ALT ERNATIVE PRACTICES: LANDSCAPE AND ENVIRONMENT

IE University
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Academic year: 22-23
Degree course: FIFTH
Semester: 1º
Category: COMPULSORY
Number of credits: 6.0
Language: English

PREREQUISITES

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 and 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.

OBJECTIVES AND SKILLS

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 habilites:

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.

METHODOLOGY

The workshop:

The course is organized in a workshop format. The aim of the workshop is for the students to be able to exchange ideas about their own work and the work their peers and create an active and enriching debate for all. The aim is not only to find answers for the questions asked but to question their own approach and the approach of others. The professor will be guiding the sessions but active contribution is expected from the students both in individual and group activities. The students are expected to develop a significant amount of the work in class and be available for specific group workshops, desk crits and group presentations of their work.

The project:

The students will develop a landscape architecture project at intermediate scale during this course. The aim is to achieve, in the available time, a concept design for the global area and a more detailed development of a specific element or area of the project. The students are also expected to reflect on the larger scale and the context of the project site.

Workshop format

1. Group workshops:
The project development will take off with two group workshops in which the students will research the two main topics that will give them the basic tools to develop the project: the context and the program.

Landscape architecture projects are complex and a significant amount of research is necessary in order to understand the layers of the site and context and to define the project objectives. A shallow understanding these issues can result in a project that does is not well grounded and integrated. These two group workshops are intended to develop this phase in short time frame and to benefit of group work and debate.

Organization of the group workshops:
- Research goals: Group activity guided by the professor. The first step is to define the focus of the research: the aspects that are unknown and must be understood in order to provide a good base for the development of the project. The students divide in groups and distribute the tasks or topics of research amongst the groups.
- Research: The students conduct the research in groups.
- Conclusions: Group activity guided by the professor. The students reassemble and expose the results of their research to the group. Group debate and common conclusions.

2. Project development:
After the group workshops the students will start the development of the project individually of in small groups. The project will be developed in class and the professor will be available for desk crits.

Intermediate pin up and class debate:
At the end of the second week there will be a public pin up of some or all of the projects. The professor will respond to the evolution of each project. The students are also expected to express their views and question one another in a group debate of all the exposed projects.

3. Final Crit:
The last day of class there will be a pin up and public presentation of all the projects. All students will be required to present and explain their work.

Complements: lectures and debates
The professor will present 4-5 lectures, intended to expose the most significant topics that distinguish the Landscape Architecture Project, form the architecture or design project. Each lecture will dwell on a specific topic that will be illustrated with specific case studies and references. The students are expected to do some readings and debate on them in class. The evening before the debate the students will send the professor two questions or comments on the text and these questions will be discussed in class.

Class electronic requirements
Although we highly recommend the use of a laptop in class, the use of WiFi in class for any activities not related to this course will hinder your grade in participation. Absolutely no messaging or texting is allowed during the class.

Distribution of the ECTS load
The analytical and design proposal exercises are the basis of the evaluation of the students’ work and will be necessarily completed and submitted. The development of these exercises is accumulative and the assessment is continuous.

<table>
<thead>
<tr>
<th>Teaching methodology</th>
<th>Weighting</th>
<th>Estimated time a student should dedicate to prepare for and participate in</th>
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<tbody>
<tr>
<td>Lectures</td>
<td>5.33 %</td>
<td>8 hours</td>
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<tr>
<td>Discussions</td>
<td>4.67 %</td>
<td>7 hours</td>
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<tr>
<td>Exercises</td>
<td>60.0 %</td>
<td>90 hours</td>
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</tbody>
</table>
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

<table>
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<tr>
<th>Group work</th>
<th>20.0 %</th>
<th>30 hours</th>
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<tr>
<td>Other individual studying</td>
<td>10.0 %</td>
<td>15 hours</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100.0 %</td>
<td>150 hours</td>
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PROGRAM

TRANSITIONAL LANDSCAPE
The workshop will focus on the exploration of the vast urban landscape of Madrid's southern 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 riverscape of the Rio Manzanares and its transition into the heterogenous landscape patterns alongside the southern city border near Villaverde and La Gavia.

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.


SECTIONS 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.

SECTIONS 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.

SECTIONS 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 - 13 (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.

SESSION 14 (LIVE IN-PERSON)
LECTURE 3: LANDSCAPE DESIGN I. Methods and tools.
Class debate on the assigned readings.

SESSIONS 15 - 16 (LIVE IN-PERSON)
SECOND GROUP WORKSHOP: defining the program.
Pin-up of results group workshop 1+2 and class debate.

SESSIONS 17 - 18 (LIVE IN-PERSON)
Project development in class. Development of general strategies for interventions.
Desk crits.

SESSION 19 (LIVE IN-PERSON)
LECTURE 4: LANDSCAPE DESIGN II. Regeneration and sustainability.
Class debate on the assigned readings.

SESSIONS 20 - 21 (LIVE IN-PERSON)
Project development in class. Development of general strategies for interventions.
Pin-up. Crits and class debate.
SESSIONS 22 - 23 (LIVE IN-PERSON)
Project development in class. Development of site-specific suggestions. (Unit 01).
Desk crits.

SESSIONS 24 - 25 (LIVE IN-PERSON)
Project development in class. Development of site-specific suggestions. (Unit 02).
Desk crits.

SESSION 26 (LIVE IN-PERSON)
Pin-up of selected projects and class debate.
Crits and class debate.

SESSION 27 (LIVE IN-PERSON)
Project development in class. Completion of proposals.
Desk crits.

SESSIONS 28 - 30 (LIVE IN-PERSON)
FINAL REVIEW
Pin up, final crit and class debate.

BIBLIOGRAPHY
Recommended


24th June 2022


**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 the 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.

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<thead>
<tr>
<th>Criteria</th>
<th>Percentage</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Active participation in individual and desk crits.</td>
<td>20 %</td>
<td></td>
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<tr>
<td>Active participation in group debates and crits</td>
<td></td>
<td></td>
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</tbody>
</table>

24th June 2022
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.

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<thead>
<tr>
<th>Capacity</th>
<th>Percentage</th>
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<tr>
<td>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</td>
<td>50 %</td>
</tr>
<tr>
<td>Assistance to lectures. Comments on the readings. Active participation in class debates.</td>
<td>10 %</td>
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20 %

Assistant to lectures. Comments on the readings. Active participation in class debates.

PROFESSOR BIO

Professor: **ANA LAURA JESCHKE** -

E-mail: ajeschke@faculty.ie.edu

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).


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.

OTHER INFORMATION

24th June 2022