

"Site planning is the art of arranging structures on the land and shaping the spaces between. . . .

Its aim is moral and esthetic: to make places which enhance everyday life— which liberate their inhabitants and give them a sense of the world they live in."



- Kevin Lynch and Gary Hack, *Site Planning, Third Edition*, p.1, line breaks and emphasis added

image: Julie Johnson

As a definition for what site planning is, this quote from Lynch and Hack touches upon the very core of what is needed if we are to become more sustainable in how sites are planned, designed, built, and inhabited. This involves multiple scales and contexts, ecosystems, people, processes and time frames.

LARCH 341 Site Design and Planning serves as an overview to varied issues, scales, land uses, and contexts of site planning and design. As such, we consider site planning and site design through the lens of the UW Department of Landscape Architecture stated focus, "Urban Ecological Design" and themes of: "Design as Activism", "Design for Ecological Infrastructure", "Design for Ecological Learning and Literacy", "Design for Human and Environmental Health" and "Design for Social and Environmental Justice" described at <http://larchwp.be.washington.edu/features/urban-ecological-design/>.

course learning objectives/expected student outcomes

Course learning objectives are to examine site design and planning as Urban Ecological Design and begin articulating:

1. what are spatial, ecological, and cultural dimensions and values of site design and planning?
2. how do these dimensions and values interface toward greater sustainability--what does such site planning and design look like, and what are processes and guides towards it?

Students are expected to discover and apply responses to these questions, with reference to the themes of Urban Ecological Design noted above, to relevant literature and presentations, and through the experiences of in-class activities, including local site tours.

These questions are ripe for exploration far beyond the scope of this course, so consider LARCH 341 an "appetizer" to a progressive dinner, where other courses, readings, individuals and experiences will continue to enrich your understandings and practice of site design and planning. This course is also intended to resonate with concurrent LA courses—LARCH 301 studio is the opportunity to apply your insights through design.

process

We all learn in different ways, and learning through experience—where you use multiple senses in a meaningful context—is a powerful approach. So, be ready to participate in discussions (small group and with the entire class); to go on field trips to study and critique aspects of site planning through diagramming and notes; to engage in presentations and in-class exercises; and to read and undertake class projects. We're fortunate to have guests coming in at times to share their expertise. Also, you each bring a wealth of knowledge that will enrich our collective understandings of site planning. Take advantage of all these learning opportunities, and share what you know. Several assigned readings are intentional introductions to particular theory or approaches. If you wish to delve deeper in certain topics, examine additional writings of the authors whose writing inspires or intrigues you.

readings

Readings are noted in the schedule for the class session when they will be discussed. These readings provide an essential context for understanding the topic or place addressed, so it is important that you keep up with the readings. Websites will have links from the course Canvas site. Excerpts from publications are posted on the "Files" sections of the course Canvas site. Typically with the book that the excerpt is from on reserve in the BE Library (Gould Hall 3rd floor), should you want to read directly from the book. Two books are used extensively; these are on reserve in the BE Library, and may be purchased at the University Bookstore:

Dee, Catherine. 2001. *Form and Fabric in Landscape Architecture: A Visual Introduction*. Spon Press: New York, NY.

Swaffield, Simon, editor. 2002. *Theory in Landscape Architecture: A Reader*. University of Pennsylvania Press: Philadelphia.

assessment measures

Students will be assessed by the quality of their work for projects listed below with criteria noted in each project's handout, and by participation in in-class exercises. Project deadlines are noted in the schedule. These projects must be completed on time to maximize your learning. If you encounter difficulties in completing work on time, please contact Julie before the deadline to make arrangements. Projects will be evaluated using the Department of Landscape Architecture grading guidelines and given a numerical score using the University's 4.0 to 0.0 system. Your course grade will be determined by compiling the following weighted scores:

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|---|-----|
| 1. site design + planning around us: home and neighborhood | 20% |
| 2. ecological infrastructure of Thornton Creek Water Quality Channel | 20% |
| 3. invitations at Bradner Gardens Park | 20% |
| 4. reading reflection | 15% |
| 5. in-class exercises (grade for these is % you hand in; 100% done=4.0) | 25% |

If you need particular accommodations due to a disability, please contact the UW Disability Services Office <http://www.washington.edu/admin/dso/index.html> and follow up with the instructor.

must dos

To develop your understandings and create meaningful work in this class, you'll need to:

1. practice visual thinking + communicating: You will need to diagram and sketch to document and interpret your findings as we undertake field trips. Each project handout will give criteria to frame your sketchbook work. Be sure to diagram while we visit the site, and leave room for making particular points with text and/or additional images after the trip that address the criteria noted in the project handout. If you're in LARCH 301, you can use your 301 studio/411 graphics sketchbook, but clearly label 341 work.

2. cite your text + image sources: As you undertake any project, you MUST cite your references, whether paraphrasing or directly quoting a phrase or passage, and using quotation marks as needed, giving a footnote or endnote for the source. Include the page number(s) that you are citing from. If you use images that are not your own, cite the source(s) for these as well. If the image is from a website, provide a number by the image and use that number at the bottom of your work with the complete website provided. "Google Images" is not a source; the actual url is. Format citations per the University of Washington Libraries' "Chicago StyleGuide" found at http://guides.lib.uw.edu/ld.php?content_id=17443140

Coursework that is missing appropriate citations will not be graded until the citations are provided.

questions? suggestions?

Please give questions, ideas, and suggestions throughout the class. If we run out of time in class, or you'd rather discuss something individually, meet during office hours or email:

Julie Johnson office hours Mondays 11:00-12:00; Wednesdays 10:30-11:30 a.m. in Gould 348B;
sign up via: <http://larch.be.uw.edu/lapeople/office-hours/>
or email: jmsama@uw.edu

MLA student Katie Poppel is assisting with this class 10 hours/week. You can meet with her
in the Gould coffeeshop during her office hours Fridays, 12:00-1:00 p.m.
or email: kap11@uw.edu

course Canvas site

Refer to this site for announcements, handouts, readings, and for posting work.