation. Instead, they will take part in an in-person recitation with me after class on Tuesday. For each recitation, they will submit a 1-2 page (200-300 word) response paper quickly summarizing and responding to the readings and activities of the previous week. For example, the response paper turned in for Recitation 2 must respond to the readings for both the Week 2A and 2B classes. This paper must be submitted by 7am on Thursday before the recitation. No credit will be given for attending recitation without submitting this response; late submittals will not be accepted, but one response can be missed without losing credit.

## **COURSE ASSIGNMENTS**

Course content (syllabus, required readings, assignments) is posted on its Carmen site ([carmen.osu.edu](http://carmen.osu.edu)). There is no textbook to buy for the course; required readings will be provided as PDFs. For help with using Carmen, use the University's Office of Distance Education and eLearning support website: <https://resourcecenter.odee.osu.edu/canvas/getting-started-canvas-students>

### Readings

Readings will generally focus on specific issues, from which we will generalize in class and discussions back to more general themes. They should be read by the time of the class they are listed under. They will be necessary for participating in recitations and completing activities and exams. They will generally alternate between more scholarly papers and popular or journalistic articles; look ahead to get a sense of how challenging each one will be.

### Project 1

A 500-750 word critical review of a designed Columbus landscape with supporting photographs.

### Project 2

A visual essay analyzing the making and performance of a landscape project. (Honors undergraduate students will receive a special version of this assignment.)

### Activity

Your knowledge of the material will be tested by two collaborative activities in class. Content will not be based on small facts, but on general concepts and comprehension. Your grade will be averaged between the two activities.

### Exam (undergraduate students ONLY)

This will be a take-home, open-book test covering the material of the entire course.

### Project 3 (graduate students ONLY)

Project 3 will be a collaborative resource and reference guide for landscape architecture.

### Response Papers (graduate students ONLY)

200-300 word response to readings and class activities; see above for more detail.

## **PARTICIPATION CREDIT**

100 points total are possible for participation.

-For each class with an in-class session (25 in all after the first class), you will receive 1 participation point just for attending. Attendance means being present at the beginning and end of class; the attendance procedure will be explained in class.

-For each undergraduate recitation (10 in all), you will be able to receive a maximum of 5 points. Students will receive 2 points for an initial response and 1 point each for 3 replies to others. These recitations are graded by the graduate assistants, who may use their discretion to withhold credit for improper or insufficient contributions.

This means that there are still 25 points to make up for the full 100 points. There are two ways to do this.

**Speaking in Lecture:** After the first class, you will receive 5 points for speaking in lecture (asking or answering a question having to do with the course topic). You can only receive 5 points per class session, and you can receive up to 30 points total for speaking, up to a maximum of 100 for your participation grade. I reserve the right to withhold credit for frivolous or minor questions (such as "What time is it?").

**Talk Report:** You can receive credit for viewing and writing about an approved public lecture on landscape architecture. Two landscape architects will be coming to Knowlton to speak this semester on Wednesday nights. There is also an archive of past landscape lectures online; a list of approved lectures will be posted on Carmen. To receive credit, you can write a talk report: a 250-300 word response paper briefly summarizing the lecture and detailing your own thoughts about it. You can write up to three talk reports at 10 points each for a maximum of 30 points added to your final participation grade, up to a maximum of 100 for your participation grade. Please contact Sarah Coleman ([coleman.908](mailto:coleman.908)) with questions and requests on talk reports.

-Graduate students will receive up to 40 points based on my discretion for their participation in in-class discussion. This will combine with 25 points for lecture attendance and 10 points for in-person graduate recitation attendance; they will still need to make up 25 points through speaking in lecture or talk reports.

Be aware that a student's grade will drop one letter grade after the third and fourth unexcused absences; a student with five unexcused absences can be dropped from the course and given an "E". This is standard policy for the landscape architecture section. For more information on excused absences, see below under the Attendance policy.

## **CRITERIA FOR EVALUATION**

Grades are based on the following point system:

100 points – participation  
100 points – average of Activity I and Activity 2  
100 points – Project 1  
100 points – Project 2  
100 points – Exam (for undergraduates) OR Project 3 (for graduates)  
-----  
500 points - total

Upon midterm evaluations, I will send letters to students whose performance is deemed unsatisfactory. This letter is to alert the student that his/her performance is lacking and offer suggestions on how to improve working method and outcomes. It should be followed up by a meeting with a graduate assistant or myself. Letter grades are assigned based on a standard scheme:

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
E	<60

For an A, the student must satisfy the course objectives excellently; for a B, meet expectations very well; for a C, meet expectations; for a D, meet expectations in the lowest acceptable manner. An E is considered a failing grade and denotes that the student has not satisfied the course objectives. An EN is a failing grade due to non-attendance. An I indicates that the student has completed a major portion of the work in the course in a satisfactory manner, but for reasons judged by the instructor to be legitimate, a portion of the course requirements remains to be completed. In this event the student and instructor must agree upon a plan and deadline for the student to complete the course. If the work is not made up by the due date, the I mark will be changed to an alternate grade that the instructor reported at the time the I was assigned.

Students should be aware that grade records are not required to be kept longer than two terms beyond the course offering. Any issues about grades should be reported to the instructor as soon as possible, and no later than the next active term (autumn term for spring or summer courses, spring for autumn courses.)

Be aware that the "final" grades given on Carmen are meaningless – I do not use it as my central tool for grading.

## **HOW TO SUCCEED IN THIS CLASS**

- Attend every class, enter and leave on time, and participate in in-class activities.
- When you have a question, ask it – in lecture, in recitation, during office hours or an appointment.
- Sit up front and minimize distractions.
- Keep large amounts of well-organized notes, including simple sketches of images. *Many students find that keeping devices off and taking notes by hand improves academic performance.*

You will need to put in consistent effort throughout the semester; it will not be possible to do everything at the end. If you are having difficulty, speak with me or a teaching assistant and we will do everything possible to help you.

## SCHEDULE

### I. Crash Course: How Do We Define Landscape Architecture?

#### WEEK 1

Tu 8/20 INTRODUCTION

Th 8/22

ELEMENTS OF LANDSCAPE-MAKING

*concepts and physical features, and how the two interact*

Amidon, Jane. *Radical Landscapes*. Thames & Hudson, 2001, pp. 6-37, 56-77.

*Read syllabus thoroughly by this point.*

*Recitation 1: 8/22-8/26*

#### WEEK 2

Tu 8/27 ACCOUNTING FOR TASTE

*cultural frames and values as applied to landscapes*

Lewis, Peirce. "American Landscape Tastes." *Modern Landscape Architecture: A Critical Review*, edited by Marc Treib, MIT Press, 1993, pp. 2-17.

Th 8/29 MAKING IDEAS IN LANDSCAPE ARCHITECTURE

*processes of drawing, modeling, and analysis; representations as tools for ideation and selling*

Corner, James. "Drawing and Making in the Landscape Medium." *Word & Image* vol. 8, no. 3, 1992, pp. 243-275.

*Recitation 2: 8/29-9/2*

#### WEEK 3

Tu 9/3 MATERIAL AND MESSAGE

*gardens, native plants, and habitat; sustainability and resilience; material choice and sourcing*

Nassauer, Joan Iverson. "Messy Ecosystems, Orderly Frames." *Landscape Journal* vol. 14, no. 2, 1995, pp. 161-170.

*Project 1 assigned. Project 3 assigned (for graduate students).*

Th 9/5 TOUR OF INSPECTION: MIRROR LAKE

A selection of articles on Ohio State's Mirror Lake have been posted to Carmen in the Week 3 folder. Choose at least three to read for today.

*Recitation 3: 9/5-9/9*

#### **WEEK 4**

##### Tu 9/10 A BRIEF HISTORY OF LANDSCAPE-MAKING

*prehistory to 1850; cultural infrastructures and gardens; estates and royal gardens; emergence of professional landscape designers*

Giroto, Christophe. *The Course of Landscape Architecture*. Thames & Hudson, 2016, pp. 15-43.

*9/11: Public lecture by landscape architect Michelle Delk, in Knowlton 250 at 5:30.*

##### Th 9/12 A BRIEF HISTORY OF LANDSCAPE ARCHITECTURE

*1850 to 1970; Frederick Law Olmsted and his followers; modernist landscapes; environmentalism and research*

Howett, Catherine. "Ecological Values in Twentieth-Century Landscape Design: A History and Hermeneutics." *Landscape Journal* vol. 17, Special Issue, 1998, pp. 80-98.

#### **II. Country and Community: How Does Landscape Architecture Plan the Environment?**

#### **WEEK 5**

##### Tu 9/17 ACTIVITY I

##### Th 9/19 PLANNING FOR LANDSCAPE

*regional landscape planning and analysis; environmental planning; urban planning; top-down and bottom-up processes*

Ndubisi, Forster. "Landscape Ecological Planning." *Ecological Design and Planning*, edited by George F. Thompson and Frederick R. Steiner, John Wiley and Sons, 1997, 9-39.

*Recitation 4: 9/19-9/23*

#### **WEEK 6**

##### Tu 9/24 PARK SERVICE

*landscape architecture and the United States' National Parks*

Lerner, Jonathan. "Surge Time." *Landscape Architecture Magazine* vol. 106, no. 8, 2016, pp. 92-105.

##### Th 9/26 LANDSCAPE IS OUR BRAND

*corporate landscapes; theme parks*

Jost, Daniel. "Designing Disney." *Landscape Architecture* vol. 99, no. 5, 2009, pp. 54-65.

*Recitation 5: 9/26-9/30*

#### **WEEK 7**

##### Tu 10/1

##### DESIGNING COMMUNITY

*subdivision and town design; New Urbanism vs. landscape urbanism*

Kelbaugh, Doug. "Landscape Urbanism, New Urbanism and the Environmental Paradox of Cities." *Landscape Urbanism and its Discontents*, edited by Andrés Duany and Emily Talen, New Society, 2013, pp. 57-86.

*Project 1 due; Project 2 assigned.*

Th 10/3 CAMPUS LIFE

*The Ohio State University; educational landscapes*

Turner, Paul Venable. *Campus*. MIT Press, 1984, selections.

*Recitation 6: 10/3-10/7*

### **III. Reinventing Space: How Does Landscape Architecture Design Sites for Human Activity?**

#### **WEEK 8**

Tu 10/8 CULTIVATING CIVIC SPACE

*plazas, program, form and function in public space*

McIntyre, Linda, "In Dubious Battle," and Laurie Olin, "One Size Rarely Fits All." *Landscape Architecture* vol. 97, no. 3, 2007, pp. 36, 38, 40-45; 140, 138-139.

Th 10/10 AUTUMN BREAK – NO CLASS

#### **WEEK 9**

Tu 10/15 PUBLIC MISSION

*equity; accessibility; programming; public participation*

Hood, Walter. *Urban Diaries*. Spacemaker Press, 1997, selections.

Th 10/17 ART AND AUTONOMY

*approaches from art practice and philosophy*

Meyer, Elizabeth K. "The Post-Earth Day Conundrum: Translating Environmental Values into Landscape Design." *Environmentalism in Landscape Architecture*, edited by Michel Conan, Dumbarton Oaks, 2000, pp. 187-244.

*Recitation 7: 10/17-10/21*

#### **WEEK 10**

Tu 10/22 STATE OF PLAY

*playgrounds; sports*

Lange, Alexandra. "Play Ground: How a Dutch Landscape Architect is Reinventing the Park." *New Yorker* 16 May 2016.



Th 10/24 RECLAIMING WASTE  
*approaches to vacant and polluted land*

Desimini, Jill. "From Planned Shrinkage to Formerly Urban: Staking Landscape Architecture's Claim in the Shrinking City Debate." *Landscape Journal* vol. 33, no. 1, 2014, pp. 17-35.

**IV. The Life of Projects: How is Landscape Architecture Accomplished?**

**WEEK 11**

Tu 10/29 ACTIVITY II

10/30: Public lecture by landscape architect Dominique Ghiggi, in Knowlton 250 at 5:30.

Th 10/31 COMPETITIONS TO REMEMBER  
*memorials; devotional and reflective spaces; launching a project*

Dunlap, David W., and Glenn Collins. "How Greening of Design Swayed Memorial Jury." *New York Times* 8 January 2004, late edition, p. B1.

Kimmelman, Michael. "Finding Space for the Living at a Memorial." *New York Times* 29 May 2014, p. C1.

Lipton, Eric. "Nuts and Bolts (and Water) Challenge 9/11 Shrine." *New York Times* 24 January 2004, late edition, p. A1.

Recitation 8: 10/31-11/4

**WEEK 12**

Tu 11/5 DESIGN FROM OFFICE TO OFFICE  
*the design project in practice; collaborations and consultants*

Hill, Kristina. "Urban Ecologies: Biodiversity and Urban Design." *CASE: Downsview Park*, edited by Julia Czerniak. Prestel, 2002, pp. 90-101.

Th 11/7 BUILDING A LANDSCAPE  
*construction drawings; design-bid-build and design-build methods*

North, Alissa. "Processing Downsview Park: Transforming a Theoretical Diagram to Master Plan and Construction Reality." *Journal of Landscape Architecture* vol. 7, no. 1, 2012, pp. 8-19.

Recitation 9: 11/7-11/11

**WEEK 13**

Tu 11/12 AFTERGLOW AND AFTERLIFE  
*maintenance, preservation and restoration*

Chandler, Mary Voelz. "High Plains Burial: Denver Just Wiped Out a Vintage Lawrence Halprin Park – Will Its Bland Replacement Please Anyone but Adjacent Business Owners?" *Landscape Architecture* vol. 94, no. 11, 2004, pp. 80, 82-93.

Project 2 due.

**V. Current Affairs: What Are the Most Pressing Issues in Landscape Architecture Today?**

Th 11/14 THE EXPANDED FIELD: FUTURES FOR LANDSCAPE ARCHITECTURE  
*new practices and design criteria for the upcoming century*

Instead of doing a reading, watch any three of the video declarations for the Landscape Architecture Foundation's 2016 Summit on Landscape Architecture and the Future here: <https://www.lafoundation.org/resources/category/summit-videos>

Recitation 10: 11/14-11/28

**WEEK 14**

Tu 11/19 GREENING INFRASTRUCTURE  
*green roofs and streets; BMPs (best management practices); speculative infrastructure*

Margolis, Liat, and Alexander Robinson. *Living Systems*. Birkhäuser, 2007, pp. 100-121.

Th 11/21 EXPORT AND TRANSLATION  
*landscape in new markets*

Yu Kongjian. "Beautiful Big Feet: Toward a New Landscape Aesthetic." *Harvard Design Magazine* no. 31, 2009, pp. 48-58.

**WEEK 15**

Tu 11/26 FINAL REVIEWS – NO CLASS

Th 11/28 THANKSGIVING BREAK – NO CLASS

**WEEK 16**

Tu 12/3 SPECTRES OF THE FUTURE  
*large-scale trends; commerce and ecology*

Berger, Alan. "The Suburb of the Future, Almost Here." *New York Times* 15 September 2017, p. SR4.

**12/3-12/10 EXAM**

**12/13 PROJECT 3 DEADLINE (FOR PARTICIPANTS ONLY)**

## **COURSE POLICIES**

### ATTENDANCE

Students are expected to attend all scheduled class meeting times and related events as outlined in the course syllabus. Attendance at lecture sessions will be taken by two means, one at the beginning and one at the end of each session: a sign-up sheet and a short writing assignment. Any foreseen medical absence must be documented prior to the start of the scheduled class meeting. Any absence related to other course commitments or activities must be brought to the attention of the instructor or a graduate assistant at least one week in advance. There are five situations which justify an “excused absence.” They are:

*Personal illness.* Students who are too ill or injured to participate in class must provide written documentation from a physician stating that the student cannot participate in class, as soon as possible after the event in question.

*Death of a member of the student’s immediate family.* Students who have missed class due to a death in the family must provide documentation of the death (death certificate, obituary, etc.) as soon as possible after the event in question.

*Military or government duty.* Please notify me prior to service, as soon as you are aware of any possible conflicts.

*University/Knowlton School sanctioned events.* Students who will be participating in University/Knowlton School sanctioned events must provide me with a copy of the scheduled events and those classes of which will be missed, as soon as you are aware of any possible conflicts.

*Major religious holiday.* Students who will be observing a religious holiday must provide a written notification to me within the first two weeks of the semester.

One of these reasons must be documented for an absence to be excused or a quiz rescheduled.

Please contact Tyler Cloud (cloud.70) with general questions and requests related to attendance.

### DEADLINES

Late work for projects will be accepted with a penalty. Grades will go down 20% for every day (24 hour period) they are late, beginning immediately after the due time. Incomplete projects will be evaluated in relation to their degree of completion. Students should be aware that grade records are not required to be kept longer than two terms beyond the course offering. Any issues about grades should be reported to the instructor as soon as possible, and no later than the next active term (autumn term for spring or summer courses, spring for autumn courses.) If a student wishes to have a grade reviewed, they should first contact the instructor they have worked with to discuss the grade. A reviewed grade can go down.

Please contact Lulu Aguiar (aguiar.14) with questions and requests on deadlines.

### COURSE EVALUATIONS

Students are highly encouraged to fill out a Student Evaluation of Instructor (SEI) at the end of the semester. Feedback from SEIs greatly helps in improving my teaching and this course over time. To encourage you all to fill out an SEI, time will be set aside in class to complete the form.

### TECHNOLOGY

You may use whatever technology you need in class to follow along – audio recording, taking photographs, checking sources or readings. However, be aware that your cell phone/mobile device is a rabbit hole and you are likely to lose time inside of it.

### COMMUNICATION

Students must check their university email daily. In return, I (or a teaching assistant) will return all emails within 24 hours.

At midterm, I will send a letter to students whose performance is deemed unsatisfactory. This letter is to alert the student that his/her performance is lacking and offer suggestions on how to improve working method and outcomes. For landscape architecture majors and graduate students, a copy of this letter will be sent to the student's advisor, the Chair of Undergraduate/Graduate Studies, and the Landscape Architecture Section Head.

### OFFICE HOURS

Regular office hours are scheduled throughout the semester so that students may consult with me about specific questions and/or issues they have related to course work, academic performance, or professional development. It is appreciated, although not required, that students arrange for individual meetings ahead of time. If a student drops in without notice, they should be prepared to defer to those students with prearranged meeting times.

### CAVEAT

The schedule and assignments of this course are subject to change. Any adjustments will be made known in class and/or through a revised statement or syllabus. Students are responsible for learning of these changes if they miss class time.

## **GENERAL POLICIES**

### ACADEMIC MISCONDUCT

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute "Academic Misconduct."

OSU's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct, so it is recommended that you review the Code of Student Conduct.

If a faculty member suspects that a student has committed academic misconduct in a course, they are obligated by University Rules to report suspicions to the Committee on Academic Misconduct. It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. If COAM determines that a student has violated the University's Code of Student Conduct, the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

Office of Student Life Student Conduct: <https://studentconduct.osu.edu/>

Code of Student Conduct: <https://trustees.osu.edu/bylaws-and-rules/code>

Committee on Academic Misconduct: [oaa.osu.edu/coam.html](http://oaa.osu.edu/coam.html)

Academic Misconduct Information for Students: <https://oaa.osu.edu/academic-integrity-and-misconduct/student-misconduct>

### PLAGIARISM

Plagiarism is one of the most serious forms of academic misconduct. Plagiarism is simply using the words, ideas, and images of other people without giving them credit. When you are using someone else's words, ideas, or images, take the time to attribute them by specifying your source and setting them apart from your own work.

This concept can be confusing in practice. I encourage you to contact me or a graduate assistant if you have any confusion about what constitutes plagiarism.

## GRIEVANCES

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor. Then, if necessary, take your case to the graduate or undergraduate studies chair, section head, school director, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23. Grievances against graduate, research, and teaching associates should be submitted first to the supervising instructor, then to the head of the associate's section.

## SEXUAL HARRASSMENT

No forms of sexual harassment or intimidation will be tolerated. Sexual harassment includes lewd remarks and inappropriate comments made in the studio environment, classroom, and computer labs as well as the "display of inappropriate sexually oriented materials in a location where others can see it." Sexual harassment includes inappropriate behavior among two or more students; between students and/or faculty and/or staff; and within those groups. The actions can take place in physical, verbal, or written forms.

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu) or (614) 247-5838. Also, refer to University's Code of Student Conduct 3335-23-04 (C) for additional information.

## DIVERSITY

The Ohio State University affirms the importance and value of diversity in the student body and the greater university community. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

The Knowlton School also values the intellectual diversity of its faculty and students, and supports diverse approaches to instruction and learning. A respect for individual rights is the foundation of an intellectual community, and all members of the community are expected to conduct themselves with the highest ethical principles and regard for others.

## COUNSELING AND MENTAL HEALTH

As a student you may experience mental health concerns or stressful events such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation, etc., that cause barriers to learning, participation and performance. If you or someone you know are suffering from any of these concerns, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292-5766. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).

## PROFESSIONAL CONDUCT

Students are expected to conduct themselves in a professional manner and to abide by the provisions in the Code of Student Conduct. Students should represent themselves in a professional manner in forums that have public access. This includes information posted on social networking sites. Information on these sites is often screened by potential employers, and unprofessional material can have a negative impact on job or graduate school prospects.

## STUDENTS WITH DISABILITIES

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately to privately discuss options. To establish reasonable accommodations, I will request that you register with Student Life Disability Services if you have not done so already. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be

implemented in a timely fashion. SLDS may be contacted through [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

### PROFESSIONAL CONDUCT

Students are expected to conduct themselves in a professional manner and to abide by the provisions in the Code of Student Conduct. Students should appreciate diversity, and they should conduct themselves professionally with members of the same or opposite gender and/or from different ethnicities and cultures. Students should represent themselves in a professional manner in forums that have public access. This includes information posted on social networking sites such as Facebook and Twitter. Information on these pages is often screened by potential employers, and unprofessional material can have a negative impact on job or graduate school prospects.

### PROHIBITED ITEMS AND ACTIONS

The following items are prohibited: Non-Knowlton School furniture, alcohol, cigarettes, weapons, bicycles, skateboards, rollerblades, pets, spray paints, foam cutter wands, welding devices, glaives, guisarmes, heat guns, and any flame or gaseous liquid device. The following safety compliances must be observed: electrical power cords cannot be connected in a series or extend over traffic areas; fire extinguishers must remain accessible and in full view; access to stairwells, corridors, and aisles must maintain a 44" clear width and handrails must be unobstructed. Building surfaces cannot be marked, anchored to, or penetrated. Installations may not occur in any part of the building except by permission of the Knowlton School Building Coordinator. Power tools are restricted to the shop except when permission is granted by the Knowlton School Building Coordinator. Loud noise is forbidden. Graffiti and vandalism are grounds for disciplinary action.

### STUDENT RESOURCES

Knowlton Student Services/Undergraduate Students: <http://knowlton.osu.edu/students/undergraduates>  
Knowlton Student Services/Graduate Students: <http://knowlton.osu.edu/students-current-students/graduate>  
Student Life Resources & Policies: <https://studentlife.osu.edu/resources/>  
Student Advocacy Center: [advocacy.osu.edu](http://advocacy.osu.edu)  
Writing Center: <https://cstw.osu.edu/writing-center>  
Dennis Learning Center: [dennislearningcenter.osu.edu](http://dennislearningcenter.osu.edu)  
Counseling and Consultation Services: <https://ccs.osu.edu>  
Student Life Disability Services: <https://slds.osu.edu/>  
Office of Diversity and Inclusion: <https://odi.osu.edu/>  
Department of Public Safety: <https://dps.osu.edu/>;  
non-emergency: (614) 292-2121; emergency: dial 9-1-1  
University's Building Emergency Action Plans: <https://dps.osu.edu/beap>

## Distance Learning Course Component Technical Review Checklist

**Course: LARCH 2600**

**Instructor: Justin Scherma Parscher / Judith Bunham-Borst (requestor)**

**Summary:** There are two major goals for this course: to give students an overview of the contemporary practice of landscape architecture, and to give them tools for appreciating and evaluating designed landscapes. In addition to exploring landscape architecture as an artistic discipline, I will introduce landscape architecture as a profession that addresses environmental and social issues.

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			CarmenCanvas, Zoom, Discussion Boards, Email are the tools listed throughout the syllabus.
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> <li>• Weekly modules</li> <li>• Defined office hours (pg 3)</li> <li>• Multiple lectures at the approximate 20 min mark each (pg 4)</li> <li>• Various activities (pg 4)</li> </ul>
6.3 Technologies required in the course are readily obtainable.	X			All technologies are within CarmenCanvas
6.4 The course technologies are current.	X			
6.5 Links are provided to privacy policies for all external tools required in the course.	X			Policies begin on pg 10
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Begins pg 11
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X – See notes			Recommend using the Carmen Distance Learning “Master Course” template developed by ASC, ODEE and available in the Canvas Commons the ETS developed Engineering Carmen Template to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X – see notes			No technologies other than CarmenCanvas and Zoom listed.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X – See notes			<p>Recommend that resources be developed to address any requests for alternative means of access to course materials.</p> <p>Request for students with disabilities to contact instructor to make arrangements (pg 14)</p>

8.4 The course design facilitates readability	X – see notes			Recommend using the Carmen Distance Learning “Master Course” template developed by ASC, ODEE and available in the Canvas Commons or the ETS developed Engineering Carmen Template to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser.

**Reviewer Information**

- Date reviewed: March 17, 2021
- Reviewed by: Jessica Hanna

**Notes:**

<sup>a</sup>The following statement about disability services (recommended 16 point font):  
 The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

<sup>b</sup>Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus. <http://advising.osu.edu>

<sup>c</sup>Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <https://contactbuckeyelink.osu.edu/>