

## Scholarly Ethics and Integrity Component in Graduate Education Landscape Architecture Program

The graduate education ethics and integrity requirements for graduate students in Landscape Architecture will be met by the following courses and curriculum requirements:

The professional degree program accreditation standards developed and administered by the Landscape Architectural Accreditation Board (LAAB) require that the program curriculum include demonstrated coverage of both the "professional practice" of the discipline and "professional values and ethics." **LAR 4124 Professional Practice** provides coverage of both the professional practice of the discipline and professional values and ethics. Review of individual plans of study for Master's-level students will verify that this area of content has been met. Verification will be noted in a checkbox on the student's plan of study.

Master's level students are also required to take **LAR 5724 Scholarship in Landscape Architecture**. In this course students review and study various scholarly methods and ethical standards for research and publishing. Review of individual plans of study will verify that this area of content has been met. Verification will be noted in a checkbox on the student's plan of study.

Additionally, Master's-level students who do not hold a first-professional degree in architecture and have satisfied the LAAB requirement for coursework in landscape architecture theory are required to take **LAR 5254 Theories of Landscape Architecture**. This course includes a module on Generative/ Ecological/Sustainable Design, which reviews and studies the current ethical standards and stances on sustainability of the American Society of Landscape Architects (ASLA), the American Institute of Architects (AIA), and the American Planning Association (APA). Review of individual plans of study will verify that this area of content has been met. Verification will be noted on the student's plan of study.

Students in the Architecture and Design Research PhD Program whose focused area of study is in Landscape Architecture are required to take **ARCH 5045 Environmental Design Research**. This course addresses ethical standards in scholarship and research as well as teaching mentoring and professional activities. Review of individual plans of study will verify that this area of content has been met. Verification will be noted on the student's plan of study.

Copies of the syllabi for **LAR 4124 Professional Practice, LAR 5724 Scholarship in Landscape, LAR 5254 Theories of Landscape Architecture, and ARCH 5045 Environmental Design Research** are attached.

## LAR 4124 PROFESSIONAL PRACTICE INSIDE PRACTICE

National Capital Region Master of Landscape Architecture Program  
Washington-Alexandria Architecture Center  
Virginia Polytechnic Institute and State University

### DESCRIPTION

Landscape architecture is both a discipline and a profession. As a discipline, it is a bundle of ways of thinking, seeing, and doing, of modes of engagement with the world. As a profession, it is a slowly-evolving collection of histories, practices, technical capacities, and constraints, legally codified and regulated, which shapes the materialization of the discipline in time and space.

The aim of this course is to understand the history, present, and futures of the professional practice of landscape architecture. As it is intended to prepare students to embark on professional careers in the very near future, it focuses most rigorously on the present practices, organizational structures, and operating constraints of the profession. It argues that the clever professional practitioner of landscape architecture not only understands these practices, structures, and constraints, but both utilizes them to her advantage as a designer and actively participates in shaping them. Moreover, this course is intended to help the young designer navigate these strictures to achieve both personal and career goals. However, it does not ignore the history of the profession-the choices, events, and people that have shaped the present-nor does it shy away from speculating about the future of the profession-the shape of landscape architecture to come.

### COURSE OBJECTIVES

1. Understand the building enterprise and the meaning of the profession including responsibilities, ethical issues, and societal issues.
2. Understand conventional forms of landscape architecture practice, with an emphasis on identifying underlying principles.
3. Understand various external forces shaping landscape architecture practice, including regulatory, legal, and economic environments.
4. Develop the capacity to engage the structural conditions of professional practice, thinking critically about the relationship between the structure, conditions and organization of professional practice and the career goals, personal lives, and design output of landscape professionals.

### FORMAT

The typical class meeting will be split between two halves.

The first half will be a live interview with a practitioner, which will focus on the practitioner's career and growth as a professional practitioner of landscape architecture, including roots, early motivations and influences, experiences (hardships, failures, lessons), and philosophy. The practitioners to be interviewed have been selected to represent both the legacy of the building that this course is held in-601 Prince Street-as it is realized in the careers of leading practitioners of landscape architecture within the Washington, DC metropolitan area and a cross-section of firm sizes, structures, and sectors.

The second half of each class meeting will typically be devoted to discussion of readings and assignments, which will cover the full breadth of material described in the course description and objectives.

## ASSIGNMENTS

Assignments for this course include readings, preparation for class discussions, the proposal of interview questions, and a term project.

### Interview Questions

Students will be required to submit a proposed interview question by email to the instructor each week by Monday evening. Failure to submit a question will result in a 1% penalty to the student's grade (cumulative). Questions selected for use by the instructor will provide a bonus to the student's grade.

### Readings

Each week, students are required to come prepared for seminar discussion with a minimum of *one question* and *one comment* on the week's readings. ("Comment" is intentionally vague- this might be anything from highlighting a key passage to noting conflicting arguments located in a pair of readings to suggesting your own counter-argument.)

### Term Project

## GRADING

50% TERM PROJECT

38% DISCUSSION PREPARATION AND CLASS PARTICIPATION

12% INTERVIEW QUESTION CONTRIBUTIONS

+1% bonus for each selected interview question (maximum of 12%)

Grades will be awarded using the following letter scale:

**A** exceeds expectations in every **way**, with distinguished mastery of material

**B** consistent and strong work that meets requirements and evidences moments of exceptional development with good mastery of material

**C** satisfactory work, meets basic requirements with basic mastery of material

**D** unsatisfactory work. does not meet all requirements

**F** failing or incomplete

## REQUIRED TEXTS

Rory Hyde, *Future Practice*

Walter Rogers, *The Professional Practice of Landscape Architecture*

## ATTENDANCE

Attendance is mandatory for the scheduled duration of each class session. Arriving late or leaving early, unless authorized by the instructor, will be considered an unexcused absence.

**Master of Landscape Architecture Virginia Polytechnic Institute and State University**  
School of Architecture and Design College of Architecture and Urban Studies  
Washington-Alexandria Architecture Center Nathan Heavers  
Spring 2015- T 1:30--4:00 heavers@vt.edu  
3 credit hours Office hours: by appointment

Sunspots, Galileo Galilei, 1613 (Tufte, 1990)

LAR 5724- Scholarship in Landscape Architecture  
**Syllabus**

### **I. Course Description (Rationale):**

Scholarship in Landscape Architecture encompasses a broad range of activities, including research, creative practice, and **scholarly ethics**. The course introduces students to this spectrum and initiates their own (graduate level) scholarly practice, which will develop into a Thesis in their final year of study. To do this, the course provides a survey of research strategies and discusses their purposes and methods of inquiry. Students will immediately begin to question the rich tradition of scholarship on landscape architectural topics and ask questions, which they will address through discussion, writing, and drawing.

### **II. Course Aims and Outcomes:**

This course gives students a broad familiarity with the several research strategies available for scholarship and practice in landscape architecture. In addition, it provides instruction on some of the particular methods of research in landscape architecture and **the ethical requirements of their application**. This knowledge then guides each student in identifying a critical issue to investigate, asking questions, and embarking on a semester long research project to address a specific question. The work is organized in discrete weekly assignments designed to build toward a final paper. The course aims to provide students with the necessary knowledge, skills, and emotional support to embark on their Thesis project in their final year of study. Finally, it encourages students to adopt a scholarly position that will be a lasting framework for their upcoming professional practice or future academic endeavors.

### ***Specific Learning Outcomes***

Students shall:

- Review a range of landscape architecture research strategies and consider their efficacy for addressing particular questions through reading their text and journal articles and contributing to class discussions.
- Choose a research strategy (an overall approach to the creation of new knowledge) to address a specific question about a relevant issue.
- Identify and apply tools and methods for addressing their research questions.
- Write, diagram, and draw on a weekly basis, so as to examine their question, especially through the use of cases studies of sites/landscapes
- Interpret their findings from their semester's work in a well-argued paper, which compiles the efforts of the semester and develops an introduction and conclusion.

Specific to the **Scholar! Ethics Requirement**, students shall:

- Review the Graduate Honor Code [with rliJard](#) to plagiarism and other violations
- Use proper conventions in citation of existing research
- Define ethical standards in teaching, mentoring, and professional work.
- Prescribe and observe protocols for reporting alleged misconduct.

### III. Format and Procedures

This course meets once a week during the spring semester and is structured as a seminar for discussion focused on specific readings of texts, images, and built works (students will visit). Each class will include a 45-minute lecture on the topic of the week and the remainder of the time will be devoted to discussion of the readings. This class requires the full attention of each and every student, during lectures and discussions. It is expected that every student will contribute to the weekly discussions and do so in a coherent and respectful manner. It is always acceptable to ask thoughtful questions in discussions or lectures.

### IV. Course Requirements

#### 1. Attendance Policy:

You must attend all classes to do well in this course and arrive in a timely manner. The course of study is cumulative and relies upon active work and participation all semester long. Please alert your instructor in advance of class, if you cannot make it for either of these two reasons.

#### 2. Course Readings:

##### (a) Required Texts:

M. Elen Deming and Simon Swaffield. 2011. Landscape Architecture Research: Inquiry, Strategy, Design. Wiley, Hoboken, NJ

Paul D. Leedy and Jeanne Ellis Ormrod. 2010. *Practical Research Planning and Design*. 33rd ed. Pearson. Upper Saddle River, NJ.

Simon Swaffield (ed.) 2002. *Theory in Landscape Architecture: A Reader*. 265pp. University of Pennsylvania Press, Philadelphia, PA.

(b) Background Readings (including but not limited to)

**VT** Graduate Honor S. stem Constitution

American Educational Research Association Code of Ethics

Edward R. Tufte. 1990. *Envisioning Information*. Graphics Press, Cheshire, CT.

### 3. Assignments:

Each week you will be given a new writing assignment, which sometimes will have a graphic component. It is expected that the writing will be about 2 pages in length. You **will** receive a new assignment each Tuesday and it will be returned to you on that Friday of the same week. Late assignments **will** only be accepted, **if** you alert me at least one day in advance of your issue. Late assignments will be marked down by a full letter grade. The final paper **will** consist of a compilation of the writings done over the course of the semester with substantial revisions, and including an introduction and a conclusion to the work.

### V. Grading

Your final grade will be based on the weekly assignments and the final paper, as well as your contribution to the class discussions. The final paper will count for three times the value of the weekly assignments, which themselves will be weighted equally. Class participation will count for the value of one weekly assignment. Class participation **will** be evaluated based on both the quantity and quality of questions and comments made. The instructor keeps notes on the number of times students contribute, what is said, and its significance to topic of discussion.

Your assignments will be graded on a scale of 0-10.

9-10 => Compelling and new

8-9 => Complete and adequate, with diligence

8-7 => Complete and adequate, but uninspired

<7 => Insufficient or inadequate in some way

The 3-Year Master's of Landscape Architecture (**MLA**) is a first professional degree. Students completing the degree earn an important credential towards licensure in the profession. For this reason, students are expected to make consistent progress toward a professional standard of performance throughout the course of the MLA degree program.

This scholarship course is part of the MLA core curriculum that is progressive in nature and leads toward that standard of professional performance. A minimum grade of B- is required to receive credit toward graduation in these courses. Students receiving a grade of C+ or lower may not continue in the sequence until they have successfully repeated the course.

## **VI. Academic Integrity**

You must maintain academic integrity as outlined in the [Graduate Honor System Constitution](#) also a subject of detailed study in the course). This course aims to instill the highest regard for standards of academic integrity and the knowledge to follow the standards with the utmost care now and in practice.

## **VII. Accommodations for students with disabilities**

Arrangements can be made to accommodate students with disabilities in this course in compliance with Virginia Tech policy and equal access laws.

## **VIII. Inclusivity Statement**

This course follows the [Principles of Community](#) statement of Virginia Tech, regarding the type of learning environment it hopes to create.

## **IX. Tentative Course Schedule**

(May change to accommodate guest presenters or student needs)  
Additional articles and short readings **will** be assigned.

Jan 20: Introduction to Major Topics of Course (Read Deming Chapters 1-4)

Jan 27: Scholarship in Landscape Architecture and Ethical Issues in Research (Read Leedy Chapter 5)

Feb 3: Authorship and Literature Review (Read The Graduate Honor System Constitution, the American Educational System Code of Ethics, and Leedy, Chapter 7)

Feb 10: Description (Read Deming Chapter 5)

Feb 17: Modeling (Read Deming Chapters 6)

Feb 24: Experimentation (Read Deming Chapter 7)

Mar 3: Classification (Read Deming Chapter 8)

Mar 10: Spring Break

Mar 17: Interpretation (Read Deming Chapter 9)

Mar 24: Evaluation (Read Deming Chapter 10)

Mar 31: Engaged Action (Read Deming Chapter 11)

Apr 7: Projective Design and Argumentation (Read Deming Chapter 12 and 13)

Apr 14: Research Proposal (Leedy Chapter 6)

Apr 21: Graphic Inquiry (to be determined)

Apr 28: Final Class- Thesis Year Requirements and Student Presentations of Papers

**LANDSCAPE ARCHITECTURE PROGRAM  
SCHOOL OF ARCHITECTURE+ DESIGN  
COLLEGE OF ARCHITECTURE AND URBAN STUDIES  
VIRGINIA TECH**

**LAR 4254/5254 Theories of Landscape Architecture  
Spring 2015  
Tuesdayffhursday 3:00-4:15  
Room: C Square Classroom**

**Instructor:        Brian Katen  
                         121E Burruss Hall  
                         231.7505  
                         bkatn@vt.edu  
                         Office hours: Thursday 1:30pm - 3pm**

### **Course Objectives**

This course brings together students who are at a critical moment in their education as landscape architects - the time to begin to develop and articulate your particular, 'position" within the study, research, and practice of the discipline. Our discussions will build upon the collective inquiry that you bring forward: inquiry developed through your studio and professional work.

This course also seeks to explore and affirm the importance of theory to contemporary landscape architectural practice. You will be challenged to continue to develop a way of working, a deeper understanding of the landscape - our fundamental medium, and, most importantly, your own intellectual position as a landscape architect - the "grounding" for your practice, both in the educational studio lab and for your initial work as a practitioner, as well as the grounding position from which you explore, understand, and represent the landscape and particular places. Within this framework, we will explore the work of landscape architects and designers and situate their work within the larger philosophical and theoretical discourse of their time, including the growing connections between theory, practice, research, and the expanding emphasis within the proactive of the ethical grounding for our work in areas of sustainability, and our obligations to communities, and designing landscapes and places that are sustainable and resilient.

Central to your inquiry will be the development of a position paper. Our readings and exercises will offer the opportunity to review a series of proposed and designed (and built) landscapes we will use to explore theoretical positions and the shifting imperatives of particular interest to the discipline. From our discussion concerning these works of landscape architecture, your more refined positions will emerge.

We will also ask: How might such an inquiry reveal theory as an essential component and wellspring of the practice of landscape architecture, a bridge between landscape architecture and related arts, and a generator of both invention and continuity in design.

This course continues the development of your ability to bring a level of depth and critical thinking to the complexity of landscape and the understanding and practice of landscape architecture. The course readings, position discussions, and atlas entries will expand the knowledge base upon which more refined inquiry and your positions are developed. Throughout, you will all be expected to develop an intellectual grounding for design and research explorations into questions of form and meaning within the landscape.

### **Course Requirements**

**Class participation and attendance, journal, atlas entry, and position paper.**



**Class Participation:**

Class participation will have two measures. First, you are each asked to participate in a group presentation on a particular theoretical stance. Second, your group will develop entries for a landscape "Atlas," and finally, you are each expected to join in each day's discussion to the fullest. Use the opportunity each discussion offers to both question and craft your particular developing position. You will also be required to document your contributions to the group work and to the class discussions - a thoughtful and critical self-evaluation.

**Journal:**

The journal is intended as a demonstration of inquiry, discovery, and thoughtful consideration of discoveries, ideas, and sources that inform, and perhaps challenge, the developing position that you will articulate in your position paper. Through both notes and drawings, the journal will serve as a demonstration of your inquiry into the interface of theory, research, and design.

**Landscape Atlas Entries**

Each of you will participate in a team project to develop an entry for a "landscape atlas" that documents the evolution, critical understandings, and cultural and natural systems for the landscape of a designated region. The Atlas is conceived as a means of exploring, from a particular position/stance, the intersection of landscape research and analysis, as well as questions of representation, and to foreground their implications for design and for building constituencies of supporters for your insights.

**Position Paper:**

The work of the semester offers the timely opportunity for you to develop and articulate a theoretical position/stance that will ground your work ahead. You are required then to write a position paper stating clearly the position/stance that thus will inform your future work. That position may be one that you now hold that our discussions help clarify, test, or support, a position you have come to as a result of our position discussions, or a position that you are clearly moving toward as a result of our discussions.

The course schedule may change during the semester to better accomplish the course objectives. Students are responsible for any changes announced during the regularly scheduled class time.

Course readings will be assigned for each class meeting.

**Assessment**

You will be graded on your participation in class discussions and group presentations, your depth of inquiry, and the growth and development of your thought throughout the semester (as evidenced in your participation in class discussions, your group Atlas entry, your journal, and your position paper). Your ability to think critically and to engage in creative exploration to inform the ongoing inquiry (and ultimately your design work) will be important determinants in your final grade.

Group Presentation & Class participation	20%
Atlas entry	20%
Journal	30%
Position Paper	30%

Our discussions will be organized around the following six "Positions":

1. **Improvisation**
2. **Generative Design (Regenerative/Ecological/Sustainable - Beyond Sustainability)**
3. **Remediation**
4. **Healthy Living**
5. **Memory**
6. **Narrative**

Throughout the semester an additional two emerging professional concerns/benchmarks will serve as touchstones for our "position" discussions:

1. **Performance**
2. **Invention**

From my own research, two more design/theoretical concerns will serve as touchstones for ongoing discussion and inquiry during the semester.

1. **Questions of Representation: Seeing and Understanding Landscape**
2. **Landscape as Archive**

What touchstones then will emerge to inform your own interests/research/design position?

**Recommended Texts:**

Amoroso, Nadia ed., *Representing Landscapes: A Visual Collection of Landscape Architectural Drawings*, New York: Routledge, 2012.  
Swaffield, Simon, ed. *Theory in landscape Architecture: A Reader*, Philadelphia, University of Pennsylvania Press, 2002.  
Edgar, Andrew and Peter Sedgwick, eds. *Concepts in Cultural Theory*, Routledge: 1999.  
Williams, Raymond, *Keywords: A Vocabulary of Culture and Society*. Rev. ed. New York: Oxford University Press, 1983

On Reserve in the Art and Architecture Library:

Wheeler, R. C., ed, *Maps of the Witham Fens From the Thirteenth to the Nineteenth Century*, The Lincoln Record Society V. 96. The Boydell Press: Rochester, New York, 2008.  
Clark, Robin and Janet King, *The Water Atlas*. The New Press: New York, 2004.  
Black, Maggie and Janet King, *The Atlas of Water: Mapping the World's Most Critical Resource*. Berkeley: The University of California Press, 2009.  
Crowley, John, Robert Devoy, Denis Linehan, and Patrick O'Flannagan, eds, *Atlas of Cork City*, Cork University Press: Cork, Ireland, 2005.  
Misrach, Richard and Kate Orff, *Petrochemical America*. New York: Aperture, 2012.

# ENVIRONMENTAL DESIGN RESEARCH

ARCH 5045- CRN 80676 · Fall 2014

Instructor: Elizabeth Grant

## COURSE OVERVIEW AND GOALS

This course offers an introduction to various research methods applicable to the discipline of architecture and related fields. Overviews and examples of a range of research strategies will be discussed. Techniques for organizing and efficiently conducting research will be presented.

Through the work of this course you will be expected to successfully:

- Summarize literature related to a research topic in your own words while avoiding plagiarism and other violations of the Graduate Honor Code,
- Critically evaluate existing research and exhibit proper use of professional conventions in Citation of existing research and scholarship,
- Formulate a proposed research topic, hypotheses or research questions, and methodology, and present these in written and oral form, and
- Demonstrate comprehension of course content through class discussions and exercises.

You will also be expected to participate in class sessions addressing the following topics:

- Accurate reporting and ownership of findings, and acknowledgement of contributions to the work,
- Ethical standards in teaching, mentoring, and professional activities,
- Available avenues for reporting alleged misconduct,
- Fair use of publications, software, and equipment, and
- Appropriate research protocols involving human subjects and Institutional Review Board certification.

## CLASS HOURS AND LOCATION

Class will meet on Tuesdays and Thursdays from 12:30 to 1:45 AM in Burruss 120A.

## OFFICE

My office is in Cowgill 400F. I encourage you to come to me with your questions and concerns. If you would like to make an appointment to see me, the best ways to reach me are to find me in my lab in Burchard or to email me at [elizabeth@vt.edu](mailto:elizabeth@vt.edu).

## REQUIRED TEXT

Groat, Linda and David Wang. *Architectural Research Methods, Second Edition*. New York: John Wiley & Sons, Inc., 2013. ISBN 0470908556.

## RECOMMENDED TEXTS

Creswell, John W. *Research Design: Qualitative, Quantitative and Mixed Methods Approaches, Fourth Edition*. Thousand Oaks: SAGE Publications, Inc., 2013. ISBN 1452226105.

Hacker, Diana and Sommers, Nancy. *A Writer's Reference, 1st Edition*. Bedford/St. Martin's: Boston, MA, 2010. ISBN 0312601433.

## **SCHOLAR**

I will use Scholar to post lectures, assignments, and other important information during the semester. Scholar is accessed at <https://scholar.vt.edu>.

## **REQUIRED READING**

As we will address and discuss content covered in the readings in each class, complete all required reading prior to the class for which it is assigned. Supplemental readings, including but not limited to those listed in the course schedule, will be posted in Scholar or on the library website's electronic reserves during the semester to support the lectures and discussions.

## **ASSIGNMENTS AND ENGAGEMENT/PARTICIPATION**

There are four assignments due on the dates shown in the course schedule. Assignments will be due by the beginning of class on the day listed in the course schedule.

Assignments will be graded based on the clarity of your presentation and your ability to demonstrate comprehension of the concepts learned in class and in the readings. The list below is an overview of the assignments; more detail will be provided in class.

### **Assignment #1 - 10% of grade**

A critical review of a journal article relevant to your topic

### **Assignment #2 - 20% of grade**

A literature review on your selected topic of inquiry

### **Assignment #3 - 20% of grade**

An initial purpose statement and research questions or hypotheses in written form

### **Assignment #4 - 40% of grade**

A preliminary proposal in written form, to be accompanied by an oral presentation delivered in class

### **Engagement/Participation - 10% of grade**

An evaluation of your meaningful participation in class discussions and exercises

## **ATTENDANCE**

Your attendance in class will enhance your understanding of the course material, the quality of your assignments, and your engagement/participation grade. Please speak to me if you have any special needs of which I should be made aware.

## **HONOR SYSTEM**

This course will be conducted according to the rules of the Virginia Tech Honor System. Please refer to <http://ghs.grads.vt.edu/> or <http://www.honorsystem.vt.edu/> for more information.

Plagiarism, which includes copying from sources or other students, is not acceptable in any form for any assignment. If plagiarism appears in any assignment, you will not receive credit for that assignment.