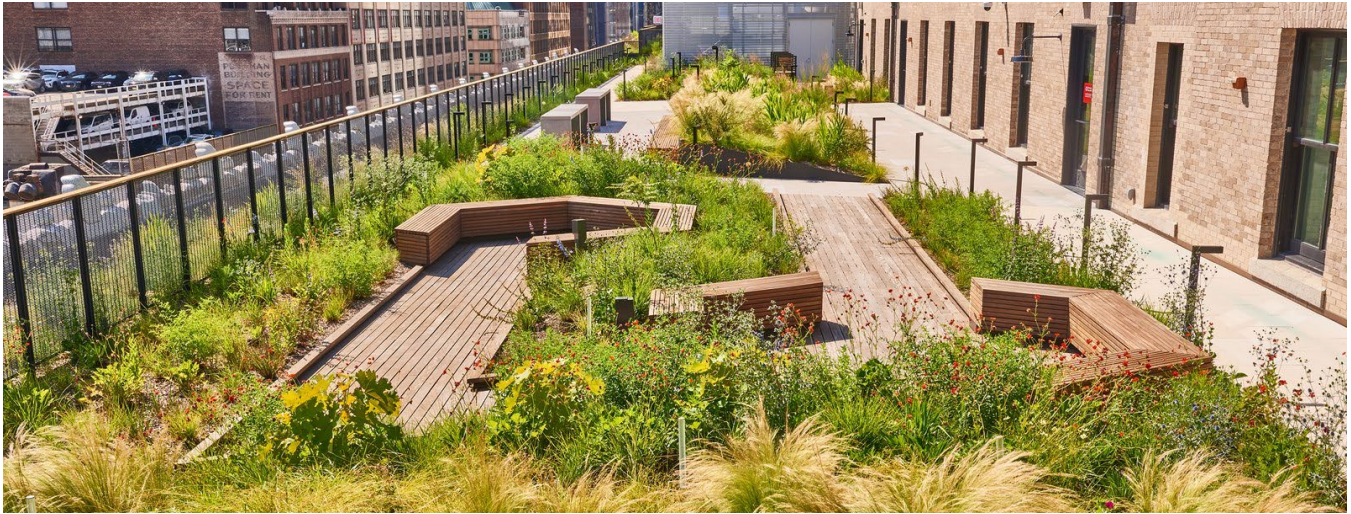


PLSC 180 Landscape Design, Function and Performance (VolCore - AH)
Fall 2023



Moynihan Station-Future Green Studio

MWF 10:20-11:10pm

Location: Brehm Animal Science Room 263

Course Credit Hours: 3

Mode: Face to face lectures, periodic virtual discussion sessions

Faculty Contact Information

Mike Ross, SITES AP

Assistant Professor, Department of Plant Sciences

Faculty, UT School of Landscape Architecture

103 Environmental and Landscape Laboratory

Student Hour: Fridays, 11:10-12:00pm

Teaching Assistants

JD Zimmerman, MLA Candidate jzimmer19@vols.utk.edu

Course Communications:

Interactions between the students and instructor, including submitting assignments, sharing course readings, and media content, will be facilitated through CANVAS. For technical issues, contact the OIT HelpDesk via phone (865) 974-9900 or online at <http://help.utk.edu/>.

Course Description/Information:

Human influence on the landscape is a reflection of culture, technology, values, and societal attitudes towards nature. This course provides an overview of these influences throughout

history, examines the ways through which today's society impacts landscape systems, and surveys contemporary strategies through which landscape planners and designers seek to address grand challenges through a new era of horticulture theory, innovation and practice. This course will explore the tenants of this new horticulture by studying landscape works across a range of territories, including those that are intensely urban, agronomic, protected wildernesses, and all places in-between.

Course Topics Include:

- Historically- and culturally-significant works and figures of landscape and horticulture history and theory, from spiritual, artistic, and wealth-driven beginnings to contemporary environmental values and performative potentials
- Contemporary consequences of societal relationships with nature, the condition of developed landscapes and impacts of traditional horticulture practices
- The new era of horticulture and its defining tenants
 - Landscape's performance potentials to address grand societal challenges
 - Novel territories of practice: spaces and scales
 - Shift from static representations to dynamic systems: roles of time and indeterminacy
 - Design with plants as performing communities, not individuals
 - Shift from maintenance to management: working with ecological process, not against
 - Recognizing the performance of appearance
- Synergy between horticultural and landscape disciplines and future opportunities to enhance these relationships

Value Proposition:

The course expands students' understanding of the designed landscape beyond its aesthetic place-making traditions, asserting the relevance of associated disciplines to addressing the preeminent challenges facing contemporary communities, agricultural landscapes and ecosystems, while drawing explicit connections between design practice, allied disciplines, horticulture supply chains and consumers.

Student Learning Outcomes/Objectives:

- To expand comprehension of the term 'landscape;' landscape as place, landscape as idea and landscape as strategy
- To understand the evolution of landscape and horticulture practice as an expression of societal values, needs, philosophies, relationship with nature and technology through history in city, garden and agricultural contexts

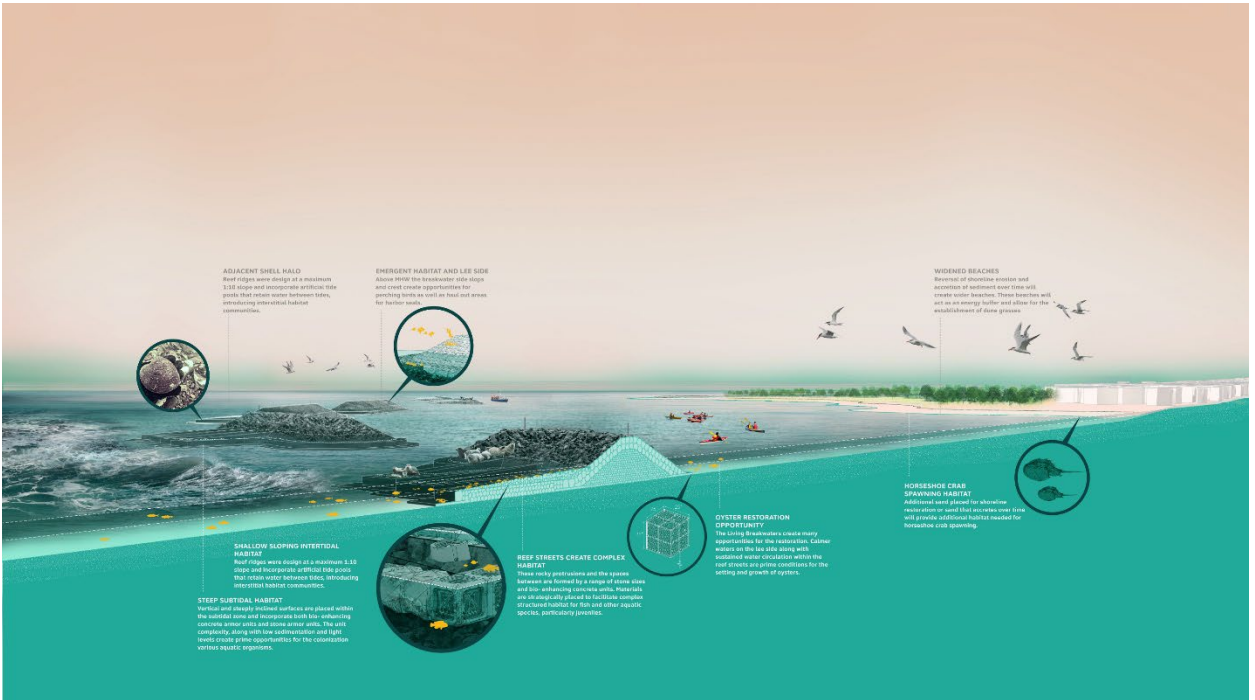
- To identify, describe and critically interpret culturally- and historically-significant works and personalities of landscape in history and contemporary practice of the new era of horticulture
- To describe the defining tenants of the new era of landscape and horticulture practice as a critical innovation of the condition of the developed landscape and traditional horticultural practice
- To develop and defend a critical position regarding past, current and speculative landscape design approaches and practices
- To recognize and identify opportunities to enhance relationships between the allied disciplines of landscape and horticultural practice, their consumers and supply chain
- To recognize multiplicity of career paths for an individual with an educational background in landscape design and landscape architecture



Villa Lante-Giacomo Barozzi da Vignola



Central Park-Fredrick Law Olmsted



Living Breakwaters-SCAPE

Course Outline:

Unit	Unit Description
Unit 1: Introduction 1 week	What is landscape? An overview of the territories of landscape design practice (beyond the green, beyond the garden), as well as the concept of landscape as strategy to affect contemporary grand challenges.
Unit 2: Design History 5 weeks	What motivates design? A survey of and critical reflection on historically- and culturally-significant works and figures of landscape design that includes major periods and approaches towards urban design, agricultural practice, and garden design; the three natures.
Unit 3: The New Horticulture & Landscape Performance 7 weeks	What drives the future of landscape practice? Define a new era of landscape practice as a critique and innovation on the developed landscape and traditional horticulture practice. A survey of contemporary grand challenges and the potential of the design landscape to avoid and minimize their root causes and manage their symptoms. Prominent works and figures of the new horticulture are surveyed, discussed and researched. Field trip to project precedent(s) as available and as appropriate (stormwater park, urban farm, soil conservation best practices).
Unit 4 – The Critical Practitioner 1 week	What can we do better? With an understanding of past and existing practices of urban, agriculture and garden design practice, students are asked to take a critical position of the same and articulate a (re)new(ed) role for design as it relates to their area of concentrated study in Plant Sciences, their personal interests, and current events.
Unit 5 – Career Paths 1 week	Where to next? An overview of career pathways in landscape design and landscape architecture, and a call to action to advocate for the role of landscape in professional practice and as a ecological citizen.

How to Be Successful in This Course:

Student's Responsibility

- Be prepared for all class meetings
- Be actively engaged as a learner inside and outside of the classroom
- Be respectful to the professor
- Be respectful to classmates
- Abide by the UT Honor Code and Student Code of Conduct

Instructor's Responsibility

- Be prepared for all class meetings
- Communicate clearly and efficiently with all students
- Evaluate all fairly and efficiently
- Be respectful of all students
- Create and facilitate meaningful learning experiences
- Behave according to University codes of conduct

Texts/Resources/Materials:

There is no required textbook for this course. Required readings from selected texts, as well as video and other multimedia learning materials will be made available to students enrolled in the course by way of CANVAS.

Major Assignments and Exams:

Virtual Discussion Reflections – Approximately 10 class meetings will be conducted virtually as noted on the syllabus to facilitate small group discussions among enrolled students. Prompts related to lecture content and core course concepts will be shared with students to guide discussions. Groups will share a summary of their discussion through CANVAS.

History Unit Test – An exam covering history unit lecture information and handout material

Landscape Performance Case Study Project – An interactive case study report of a contemporary landscape documenting its performance benefits and operational characteristics.

Final Exam – A comprehensive written examination covering all course units.

Course Requirements, Assessments and Evaluations:

Grades will be assigned according to a point accumulation format. The grade scale will be based on the number of points accumulated as a percentage of the total possible. The

following breakdown and grade scale will be used as a guide; however, circumstances may dictate slight revisions.

Point Breakdown:

Attendance	100 pts
In-Class Exercises and/or Pop-Quizzes	50 pts
History Unit Test	100 pts
Landscape Performance Case Study Project	100 pts
Virtual Discussion Reflections	100 pts
Final Exam	200 pts
Class Participation / Instructor’s Discretionary Points	50 pts

TOTAL 700 pts

Final Grade Scale:

94% or greater	.....A
90 – 93%	.....A-
87 – 89%	.....B+
83 – 86%	..... B
80 – 83%	.....B-
77 – 80%	.....C+
73 – 76%	.....C
70 – 73%	.....C-
67 – 70%	.....D+
63 – 66%	.....D
60 – 63%	.....D-
60% or lower	.....F

Attendance Policy:

Punctuality, attendance and active participation are essential success in this course. All students begin the semester with an “A,” 100/100 points, for Attendance & Participation. Students can have two unexcused absences without penalty. For each additional unexcused absence or gross tardy (> 15 minutes late), students will lose 5 points from this score. Students who are absent will be accountable for the day’s lecture content, a copy of which will be posted to CANVAS.

Consideration is given to excusable circumstances that affect a student’s ability to attend class meetings, including the ongoing public health crisis. Students are asked to make all reasonable efforts to attend class meetings provided those efforts do not compromise their individual health and safety, that of their classmates and those with whom they reside or who are in the custody of your care.

If students need to miss a class meeting, they are asked to message the instructor through CANVAS before the class meeting, and review lecture slides that will be posted to CANVAS following the class meeting. Students who miss quizzes due to an excused absence will be given an alternate assignment to demonstrate their understanding of course materials.

Participation:

Students will be given opportunities to earn 'bonus' points by responding to instructor's questions and feedback prompts during class meetings.

Students who are observed to be absent on a regular basis without excuse, disengaged from class, are not participating or are otherwise disrespectful to the professor or their classmates will be asked to meet with the instructor outside of class to discuss these observations. If behaviors are not addressed following that meeting, that student may also have points deducted from their instructor's discretionary grade.

Students who demonstrate a pattern of poor class attendance habits will be contacted by the instructor to ensure that extenuating circumstances are not affecting their ability to participate in class meetings. If that habit remains unaddressed, students may also have points deducted from their instructors' discretionary grade in addition to losing points from their attendance grade per the course syllabus.

Course Feedback:

Students are encouraged to provide the instructor with feedback over the course of the term using CANVAS and other interactive means such as real-time, in-class polling.

University Policies:

*Dear Student,
The purpose of this Campus Syllabus is to provide you with important information that is common across courses at UT. Please observe the following policies and familiarize yourself with the university resources listed below. At UT, we are committed to providing you with a high quality learning experience.*

*I wish you the best for a successful and productive semester.
Provost John Zomchick*

Academic Integrity:

"An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate

assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

University Civility Statement:

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>.

Disability Services:

The University of Tennessee, Knoxville, is committed to providing an inclusive learning environment for all students. If you anticipate or experience a barrier in this course due to a chronic health condition, a learning, hearing, neurological, mental health, vision, physical, or other kind of disability, or a temporary injury, you are encouraged to contact Student Disability Services (SDS) at 865-974-6087 or sds@utk.edu. An SDS Coordinator will meet with you to develop a plan to ensure you have equitable access to this course. If you are already registered with SDS, please contact your instructor to discuss implementing accommodations included in your course access letter.

Your Role in Improving Teaching and Learning Through Course Assessment:

At UT, it is our collective responsibility to improve the state of teaching and learning. During the semester, you may be requested to assess aspects of this course either during class or at the completion of the class. You are encouraged to respond to these various forms of assessment as a means of continuing to improve the quality of the UT learning experience.

Key Campus Resources for Students:

- [Center for Career Development](#) (Career counseling and resources; HIRE-A-VOL job search system)
- [Course Catalogs](#) (Listing of academic programs, courses, and policies)
- [Hilltopics](#) (Campus and academic policies, procedures and standards of conduct)
- [OIT HelpDesk](#) (865) 974-9900
- [Schedule of Classes/Timetable](#)
- [Student Health Center](#) (visit the site for a list of services)
- [Student Success Center](#) (Academic support resources)

- [Undergraduate Academic Advising](#) (Advising resources, course requirements, and major guides)
- [University Libraries](#) (Access to library resources, databases, course reserves, and services)

The Volunteer Commitment to Public Health

Vols help Vols.

Volunteers act to protect one another and our broader communities. As we come together as a Volunteer community during a public health crisis, everyone is expected to follow the instructions established by the university to protect themselves, to prevent spreading illness to others, and to maintain a safe on-campus experience.

As of the beginning of this semester, there are no university-wide social distancing guidelines, procedures or policies to follow or enforce. Students will be expected to comply with any guidelines, procedures or policies that may be enacted if determined necessary by University administration.

All members of our campus community, especially students, have a shared responsibility and play a critical role to make our campus environment healthy and safe for everyone. Students are asked to take that responsibility and role very seriously in their attitude, behavior and example they set for others both on and off campus.

Included in this shared responsibility is monitoring your personal health and following the recommendations of your health care professionals, respecting the individual choices made by your classmates, instructors and others in our campus community with whom you interact to protect their health and safety, the health and safety of those in their care, and the health of our campus community.

The instructor reserves the right to revise, alter or amend this syllabus as necessary.