

ALTERNATIVE PRACTICES: LANDSCAPE AND ENVIRONMENT

Bachelor in Architectural Studies BAS SEP-2023 APLE-AS.5.M.A

Area Architecture and Design

Number of sessions: 30

Academic year: 23-24

Degree course: FIFTH

Number of credits: 6.0

Semester: 1^o

Category: COMPULSORY

Language: English

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Laura Jeschke is a Landscape Architect (University of Natural Resources and Life Sciences, Vienna (BOKU), and has a Post-graduate degree in Landscaping and Gardening from the Universidad Politecnica Madrid (UPM), E.T.S Agronomics Engineering. Advanced Studies degree, PhD course "Suburbs, Urban Sustainability and Vitality", Department of Urban and Regional Planning, ETSAM, UPM. She is currently working on her PhD thesis "Low cost landscape" at the Department of Urban and Regional Planning ETSAM (UPM).

Professional experience in Vienna and Madrid since 2000, working since 2010 as an independent landscape architect. Co-founder and director of UBERLAND arquitectura y paisajismo, Madrid / Genève (2013-2017). Since 2018 founder of LAURA JESCHKE paisajismo / landschaftsarchitektur, Madrid / Berlin.

Lecturer in open space planning at the Faculty of Architecture of the Universidad Europea Madrid and Universidad CEU San Pablo Madrid from 2010 to 2013. Associate Professor in the Landscape Architecture Degree of the Universidad Rey Juan Carlos Madrid, since 2016.

She lives and works in Madrid and Berlin. Her work deals with the planning and design of public space and urban green areas.

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SUBJECT DESCRIPTION

Landscape architecture includes “all aspects of the science, planning, design, implementation and management of landscapes and their environment in urban and rural areas and the assessment, conservation, development, creation and sustainability of landscapes with a view to promoting landscapes which are aesthetically pleasing, functional and ecologically and biologically healthy and which when required are able to accommodate the built environment in all its forms”

Landscape Institute Royal Charter of Incorporation, 1997

“Landscape architecture combines environment and design, art and science. It is about everything outside the front door, both urban and rural, at the interface between people and natural systems”.

Source: <https://iwanttobealandscapearchitect.com/>

Landscape architecture is the discipline that takes care of the design and planning of exterior spaces, both in natural and urban settings. Landscape architecture runs parallel to architecture and urban design and planning, combining and fusing with them in multiple occasions.

This is an introductory course on the practice and theory of landscape architecture and its main objectives are:

- To introduce the students to the theoretical and practical resources that will allow them to resolve a landscape architecture project.
- To expose the students in both an extensive and intensive way to the practice of landscape architecture, so that they can decide if they want to pursue a specialization in this discipline in the future.
- To provide the students with a certain sensibility to landscape and territory, so that they can collaborate more productively with specialized landscape architects or with multidisciplinary teams in complex projects that bridge the fields of architecture, landscape architecture and urban planning.
- To confront the students with different views to the ones they have currently encountered in the design of buildings and built-up areas, so that a new outlook can influence and enrich any kind of project they approach.

LEARNING OBJECTIVES

2.1 BASIC AND GENERAL COMPETENCIES

Per the Decree EDU/2075/2010, 29 of July

1. Ability to create architecture projects that satisfy technical and aesthetical requirements;
2. Adequate knowledge of urban design and planning and the techniques that are applied to planning;
3. Capacity to understand the profession of architect and his/her function in society, particularly for the elaboration of projects that consider social aspects.
4. Knowledge of research and analysis methods and their subsequent application in the creative process.

2.2 SPECIFIC COMPETENCIES

The specific competencies derive from the established in the White Book of European Convergence for architecture and in the order ECI/3856/2007 of December 29th.:

Capacity to design landscape architecture projects. Adequate knowledge of ecology, sustainability and the principles related to the conservation of energy and environment resources.

Competences and habilities:

Open space project (A13.): Capacity to elaborate and execute landscape architecture projects.

Artistic base (B8): Understanding and knowledge of the aesthetic or art theory and of the past and present fine art and applied arts productions, that are susceptible of influencing landscape architecture.

Ecology and sustainability (B14): Understanding and knowledge of the responsibility of the architect in relation to the basic principles of ecology, sustainability, resource and environment conservation in architecture, urban design and landscape architecture.

Physical medium (B16): Understanding and knowledge of the basis of climatology, geomorphology, geology, hydrology, and soils, that are required for planning and landscape studies and projects.

Basis of botany (B18): Understanding and knowledge of the basis of botany, and horticulture in order to develop landscape architecture and urbanization projects.

TEACHING METHODOLOGY

IE University teaching method is defined by its collaborative, active, and applied nature. Students actively participate in the whole process to build their knowledge and sharpen their skills. Professor’s main role is to lead and guide students to achieve the learning objectives of the course. This is done by engaging in a diverse range of teaching techniques and different types of learning activities such as the following:

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	5.33 %	8.0 hours
Discussions	4.67 %	7.0 hours
Exercises in class, Asynchronous sessions, Field Work	60.0 %	90.0 hours
Group work	20.0 %	30.0 hours
Individual studying	10.0 %	15.0 hours
TOTAL	100.0 %	150.0 hours

PROGRAM

PERIPHERAL LANDSCAPE

The workshop will focus on the exploration of the vast urban landscape of Madrid's northern periphery.

An area that we could define as *Zwischenstadt* [1], the city-in-between that Thomas Sieverts defines as those areas of urban sprawl surrounding our cities, forming the border between town and country, areas without a clear identity and of uncertain destiny.

The design studio will focus on finding alternatives and different futures for the vast urban void between the district Valverde and Las Tablas and its connection to the Parque Valverde and the surrounding landscape.

The students are asked to envision different futures for the urban landscape and terrain vague of the study area, develop overall strategies and one site-specific proposal.

[1] Thomas Sieverts, *Zwischenstadt. Zwischen Ort und Welt Raum und Zeit Stadt und Land*. Birkhäuser Verlag, Basel, 3. edition, 2008.

SESSIONS 1 - 3 (LIVE IN-PERSON)

INTRODUCTION

Presentation of the course Alternative practices: Landscape and environment.

Presentation of the project to be developed in the workshop.

SESSIONS 4 - 5 (LIVE IN-PERSON)

Site visit.

SESSION 6 (LIVE IN-PERSON)

LECTURE 1: LANDSCAPE ECOLOGY. Patterns and processes.

Class debate on the assigned readings.

SESSIONS 7 - 10 (LIVE IN-PERSON)

FIRST GROUP WORKSHOP: understanding the context.

Landscape and territory are complex and are composed of multiple layers. The first group workshop analyzes some of the layers that compose the site and the larger context in which it is located.

The work will be conducted in small groups. Each of the groups will research and debate one aspect of the following topics:

- TOPOGRAPHY AND INFRASTRUCTURE. Topography of the site. landmarks, watercourses, paths, roads and highways, public transport, powerlines, noise and odor.
- ECOLOGY AND LANDSCAPE: Original and transformed landscape. Climate, existing vegetation, habitats and ecosystems, connectivity, open space system.
- LAND USE AND HISTORY: Social ecology and urban infrastructure. Urban patterns and landscape units, cultural heritage, history of site, perception, population data.

Presentation of group work and class debate.

SESSION 11 (LIVE IN-PERSON)

LECTURE 2: LANDSCAPE URBANISM. Green infrastructure.

Class debate on the assigned readings.

SESSIONS 12 - 15 (LIVE IN-PERSON)

SECOND GROUP WORKSHOP: defining the program.

It is common in landscape architecture projects, and particularly in public space projects, that the program is not defined at the outset. In this case the starting point of the project is not finding answers and solutions but instead asking questions and defining the issues that should be resolved. Landscape architects and clients have to reflect on the ways the site can be used and on the needs and requirements of the people who will be occupying the site.

Work will be conducted in small groups that will research and discuss the following topics:

- USERS of the site.
- SCALE of use.
- TIME and how it affects program and use.

Presentation of group work and class debate.

SESSION 16 (LIVE IN-PERSON)

LECTURE 3: LANDSCAPE DESIGN I. Methods and tools.

Class debate on the assigned readings.

SESSIONS 17 - 20 (LIVE IN-PERSON)

THIRD GROUP WORKSHOP: Development of general strategies for interventions.

Desk crits. Pin-up. Crits and class debate.

SESSION 21 (LIVE IN-PERSON)

LECTURE 4: LANDSCAPE DESIGN II. Regeneration and sustainability.

Class debate on the assigned readings.

SESSIONS 22 - 25 (LIVE IN-PERSON)

FOURTH GROUP WORKSHOP: Development of site-specific suggestions.

Desk crits. Pin-up. Crits and class debate.

SESSIONS 26 - 28 (LIVE IN-PERSON)

Project development in class. Completion of proposals.

Desk crits.

SESSIONS 29 - 30 (LIVE IN-PERSON)

FINAL REVIEW

Pin up, final crit and class debate.

EVALUATION CRITERIA

The evaluation of the student is continuous, so the work and dedication of the student throughout the course will be taken into account, not only the final result.

The student is expected to participate actively in class, through direct exchange with the professor in desk crits and through common exchange with other students in group workshops, pin up debates and reading debates.

All the exercises must be presented in due time. Site visit with the group is compulsory.

According to IE University policies, the students will be evaluated in a scale from 1 to 10.

Students will have a total of four enrollments, in two consecutive academic years.

Students must attend at least 70% of all class sessions to pass the class. Class attendance will be carefully controlled by the professor. Students who do not meet this minimum percentage automatically fail both first and second enrollments, and are placed directly in the third enrollment.

Regular and punctual attendance is fundamental for the fulfillment of the continuous evaluation requirements.

Evaluation method for 2nd, 3rd and 4th enrollments.

Students that have failed the subject in first enrollment pass to the second enrollment, except those who do not meet the minimum attendance percentage and therefore pass directly to the third enrollment.

Project: in the 2nd, 3rd and 4th enrollments the project must achieve the required level of development. In the second enrollment the project will be the same as in the first enrollment. In the 3rd (and subsequently 4th enrollment) the project developed by the student will be the one developed in class that year. It will not be possible to repeat or correct the project of the 1st and 2nd enrollments.

In the cases where the students repeats, corrects or completes de project of the previous enrollment (2nd and 4th), the student will have a meeting with the professor the first week of the course, to define the goals.

The maximum grade a student can obtain in a 2nd enrollment is 8/10.

criteria	percentage	Learning Objectives	Comments
Active participation in individual and desk crits. Active participation in group debates and crits	20 %		
Capacity to identify the main issues of the zone or project of study and their relation to context. Capacity to understand and integrate the complexity of the landscape architecture project. Capacity to work in groups and contribute to the common outcome. Capacity to debate, ask questions and question various approaches.	20 %		

Capacity to develop a coherent project that responds to the questions asked and is integrated in its context. Capacity to use the tools of Landscape Architecture. Capacity to explain and present the project in the most understandable way, both graphically and orally	50 %		
Assistance to lectures. Comments on the readings. Active participation in class debates.	10 %		

RE-SIT / RE-TAKE POLICY

BIBLIOGRAPHY

Recommended

- Francesco Careri. (2014). *Walkscapes: El andar como práctica estética*. 1st. Editorial Gustavo Gili. ISBN 8425225981 (Printed)
- Gilles Clement. (2018). *Manifiesto del Tercer paisaje*. Second. Editorial Gustavo Gili. ISBN 8425231264 (Printed)
- James Corner (Ed). (1999). *Recovering Landscape: Essays in Contemporary Landscape Architecture*. 1st. Princeton Architectural Press. ISBN 1568981791 (Printed)
- Julia Czerniak (Ed), George Hargreaves (Ed). (2007). *Large Parks*. 1st. Princeton Architectural Press. ISBN 1568986246 (Printed)
- Jan Gehl. (2011). *Life Between Buildings: Using Public Space*. 6th. Island Press. ISBN 9781597268271 (Printed)
- Ian L. McHarg. (1995). *Design with Nature*. 25th. Wiley. ISBN 9780471114604 (Printed)
- Simon Swaffield (Ed). (2002). *Theory in landscape architecture: A reader*. University of Pennsylvania Press. ISBN 0812218213 (Printed)
- Charles Waldheim (Ed). (2006). *The Landscape Urbanism Reader*. 1st. Princeton Architectural Press. ISBN 9781568984391 (Printed)
- Astrid Zimmermann. (2015). *Constructing Landscape*. Birkhäuser. ISBN 3035604673 (Printed)

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