



Course Number	LAND 702	Location	TBA
Course Name	Landscape Architecture Studio III - Advanced		
Instructor	Dr. Beverly A. Sandalack Jack Vanstone	Office Hours	By appointment
	Email: sandalack@ucalgary.ca	Phone: 403 615 4655 (mobile)	
Class Dates	Mondays, Tuesdays, Thursdays, Fridays 2:00pm - 6:10pm - meeting days will normally be Mondays and Thursdays		
Email Policy	All course communications must occur via your @ucalgary email		

Course Description

This is a research-oriented project studio that explores contemporary themes in landscape architecture. It centres on a real-world problem or project, the analysis of issues and context, and the formulation of a comprehensive design solution involving advanced methods, techniques and practices.

This studio aims to explore the relationship between research and design and to further develop skills in landscape architecture. The studio approach involves documentation and analysis of landscape and cultural form and process, site planning, conceptualization, design development, and visualization to address complex landscape situations. Issues including climate change, local and regional identity, and sustainability will inform studio work. We will consider environmental factors, social factors, urban structure, and sense of place, and discuss the principles of good environmental design within the western Canadian context. The exercises and major project will enable students to explore various inter-related scales of landscape and urban systems and provide experience in developing a research approach and methods to resolve a complex landscape design issue.

The topic and region of study for this year's studio is Nose Creek.

On 15 November 2021, City of Calgary Council voted to declare a climate emergency. Calgary's Climate Resilience Strategy includes plans to reduce greenhouse gas emissions and to adapt to a changing climate by taking actions to reduce the impact of extreme weather events. The strategy, so far, is quiet on the subject of parks and open space systems and on the potential of the landscape to help in addressing climate change.

Also in 2021, shortly before Calgary City Council's decision, the Climate Action Commitment was ratified by the International Federation of Landscape Architects (IFLA) and the Canadian Society of Landscape Architects (CSLA) along with others. Among their concerns are the reduction of carbon emissions, protection of natural environments and development of innovative changes to planning and design in order to help prevent the catastrophic environmental and societal breakdowns often associated with climate change. Parks and open space systems must play a role in this, and the profession of landscape architecture is uniquely qualified to take on these complex issues through a landscape approach.

Calgary's premiere public space and one of its most important defining features is the river path system. This interconnected network totals more than 800 kilometers of pathways and public spaces and another 300 kilometers of bikeways and cycle tracks. The river path system was the result of a visionary and ambitious Urban Parks Master Plan, adopted in 1991, although it had been proposed almost a century earlier in Thomas Mawson's 1914 Calgary Plan. Today it seems like an inevitable part of the city form, but is not yet complete or comprehensive enough.

Most people are familiar with the paths and spaces along the Bow and Elbow Rivers, however there is another watercourse that is just as important. Nose Creek is a multi-branched tributary of the Bow that originates north of Crossfield, passes through Airdrie and parts of Calgary, and ultimately joins the Bow just east of the Zoo. It has a watershed of almost 1000 km². More than simply a watercourse, Nose Creek is an area with a rich history and archaeological importance with centuries of aboriginal use, later as the site of the Calgary - Edmonton wagon trail, and now at the intersection of residential, transportation and industrial land use areas. Nose Creek is also an important wildlife corridor and part of the vast ecological spine of the Calgary Metropolitan Region. Despite its obvious importance, the creek and adjacent lands have deteriorated

significantly due to encroaching development and the many often-competing land uses. Parts of the creek have been channelized, reducing the overall length of the creek and the amount of habitat. Many sections have been used as dumping grounds or polluted by runoff. The cumulative results are the elimination of naturally-occurring vegetation, deterioration in water quality, destruction of habitat, increases in erosion, destruction of historical and cultural resources and aboriginal landscapes and a compromised visual landscape.

Within the City of Calgary extents of the Nose Creek watershed, the area between Country Hills Boulevard and Stony Trail forms one contiguous piece of land that has not yet been developed. However, there are several (and currently un-related) projects and plans that will impact the area over the next decade, and that focus on industrial development. The stretch of Nose Creek between Stony Trail and Airdrie is part of Rocky View County and has similar opportunities, and although not currently threatened by specific development proposals, it is in a vulnerable position, squeezed between two expanding cities.

But what if, instead of allowing the Country Hills / Stony Trail area to be nibbled up, the City took a more visionary leadership role and designated it as a municipal park? What if the County had a vision for their portions of Nose Creek that could set the stage for better outcomes? Or better yet, what if the entire Nose Creek corridor became a Provincial or National Urban Park?

There are several precedents for this. Nose Hill Park and Fish Creek Park, important ecological and recreation areas that distinguish the north and south areas of Calgary, were formed through the efforts and insights of concerned citizens and academics and ultimately the Municipal and Provincial administration responsible for park designations.

The Save Nose Creek Committee was recently formed with the goal of protecting Nose Creek and advocating designation of part of Nose Creek as an urban park. The group's preservation advocacy falls into four categories: Biodiversity, Community Green-Space, History, and Watershed. The work of the advocacy group supplements the ongoing efforts by the Nose Creek Watershed Partnership, a group that has worked since 1998 to bring together the Cities of Calgary and Airdrie, Rocky View County and the Calgary Airport Authority to protect the riparian areas and improve water quality in the Nose Creek watershed.

Some of the plans and projects affecting the Nose Creek corridor were developed at a time when our ideas and values were different from what they are now. Calgary now seems to have entered a phase of urban development where ideas about sustainability and sense of place, together with a concern for the public realm, are part of the value systems of society and should be the drivers behind municipal planning, budgets and development.

The perils of the 21st century city include the uncertainties of climate change, decline in species diversity, concerns about sustainability, loss of sense of place and now pandemics. The last years revealed world-wide how important parks and open spaces are, as populations relied on them in new ways for recreation, exercise and distanced social interaction.

Parks and open spaces need to be thought of as more than just "green space" which is a term that suggests a benign area with mown grass and ornamental plantings. In addition to their recreational, aesthetic, or ecological role, they have profound social and public health values, and play a huge part in shaping the identity of neighbourhoods and cities. The Nose Creek valley has for too long been considered a backwater and not valued as much as the Bow and Elbow Rivers have. Loss of even a small amount of natural space is a negative proposition, but there is an opportunity to think differently about parks and open space systems. Rather than developing on top of current natural open space, another approach is to build on what currently exists and make a more extensive and interconnected park system.

Christoffe Girot (2013:10) wrote about a time *"when cities had the courage to define their branding around an all-encompassing vision of landscape."* The imperatives of the climate change emergency, economic realities and the stresses of the pandemic may potentially lead to the development of new ways of planning and designing landscape systems, including parks and open spaces, that could also re-frame the city image. Designation of the Nose Creek corridor as a Provincial or National Urban Park could go a long way towards making an even better and more visionary city. As expressed by Dr. Beverly A. Sandalack in a report commissioned in 2017 to respond to several 21st century issues, including climate change, *"Our current values and the needs of today require a renewed approach to environmental design and different ways of conceptualizing parks and park systems. It is likely that a new convergence of interests in a high-quality public realm, and in public health and sustainability, will help to further the agendas of good environmentalism and good urbanism."*

Consideration of Calgary's Nose Creek will provide the opportunity for students in this studio to critically analyse the landscapes and urban systems that have been produced over the course of the city's and region's evolution, to identify issues related to climate change, landscape ecology, the public realm, and cultural process, to develop a research approach and methods to address the issue(s), and to propose innovative landscape architecture approaches to specific topics.

Course Learning Outcomes

At the end of this course, students will be able to:

1. Demonstrate an understanding of various design research approaches and methods appropriate to complex landscape architecture topics, and develop a research approach and methods to address a specific issue related to the studio topic
2. Demonstrate a comprehensive understanding of natural systems, cultural landscapes, and social processes as they pertain to the studio topic
3. Demonstrate advanced skills in site analysis, issue definition, concept development and design at multiple scales, building on those learned in previous studios and courses
4. Demonstrate the ability to intervene meaningfully through design and to demonstrate more sophisticated knowledge and skills related to landscape architectural practice
5. Demonstrate advanced skills in visualization, representation and presentation

Learning Resources

Students are encouraged to become familiar with the following. Other readings will be assigned.

Hough, Michael (1994) *Cities and Natural Process* (Routledge)

<https://www.iflaworld.com/ifla-climate-action-commitment-statement>

<https://www.csla-aapc.ca/mission-areas/climate-change>

McHarg, Ian (1969, various reprints) *Design with Nature* (

Rees, R. (1988) *New & Naked Land - Making the Prairies Home* (Saskatoon: West. Prod. Prairie Books)

Sandalack, BA and A Nicolai (2006) *The Calgary Project: urban form / urban life* (U of Calgary Press)

Sandalack, BA (2017) 'Green City: A Landscape Approach for the 21st Century' for *Heart of the City Conference: Shaping the Future of City Parks in Canada* <https://parkpeople.ca/park-people-reports>

Spirn, Ann Whiston (1984) *The Granite Garden: Urban Nature and Human Design* (New York: Basic Books)

Williams, Ron (2014) *Landscape Architecture in Canada* (McGill-Queen's University Press)

Technology requirements (D2L etc.):

Course materials will be posted on D2L

Additional Classroom Conduct and Related Information

Students are expected to be in attendance for the entirety of all lectures, studio critiques and reviews, which will be scheduled during class time.

Assessment Components (project briefs will be provided at the beginning of term)

There are four assessment components in this course, identified as Assignments 1, 2, 3, and 4:

Assignment 1 – Personal Landscape + Design Timeline. This assignment is an opportunity for you to reflect on your evolution towards becoming a landscape architect, to identify the pivotal moments, the important influences, and the most powerful places and experiences that have contributed to your development, in order for you to take stock of where you are now and to contemplate what might come next. Required is a documentation of the progression of your thoughts and sensibilities and your attitudes and approaches to design and to landscape, consisting of images and text, to be verbally presented with a series of slides, and submitted digitally.

Assignment 2 – Townscape Analysis of the Study Area. Pairs or small groups of students will be tasked with an aspect of the analysis plus an additional task that will contribute to group requirements (such as development of graphic standards, digital model of the study area, etc.). This work will be completed as a series of maps, models, analytical documents, etc., and presented verbally and graphically, and submitted digitally. Issues related to landscape form and process, to the location, distribution and configuration of park and open space types, to design and management processes, and to climate change, will be identified.

Assignment 3 – Individual/Pair Project Proposal. Each student or pair of students, depending on class size, will develop an individual project which will occupy the majority of the semester. The project must be situated within the jurisdiction of design and the realm of landscape architecture and must be in response to the analysis. Students will have the opportunity to choose a project, in consultation with the instructors - it could be focused on a topic, or it could be site specific for a portion of the study area, or be an overall landscape strategy. Each student will develop a proposal for their project which will include a clear description of the project and its objectives, the issues that are being addressed, a research approach, strategy and methods, a description of the expected outcomes and deliverables, and a schedule of the work. This component will be presented verbally and submitted as a written research proposal in hard copy and digital formats.

Assignment 4 – Individual/Pair Project. Several benchmarks will be established during the semester which will allow review of progress and feedback. The final review of the projects will consist of graphic and verbal presentations, and each student will be expected to submit a digital report that documents all stages of their work.

Assessment Method	Description	Weight	Aligned Course Learning Outcome
Assignment 1 - Presentation (graphic and verbal)	Individual illustrated personal landscape architecture + design timeline	5%	1,2,5
Assignment 2 - Presentation (report, graphic and verbal)	Townscape analysis of site and context (pairs/group)	25%	1,2,5
Assignment 3 – Presentation and submission of proposal	Individual/Pair proposal	5%	1,2,3
Assignment 4 - Interim and final reviews (multiple deliverables)	Individual/Pair project	65%	1,2,3,4,5

Assessment and Evaluation Information

Because the assignments are partially evaluated during presentations and reviews, all work must be completed on time. Unless agreed to by the instructor for reason of illness, academic accommodation (see University Policy below), or on compassionate grounds (all of which are to be supported by written documentation by the student), late submissions will be penalized one half letter grade per day, up to a maximum of three calendar days (including weekends and holidays), after which the assignment will receive a failing grade. Late presentations will normally not be permitted to be re-scheduled. There may be an opportunity to remediate late assignments/reschedule presentations if a written request by the student outlining the circumstances is received and approved by the instructor, normally prior to the due date/presentation date.

Evaluation will be based on the project assignments, completed during the term. **A passing grade (B-) in each assignment is required in order to pass the course as a whole. The assignments are sequential, and a passing grade in each assignment is required in order to progress.** All assignments will be evaluated by letter grades. Final course grades will be reported as letter grades, with the final grade calculated according to the 4-point range, as per the SAPL grading scale. There will be no final examination. (NOTE: students may be given an opportunity to remediate failing assignment grades; if so, the student(s) must satisfy expectations and due dates as per each remedial assignment.)

Writing and the grading thereof is a factor in evaluation of all course components.

Most work will be completed individually, however, some exercises may be completed as pairs/groups. Students will receive a common grade for work done in groups/pairs, unless it is identified (by the pair/group or by the instructor) prior to the assignment deadline that there is unequal effort, in which case the assignment may be graded individually.

Grading Scale

Grade	Grade Point Value	4-Point Range	Percent	Description
A+	4.00	4.00	95-100	Outstanding - evaluated by instructor
A	4.00	3.85-4.00	90-94.99	Excellent - superior performance showing comprehensive

				understanding of the subject matter
A-	3.70	3.50-3.84	85-89.99	Very good performance
B+	3.30	3.15-3.49	80-84.99	Good performance
B	3.00	2.85-3.14	75-79.99	Satisfactory performance
B-	2.70	2.50-2.84	70-74.99	Minimum pass for students in the Faculty of Graduate Studies
C+	2.30	2.15-2.49	65-69.99	All final grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.
C	2.00	1.85-2.14	60-64.99	
C-	1.70	1.50-1.84	55-59.99	
D+	1.30	1.15-1.49	50-54.99	
D	1.00	0.50-1.14	45-49.99	
F	0.00	0-0.49	0-44.99	

A student who receives a "C+" or lower in any one course will be required to withdraw regardless of their grade point average (GPA) unless the program recommends otherwise. If the program permits the student to retake a failed course, the second grade will replace the initial grade in the calculation of the GPA, and both grades will appear on the transcript.

Topic Areas & Class Schedule		
(class dates not specified will involve guest speakers, and desk crits. Dates other than project review dates are subject to minor modifications as required.)		
Date	Topic	Assignments/Due Dates
January 9	Course introduction, including course outline, projects 1 and 2, overview of main study area	
January 12	Individual illustrated personal landscape architecture + design timeline due	Individual presentations
January 16	Lecture - research process and methods, and townscape analysis methodology	
January 30	Townscape analysis of project area review	Pair / group presentation
February 2	Topic / research question / preliminary plan for individual projects due	
February 6	Project proposals due	Individual/pair presentations
February 9	Projects / crits begin	
February 20-24	Term Break	No classes
March 2	Project first benchmark	Individual/pair presentations
March 13-17	SAPL Block Week	Regular classes suspended
March 23	Project second benchmark	Individual/pair presentations
April 12	Last day of classes	
April 17-21	Final review to be scheduled this week	Individual/pair presentations

Special Budgetary Requirements
Any site visits will be possible on foot or by LRT/bus or through car-pooling. Assigned required readings will be available either in the library or on-line or provided by the instructors.

University of Calgary Policies and Supports

COVID-19 PROCEDURE FOR SICK STUDENTS: <https://ucalgary.ca/risk/sites/default/files/Covid-19%20Folder/COVID-19-Procedure-for-Sick-Students.pdf>

ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>.

Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities

(<https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf>).

Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

ACADEMIC MISCONDUCT

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:

<https://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>

<https://ucalgary.ca/policies/files/policies/student-academic-misconduct-procedure.pdf>

Additional information is available on the Academic Integrity Website at <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>.

COPYRIGHT LEGISLATION:

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy (<https://www.ucalgary.ca/pubs/calendar/current/k.html>).

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

SEXUAL VIOLENCE POLICY

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

UNIVERSITY STUDENT APPEALS OFFICE: If a student has a concern about the course, academic matter, or a grade that they have been assigned, they must first communicate this concern with the instructor. If the concern cannot be resolved

with the instructor, the student can proceed with an academic appeal, which normally begins with the Faculty.
<https://www.ucalgary.ca/secretariat/student-appeals>

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk