

USC School of Architecture

Course Arch 538 Planting Design

Units: 2

Fall 2020 Tuesdays from 12:30 to 2:20 pm Pacific Time, office hours or meetings with students at other times

Lectures will be delivered live during the regular class time. They may include recorded interviews or field visits. Recordings will be made available following the live class for students in other time zones. All students are encouraged to attend on Zoom during live lectures. For students in distant time zones office hours will be established to conduct live check ins and discussions.

Location: zoom link to be provided

Instructor: Esther Margulies ASLA

Office: Please contact me via email emarguli@usc.edu

Office Hours: As Required. Please contact via email to set up

Contact Info: Email: emarguli@usc.edu

IT Assistance: <https://itservices.usc.edu/students/>

Course Description

This course will provide tools to build methodologies in planting design. Lectures and exercises will examine and illustrate principles and methods of planting design incorporating elements of spatial structure, performance, cultural values, ornamental qualities and technical issues related to installation and maintenance.

Planting design requires complex analytical and decision making processes to assess site, climate, cultural and program requirements. The development of planting design with appropriate vegetation is a constantly evolving sub discipline in landscape architecture that has evolved based on available technology, resources and climate conditions. We will need to respond to climate change, social conditions and public health.

Weekly lectures by the instructor will provide practical tools for developing site analysis and planting design. A diverse global array of guests will discuss traditional and contemporary design principles, structural, spatial, environmental, cultural and ecological value in their planting design and practices.

Learning Objectives

- Using site assessment data and tools develop site analysis documentation specifically for planting design purposes.
- Develop appropriate plant palettes based on site conditions, project program and additional objectives.

- Create planting design and documentation that illustrates comprehension of multiple historic and contemporary planting design theories and practices.
- Analyze and modify an existing landscape to provide increased environmental justice, food security, cultural heritage or educational benefits.

Prerequisite(s): Arch 537

Course Notes

Students will be expected to utilize in person site observations, site documentation, research, simple physical modelling and spatial design skills.

Technological Proficiency and Hardware/Software Required

Students will utilize hand sketching, Adobe Suite, Arc GIS Online – limited use with assistance, and simple physical modelling materials. If students have proficiency with digital modelling they may use them as an alternative.

USC technology rental program

We realize that attending classes online and completing coursework remotely requires access to technology that not all students possess. If you need resources to successfully participate in your classes, such as a laptop or internet hotspot, you may be eligible for the university's equipment rental program. To apply, please [submit an application](#). The Student Basic Needs team will contact all applicants in early August and distribute equipment to eligible applicants prior to the start of the fall semester.

USC Technology Support Links

[Zoom information for students](#)

[Blackboard help for students](#)

[Software available to USC Campus](#)

Sharing of course materials outside of the learning environment

SCampus Section 11.12(B)

Distribution or use of notes or recordings based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is a violation of the USC Student Conduct Code. This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the Internet or via any other media. (See Section C.1 Class Notes Policy).

Required Readings and Supplementary Materials

All readings will be supplied on line posted on Blackboard or on a Class Google Drive folder.

Description and Assessment of Assignments

The following assignments will contribute to the overall course grade. Each student will select a site in a region of their choice for the semester. All assignments will be related to this site unless otherwise noted. More detailed Assignment descriptions with learning objectives and grading criteria will be distributed and posted on Blackboard.

1. Caring for living plants – Planting design will only be successful if the appropriate plants are selected, planted in conditions that support their success and they have appropriate water, sunlight and protection from potential threats. Each student is responsible for caring for a single plant over the semester. The plant may be a house plant or an outdoor species. Students will be required to keep a weekly log describing their plants and share images of the plant throughout the semester.
2. Regional Analysis : Develop a regional analysis of your site documenting characteristics of annual temperature, rainfall and existing native vegetation species. Identify current or impending climate impacts including sea level rise, flooding, extreme heat, soil erosion and wildfire. Document this with appropriate maps and data. Determine and document regional site issues that will affect plant palettes development.
3. Site Analysis/Observation: Select and document a specific site based on criteria developed in class. Observe, identify and document site topography, soil types, existing buildings, existing vegetation and sun exposure. Develop site analysis diagrams illustrating site characteristics and qualities.
4. Program/Performance: Develop diagrams that illustrate site program uses and performance goals. Draw these diagrams to scale to determine areas necessary for program needs and performance elements such as bio swales, stormwater retention/detention, urban agriculture, habitat or heat island reduction.
5. Mid Term Assignment Formal Garden Structures - Compare and contrast the use of vegetation in different cultural traditions to shape space structurally and to choreograph the experience of a site or larger landscape. Examples Summer Palace compared with Vaux Le Vicomte, or Brown's Blenheim with Isola Bella. Students will choose their desired sites for comparison. Students are encouraged to research non western examples of formal gardens.
 - a. Create figure ground diagrams showing the layering of trees, understory, paths buildings and water.
 - b. Diagram the circulation through the landscape.
 - c. Identify the visual axes, vista points and boundaries
 - d. Identify the scale of occupiable spaces and their uses if programmed
6. Native and Ecological Value: Using the site you have analyzed and designed in previous exercises develop a planting design and palette that responds explores an exclusively native palette and meets all the requirements of the site, climate and program.

7. Spatial Structure: Using a set of fundamental shapes and principals develop a series of spatial solutions to various conceptual, programmatic and physical prompts. Students will use readily available modelling supplies or other physical elements to arrange and photograph solutions.
8. Final Project : Define and apply your personal planting ethic – What is your personal ethic? Is there a particular planting philosophy you have adopted or plan to adopt? What are your values? Prepare a final planting plan and other illustrations to describe your response to the site, and your design approach. Provide a detailed planting plan, plant list, images of proposed plants and images of specific precedents. Provide a short narrative of the specific theories and characteristics of your design concepts with appropriate citations and sources.

Grading

Homework is expected to be completed by individual students per the University academic conduct policies. Students are expected to spend 4 hours of time per week on homework, reading or other preparation for class.

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|----------------------------|------------|
| Plant Log | 3% |
| Regional Analysis | 8% |
| Site Analysis | 8% |
| Program/Performance | 8% |
| Mid Term Assignment | 20% |
| Native Ecological Value | 8% |
| Spatial Structure | 10% |
| Final Project | 25% |
| <u>Class Participation</u> | <u>10%</u> |
| | 100% |

Assignment Submission Policy

Assignments will need to be submitted on Blackboard. Late assignments will have grade reductions of 1/3 grade per day late.

Additional Policies

All students will be expected to attend class under the policies of the School of Architecture.
https://drive.google.com/open?id=18d7XLQRSiJmUXV8_8yw1wgzKNKXiq6XW&authuser=emargul
[i%40usc.edu&usp=drive fs](https://drive.google.com/open?id=18d7XLQRSiJmUXV8_8yw1wgzKNKXiq6XW&authuser=emargul)

Expectations concerning remote learning:

- Students will attend all classes either live or as recordings.
- All students who are attending live are encouraged to attend with cameras turned on so that we can have discussions during lectures and other activities.
- The final exam will include a live presentation of all final projects scheduled at a time that is convenient for all students and faculty.

| | Lecture Topics and Guests | Readings and Homework | Deliverable/ Due Dates |
|----------------------------|---|---|---|
| Week 1 August 25 | Introductions and Overview Regional Site Selection and Analysis | Regional Site Characteristics | 1. Plant for the Semester acquire a plant and provide a photo or have the plant available for sharing during class on Sept. 1 |
| Week 2 Sept 1 | Local Site Analysis Guest Rios Team Los Angeles, CA. | Local Site Conditions Research JMD Projects Sunset Western Gardens Soils p. 727-729, Climate Zones p. 28 | 2. Regional Analysis – submit your regional analysis on Blackboard Tuesday Sept 1 6pm |
| Week 3 Sept 8 | Formal Planting Structural Conventions Guest: JMD Sydney Australia | Formal Modelling Strategies Versailles Mukerji, Chandra The Political Mobilization of Nature | 3. Local Site Analysis – submit your local site analysis on Blackboard by Tuesday Sept 15 th at 6 pm |
| Week 4 Sept 15 | Formal Planting Part II Japanese Gardens Guest : Takako Tajima | | 4. Site Program Diagrams due Sept. 22 at 6pm |
| Week 5 Sept 22 | Natives and Plant Communities Sun Valley CA Guest : TPF | <i>Homework: Mid Term Assignment</i> | 5. Mid Term Due in class Sept 29, local students, presentations for remote students will be scheduled. |
| Week 6 Sept 29 | Mid Term Assignment Presentations | Research projects | |
| Week 7 Oct 6 | Designed Plant Communities Hybrid Solutions Guest: India Vinita Viajan | 19th Century Adventure and attitudes Edouard Andre, Rainer and West Planting in a Post Wild World P16 – 43. | |
| Week 8 Oct 13 | Special Conditions Schools, Greenroofs, WUI | | 6. Native and Ecological Value-develop site design to maximize bio diversity and |

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| | Guest: China Lee Park AECOM | | ecological value. Due October 20 th 6pm |
| Week 9 Oct 20 | Tongva Field Visit | | |
| Week 10 Oct 27 | Cultural Landscapes Kenya Guest TDB | Reading TBD | 7. Spatial Structure – develop structural planting studies. Due November 3 at 6pm |
| Week 11 Nov 3 Dates | Field Visit Location TBD | Reading TBD | |
| Week 12 Nov 10 | Individual Final Project Advising | Homework: Final Project | Individual advising on final projects to be scheduled with all students |
| FINAL November 19 th | | | 8. Final Assignment due on Class Final Exam Date and Time For the date and time of the final for this class, consult the USC <i>Schedule of Classes</i> at www.usc.edu/soc . |
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Bibliography

Joyce, David, *The Perfect Plant*, Stewart , Tabori and Chang, NY, NY 1998

Moore CW, Mitchell WJ, Turnbull W. *The Poetics of Gardens* . MIT Press, 1988

Rainer T, West C. *Planting in a Post-Wild World : Designing Plant Communities for Resilient Landscapes* . First edition. Timber Press

Raxworthy J. *Overgrown : Practices Between Landscape Architecture & Gardening* . The MIT Press, 2018

Rose, James, *Creative Gardens*, Reinhold Publishing, New York, NY, 1958

Spirn AW. *The Granite Garden : Urban Nature and Human Design* . Basic Books, 1984

Sunset, *Sunset Western Garden Book* . 6th ed., completely rev. and updated. Sunset Publishing Corporation, 1995

Swaffield SR. *Theory in Landscape Architecture : a Reader* . University of Pennsylvania Press, 2002

Vogt, Benjamin, *A New Garden Ethic* , New Society Publishers, BC, Canada, 2017

Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with

the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call

suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call

studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298

equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776

dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Campus Support and Intervention - (213) 821-4710

campussupport.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
dps.usc.edu

Non-emergency assistance or information.