

Fuller Center for Productive Landscapes

Department of Landscape Architecture
Associate Prof. Roxi Thoren
Office hours: Friday 9:30-11:30, LA 476D

LA 407/507
Thurs. 4:00 - 5:50 pm
2 credits



Spring 2013 Seminar: Out of the Woods

Our capacity to implement sustainability across cultures, geographies, and time depends on how we imagine, value, protect and regenerate the landscapes that provide necessary materials and ecosystems services. In the past, these productive landscapes were often shunted to the periphery of design. The Fuller Center for Productive Landscapes at Overlook seeks to engage landscapes of food, of forests, of energy, water or waste, bringing them into the larger discourse of landscape architecture and environmental design. Last year, students explored the agricultural potential of the 400 acre Overlook property, site of the Fuller Center. The subject of this year's seminar and field school, *Out of the Woods*, is the forest.

Out of the Woods will be critically investigating sustainable forestry at the spatial scale of small woodlands and family forests (10-999 acres) and the temporal scale of old growth forests. The goal of the seminar will be to engage the forest in ways that are resourceful, efficient, and poetic. We will focus on how environmental designers and planners can meaningfully contribute to the conversation about the sustainability, aesthetics, and ethical use of the forest. This investigation will touch on current practices of environmental design, such as in public perception and participation in the decision-making process concerning forest management policy and practices; land planning for forest ecosystems that straddles human needs, such as recreation, hunting, timber, and spiritual renewal, with the needs of other species and the intrinsic values of the forest; visualization across spatially and temporally distant landscapes and events; and expansion of environmental literacy and stewardship through community outreach and education.

Course Methodology

The subject matter concerning forest history, management, ecologies, restoration, and ethics is vast. What we can hope to accomplish in this quarter is to provide a nuanced overview of where or how forest issues may intersect with environmental design, as seen through the work and insights of experts in an array of disciplines. Each week will focus on a particular topic which will be introduced by the Instructor or guest speaker. Students are expected to have completed assignments and reading for each week, and to come to class prepared for discussion. Participation in class discussions is essential, and will be reflected in your grade. Assignments will be informed by the readings, discussions, and research, and critiqued through pin-ups, formal and informal presentations and reviews. A variety of media and sources will be recommended along the quarter to complement, or feed, the interactions. Weekend field trips will be required as part of course attendance.

While the course is required for students who will be attending the summer Field School at Overlook, it is intended to be valuable to any upper division or graduate student who is interested in an interdisciplinary study that engages the forest and its relationship with social, cultural and environmental sustainability. Familiarity with Adobe Suite programs (PhotoShop, Illustrator, InDesign) and a basic knowledge of ecological principles will be helpful, but is not essential.

Course Learning Outcomes

Upon completion of the course with a passing grade, students shall:

- demonstrate knowledge of forest succession
- apply critical thinking through mapping spatial and temporal mapping
- demonstrate knowledge of cultural forces impacting forest management
- understand a range of external forces on the forest and how conflicting demands impact forest management
- articulate a variety of values concerning the forest

Course Format

Class meets once weekly for two hours. The course is a seminar format, with the class period divided into lecture, discussion of the lecture and assigned readings, and review of media-based assignments. There will be two required weekend fieldtrips on Saturday, May 4th, and Saturday June 8.

Readings

There are no required textbooks. Any required readings will be provided as PDF's on Blackboard.

Optional Books / On Reserve:

Cronon, William. *Uncommon Ground: Rethinking the Human Place in Nature*

Egan, Timothy. *The Big Burn: Teddy Roosevelt and the Fire That Saved America*

Foster, David and Aber, John, eds. *Forests in Time: The Environmental Consequences of 1,000 Years of Change in New England*

Harrison, Robert Pogue. *Forests: The Shadow of Civilization*

Perlin, John. *A Forest Journey: The Story of Wood and Civilization*

Samuels, Gayle. *Enduring Roots: Encounters with Trees, History, and the American Landscape*

Worster, Donald. *Nature's Economy: A History of Ecological Ideas*

Course Assignments:

There are five graphic research assignments, analyzing different aspects of a local forest. Students will research, analyze, critique and present local forests through individual work (see handouts).

Course Policies and Assessment of Student Work

Assessment:

Assignment 1-5 80%

Participation 20%

The course may be taken for a grade, or P/NP.

Minimum pass grade for LArch 407 is C-

Minimum pass grade for LArch 507 is B-

Grading Standards

Assignments and participation are evaluated using letter grades, based on evidence of preparation for and contribution to the work and discussions. Grading uses the following standards:

- A – Excellent: exceeds expectations; clear group leader; gives evidence of reflection, critique and insight, brings outside materials or current events to discussions; always in attendance and on time
- B – Good: meets expectations; clear evidence of completing readings and prep work, references readings in discussions; regular participant in discussions; one absence or tardiness
- C – Satisfactory: mostly meets expectations; occasional preparation, contributes to discussions, but some weak participation; three or two absences or tardiness
- D – Inferior: notably lacking preparation; comments may be irrelevant or dispersive, or non-participant; three absences or tardiness
- F – Unsatisfactory: frequently and significantly fails to contribute to discussions and group work; four or more absences or tardiness

Policies

- All assignments are due at the time indicated. An assignment turned in late will be reduced by one full grade, with an additional full grade reduction for each 24-hour period the assignment is late.
- Non-submittal of work will result in a 0 grade.

LArch 507:

In addition to the above requirements listed in the Course Learning Outcomes, graduate students are required to:

- Develop research skills through additional criteria for graduate students on Individual assignments, primarily focused on developing advanced investigative skills.
- Use, and demonstrate their understanding of, the source materials listed in the lab assignments by consulting originals in the library and visiting websites of the professional organizations, and cite those resources in their submissions.

Contact Hours and Workload

LArch 507: For graduate students, each credit corresponds to 40 hours of engagement.

Course attendance	30	hours (18 class, 12 field trip)
Readings and prep	20	hours
Assignments	30	hours
TOTAL	80	hours

LArch 407: For undergraduate students, each credit corresponds to 30 hours of engagement.

Course attendance	30	hours (18 class, 12 field trip)
Readings and prep	12	hours
Assignments	18	hours
TOTAL	60	hours

Academic Honesty Policy

The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor.

Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only sources and resources authorized by the instructor.

If there is any question about whether an act constitutes academic misconduct, it is the student's obligation to clarify the question with the instructor before committing or attempting to commit the act. Principles of academic honesty and professional ethics also apply to any use of computers associated with the class. This includes observing all software licensing requirements and respecting copyrights of intellectual property published on the Internet.

Academic Misconduct procedure and reporting form:

<http://studentlife.uoregon.edu/LinkClick.aspx?fileticket=rMQlptpA3uo%3d&tabid=70>

Disability Resources:

The University of Oregon is working to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your participation, please notify me as soon as possible. You are also welcome to contact Disability Services in 164 Oregon Hall at 346-1155 or disabsrv@uoregon.edu

Out of the Woods

Course calendar

Week 1 **Course introduction**

Olmsted and Pinchot - the designer and the forester

Assignment #1: *Seeing the Forest*

Map a (self-guided) visit to local forest using land analysis methods of diagramming, photographing, description

Week 2 **Forest Ecology**

Forest structure, function, composition; forest succession; forest biology; forests and water

Reading: Selected by speaker

Pin-up: Assignment #1 *Seeing the Forest*

Assignment #2: *Forest Timeline*

Draw plans and sections of a forested watershed 100 years ago, now, and projecting 100 years into the future, using historic aerial photos and maps, site visits, info from speakers/reading.

Week 3 **Forest Ecology**

Forest structure, function, composition; forest succession; forest biology; forests and water

Reading: Selected by speaker

Pin-up: Assignment #2 *Forest Timeline*

Assignment #3: *Forest Politics*

Research and graphically present forest policies, regulations and land tenure; public forest issues

Week 4 **Forest Politics**

Forest policies and regulations for management, conservation, use; land tenures; public engagement

Reading: Selected by speaker

Pin-up: Work in progress

Week 5 **Bauman Family Farm (tentative)**

Forest policies and regulations for management, conservation, use; land tenures; public engagement

Reading: Selected by speaker

Pin-up: Assignment #3 *Forest Politics*

Assignment #4: *Productive Landscapes*

Research and graphically present forest timber and non-timber products and uses

Week 6 **The Productive Forest**

Human uses of the forest: timber and non-timber products, intangible "goods"

Reading: Selected by speaker
Pin-up: Work in progress

Week 7 The Productive Forest

Human uses of the forest: timber and non-timber products, intangible "goods"

Reading: Selected by speaker
Pin-up: Assignment #4 *Productive Landscapes*

Assignment #5: *Forest Stewardship*

Research and graphically present examples of forest stewardship, sustainable forestry, ethical relationships with the natural world

Week 8 Forest stewardship

Environmental literacy; ecological ethics; sustainable forestry certification; forests and climate change

Reading: Selected by speaker
Pin-up: Work in progress

Week 9 Panel / exhibition

Environmental literacy; ecological ethics; sustainable forestry certification; forests and climate change

Reading: Selected by speaker
Pin-up: Assignment #4 *Forest stewardship*

Week 10 HJ Andrews Experimental Research Forest

Either no class and use the following Saturday to visit HJ Andrews Forest, or maybe, have food and a public discussion with the students, their work, and guest speakers