UNM
Landscape Architecture
School of Architecture and Planning

Spring 2013 Syllabus
LA 512/ARTS 442/542 – Aesthetics of Sustainable Landscapes 2: Sculptural Infrastructure (CRN 47248)
Thursday 2-4:45, Pearl Hall 209

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Office Hours: Thursdays 11-1

Course Description

This course will investigate site based, low tech, infrastructure as art. We will design and build experimental sculptures to create an aesthetic for functional works and understand challenges to scaling. This class is geared towards both understanding challenges of consumption, climate change and water loss, and towards coming up with solutions that inspire, aesthetically and intellectually.

This syllabus is a contract among all of us. This class is an experiment in collaborative thinking. We are looking at issues that can't be solved in a competitive environment, but require the collaboration of all of us -- inside the class and outside the University. Thus, we will be working as a unit. I am the leader, in that I have created the concept for the class and will be offering the knowledge and resources I have accumulated, but we will all have voices and all be a part of building solutions.

This course will meet for required meetings on Thursdays from 2-4:45. We will have readings and discussions, as well as working days. As part of this contract, I will offer you time on Tuesdays to help/critique your individual projects.

Course Objectives and Student Learning Outcomes

Course Goals:
Students will become familiar with the work of artists, architects and landscape architects working with infrastructure as sculpture, eg. Buster Simpson, Future Farmers, Cheryl Barton, Infranet Lab, ….
Students will develop a theoretical understanding of why infrastructure is important and how it shapes our built world.
Students will develop a set of possible aesthetic intersections with infrastructure – how can functions be stacked or multiplied.
Students will develop questions they seek to answer about infrastructure in our urban fabric – such as "For whom does a specfic infrastructure function and how can it be made more flexible for future change?"
Students will develop an understanding of climate change and how it influences our infrastructural decisions.
Students will build a prototype infrastructural intervention in a particular system they have researched.
Students will develop an aesthetic response.

Textbooks and Supplies

Course readings will be on E-reserves. Supplies will be purchased as each project develops.

Course Requirements

Course components:

Just as modular architecture has components, this course has components:

1. practice – we will have journals and have a weekly practice of drawing an observed infrastructure and then, in drawings, modify this infrastructure. Each week you will post your drawings on the course blog. We will have a brief pecha kucha of these images before discussions.
2. readings – we need to feed our work with knowledge and inspiration.
3. research – other kinds of research, field trips and place based exploration.

4. discussions – as we work, as we create, we will be talking about the readings. Without examination, reading can go in one ear out the other. With a conversation, we can derive new meanings and create new ideas.
5. building – the physical manifestation of the course explorations
6. publication – as a class we will explore publication venues for these projects, either as a group or as individual projects.

Attendance is required. Please inform me before you must miss any classes. We have only sixteen class meetings and your participation with your cohort in this class is key to everyone's learning. We will be reading and discussing together, building together and exploring together. Any classes you must miss without notification will drop your grade by a half point.

We will make learning agreements on the first day of class and will abide by these as a group. Your participation in these agreements and upholding them will be part of your final grade.

There will be one short (1250-1400 word) paper summarizing your research on the infrastructure you have chosen to intervene in.

You will be building either collaboratively or solo one sculptural infrastructure project during the semester, which will include making drawings, models, prototypes, proofs of function etc. As we move through this process you will be assessed on your production. Please be aware that each class will include a small deadline – one model, one prototype etc.

Grading

Attendance		10%
Participation in class discussion/reading		10%
Weekly class drawings		15%
Paper		20%
Project:		45%
Model	10%	
Proof of Function	20%	
Prototype	20%	
Final	50%	

Attendance Policy

Regular and punctual attendance is required. UNM Pathfinder policies apply, which in part means instructor drops based on non-attendance are possible. This policy applies regardless of the grading option you have chosen.

Accommodation Statement

Accessibility Services (Mesa Vista Hall 2021, 277-3506) provides academic support to students who have disabilities. If you think you need alternative accessible formats for undertaking and completing coursework, you should contact this service right away to assure your needs are met in a timely manner. If you need local assistance in contacting Accessibility Services, see the Bachelor and Graduate Programs office.

Academic Integrity

The University of New Mexico believes that academic honesty is a foundation principle for personal and academic development. All University policies regarding academic honesty apply to this course. Academic dishonesty includes, but is not limited to, cheating or copying, plagiarism (claiming credit for the words or works of another from any type of source such as print, Internet or electronic database, or failing to cite the source), fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

The University's full statement on academic honesty and the consequences for failure to comply is available in Pathfinder and at: http://ogs.unm.edu/current-students/.

Cell Phones and Technology

As a matter of professionalism and courtesy, please turn off cell phones and other communication and entertainment devices prior to the beginning of class. Notify me in advance if you are monitoring an emergency, for which cell phone ringers should be switched to vibrate. As we are a professional program, treat studio time just as you would daily work time on a client's budget in regard to temptations such as Facebook or movies.

Studio Culture

The Studio Culture Policy *provides guidance to faculty and students so that a positive academic climate – one conducive to desired learning outcomes – is realized at the UNM School of Architecture and Planning. It is the desire of the School that all students and all faculty will be provided an environment for education that is committed to achieving a harmonious and supportive community of scholars. The* Policy *endeavors to develop and sustain a studio environment and culture that is highly conducive to group and individual discovery and learning. Toward those aspirations, this document provides an overview of some of the expectations for students and faculty.*

Six specific values are incorporated in this Policy *to promote the ideas critical toward achieving a successful studio learning environment:* ***optimism, respect, sharing, engagement, innovation,*** *and the* ***worth of time****. These six values will provide the basis for the School to sustain a community that is enriching and highly beneficial to the students and to the faculty members. For this outcome to be realized, the inherent worth of all individuals must be recognized and valued. Please review the full policy at: http://saap.unm.edu/resources/studio-culture-policy.html*

Library and Tutorial Services

We have a fantastic library for Fine Arts and Design that you should take full advantage of. Please visit them on the 4th Floor of George Pearl Hall or at: http://elibrary.unm.edu/about/libraries/fadl.php
In addition UNM-Main campus provides many library services and some tutorial services for students. For library services, go to http://www.unm.edu/libraries/*. For tutorial services, go to http://caps.unm.edu/online to explore UNM's online services.*

References (a running list to be amended)

Thomas Thwaites, The Toaster Project
Infranet Lab/Lateral Office, Coupling: Strategies for Infrastructural Opportunism
Amy Franceschini, Victory Gardens 2007+
Dreicer, Gregory K., Me Myself and Infrastructure
Ozzie Zehner, Green Illusions
Ant Farm, Inflatable Architecture
Olin and Partners, Living City
Kathleen Dean Moore Michael P. Nelson,Moral Ground: Ethical Action for a Planet in Peril
David Owen, Green Metropolis

SCHEDULE OF ACTIVITIES

The Schedule of Activities is subject to change. Minor changes will be announced in class, major ones provided in writing.
(readings are listed on the day they are due)

[Infrastructure:
January 17
Class agreements, workshop interests and infrastructural foci
discuss outline of design concept proposal
lecture: overview

January 24 –
present sketches of infrastructures encountered and changed
pinup: design concept proposals --
workshop– trouble shooting and editing on proposals
discuss readings
readings: Derrick Jensen, from Moral Ground,
Fresh Field, Keller Easterling,

January 31
present sketches of infrastructures encountered and changed
lecture: EPA, Green Infrastructure, and others

discuss readings
readings Ozzie Zehner, Green Illusions
EPA handbooks

Feb 7 -
present sketches of infrastructures encountered and changed
DUE: present final design concept with revisions
as a class lay out calendar and work flow
readings: Urban Green: Water Infrastructure

Feb 14 project one
present sketches of infrastructures encountered and changed
readings Living City, Olin & Partners, and Forman, Richard, Nature and Infrastructure

Feb 21 – project two
present sketches of infrastructures encountered and changed
readings: Me Myself and Infrastructure]

[Sculptural:
February 28 – project three
present sketches of infrastructures encountered and changed
(Xeriscape Conference – reminder)
readings: Buster Simpson website, Rhizome Collective introduction from E-reserves

March 7 - Inflatable Architecture module
we will do a quick inflatable architecture intervention!
readings: Ant Farm

March 9-17 spring break

March 21 project four
present sketches of infrastructures encountered and changed
readings: Gordon Matta Clark and Archigram essay, Yatai, and other projects from E-reserves

March 28 project five
present sketches of infrastructures encountered and changed
readings: Amy Francheschini: Victory Gardens, and Thomas Thwaites, The Toaster Project, On reserve in FADL]

[Sustainable:
April 4 project six
present sketches of infrastructures encountered and changed
Readings: Green Infrastructure, Mark Benedict, online resource through LIBROS

April 11 project seven
present sketches of infrastructures encountered and changed
Readings: Biodiversity and Green Infrastructure in Urban Landscapes: The Importance of Urban Green Spaces, Ulf G. Sandstrom]

[Landscape:
April 18 project eight
Readings: ASLA report on Green Infrastructure

April 25 project nine
present sketches of infrastructures encountered and changed
Corner, James, selected essays

May 2 project ten
present sketches of infrastructures encountered and changed
Readings: Shannon, Kelly, Towards Integrating Infrastructure and Landscape]

May 9 Final gathering/celebration

Tips on Developing Course Goals, Learning Objectives and Outcomes
Source: ***http://registrar.unm.edu/faculty--staff-resources/sample-syllabus.pdf***

Goals vs. Outcomes

Goals: general statements about knowledge, skills, attitudes, and values expected in graduates.

When identifying learning goals, start with the mission of the organization (College, department, or program) and be sure learning goals tie to the mission.

Outcomes: clear, concise statements that describe in behavioral terms how students can demonstrate their mastery of program goals.

When identifying student learning outcomes, start with identified end of program attainment of goals, break program goals into measurable activity, and develop criteria for rating students' level of attainment/mastery.

Examples of Program Goals

Knowledge-

- Students know basic principles and concepts in the physical and natural sciences.
- Students understand the major theoretical approaches used by at least two social science disciplines.

Skill-

- Students can use appropriate technology tools.
- Students have effective collaboration skills.

Attitude/Value/Predispositions-

- Students respect academic standards concerning plagiarism.
- Students appreciate the importance of considering diverse perspectives

Examples of Learning Outcomes

- Students can define the basic principles and concepts in the physical and natural sciences.
- Students can describe the major theoretical approaches used by at least two social science disciplines.
- Students can locate sources by searching electronic and traditional databases
- Students can work collaboratively to achieve project goals.
- Students can analyze the quality of the argumentation provided in support of a position.
- Students can define plagiarism, describe how to avoid it, and explain why it is important.
- Students can describe the importance of considering diverse perspectives.

Adpated from Mary Allen, AAC&U Gen Ed & Assessment, March 1-3, 2007 and Cia Verschelden, KSU, http://www.k-state.edu/assessment/index.htm
I:\Assessment\Measuring Learning\Learning Outcomes\Guidelines for Writing Student Learning Outcomes.doc