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Landscape

Module Description

MODULE NUMBER: LSC 4120
MODULE NAME: Landscape Research Methods
COORDINATOR: Paul Selman
SEMESTER TAUGHT: 2A
CREDIT VALUE: N/A

Aims

This module is intended to ensure that all students, irrespective of background, have sufficient understanding of research philosophies and methodologies to undertake original research at Master's level. The module is designed to highlight how research into landscape issues often requires students to adopt a multi-disciplinary approach.

Learning outcomes:

By the end of this module students will:

- appreciate the contrasting research styles of the humanities v sciences v contract research
- be aware of, and able to use abstracting services, databases, and other technologies for gathering information of relevance to research
- be able to apply commonly used research methodologies and methods of analysing research findings to their own work
- understand referencing formats, and the different styles employed in academic as opposed to contract research reports
- be able to identify appropriate issues for MA research and develop a research proposal
- be aware of research ethics issues, and understand how to identify and address them.

Teaching and Learning Strategy:

The module consists of a series of 6 lectures and workshops, in which research principles and practices are discussed. These are supplemented by practical computer based sessions. Assessment for the module takes the form of a Research Proposal to address an issue of landscape importance. This assignment is handed out in week 1 of the module and tutorials are organised to assist students in developing their proposal.

Content:

- an overview of the need for research within the landscape sector, who currently undertakes research and the attitudes of practitioners and professional institutes towards this activity

- methods of investigation; experimental design, survey-questionnaire design
- locating information for research
- methods of analysing research findings
- thesis and report writing
- developing a research proposal

Assessment method:

Students develop a research proposal for a previously agreed topic. This report constitutes 100% of the assessment for this module.

Recommended reading:

Barnard C and Gilbert F (1993) Asking Questions in Biology, Design, Analysis and Presentation in Practical Work. Longman Scientific and Technical, Harlow

Bell, J (2005) Doing your Research Project: A guide for first-time researchers in education and social science. 4th edition. Open University

Robson, C (2002) Real World Research: A resource for Social scientists and practitioners - researchers. 2nd edition. Blackwell



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Module Description

MODULE NUMBER: LSC 4140
MODULE NAME: Research Report
COORDINATOR: Paul Selman
SEMESTER TAUGHT: 2B
CREDIT VALUE: N/A

Aims:

This module provides students with the experience of identifying a suitable topic for research and investigating that topic via a literature review plus an outline methodology and research timetable. The latter are developed further and implemented in the subsequent module, LSC 6140, Landscape Research Dissertation. The module requires students to utilise knowledge and skills learnt in LSC 4120, Research Methods.

Learning Outcomes:

By the end of this module students will:

1. have identified a landscape issue that can be sensibly researched in the time available
2. have developed an appropriate outline research methodology and timetable to investigate a landscape issue
3. have produced a suitably detailed, professional quality research based literature review as part of a 5,000 word research report

Teaching and Learning Strategy:

Students have previously undertaken LSC 4120 (Research Methods) to provide them with a grounding in research methods and formats. Mid way through Semester 2b group and individual tutorials are held with members of staff to assist students to develop an appropriate research topic. Students are then allocated a research advisor to assist them in their research studies.

Content:

This is an experiential module, and as such there is no formal content. Information on approaches to research and dissertation formats have already been provided in previous modules.

Assessment method:

Students produce a 5,000 word research report on their nominated research topic. This research report constitutes 100% of the assessment for this module.

Recommended reading:

Barnard, C and Gilbert, F (1993) *Asking Questions in Biology, Design, Analysis and Presentation in Practical Work*. Longman, Harlow.

Bell, J (2005) *Doing your Research Project: A guide for first-time researches in education and social science*. 4th edition. Open University

Dytham, C (2003) *Choosing and Using Statistics: a biologists's guide*. 2nd edition. Blackwell, Oxford.

Robson, C (2002) *Real World Research: a resource for social scientists and practitioner-researches*. 2nd edition. Oxford: Blackwell.

<http://www.shef.ac.uk/library/libdocs/lit.html>



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Module Description

MODULE NUMBER: LSC 4150
MODULE NAME: Research Report for Managers
COORDINATOR: James Hitchmough
SEMESTER TAUGHT: 2B
CREDIT VALUE: 15

Aims

This module provides students with the experience of identifying a suitable professional topic for research in the field of landscape management, and investigating that topic via a literature review and desk study. The work is commenced during the year out and is usually inspired by some aspect of the students year out experience.

Learning Outcomes

By the end of this module students will:

1. have identified a landscape issue that can be sensibly researched in the time available.
2. have carried out a literature review and desk study on the topic, drawing on case study material as appropriate
3. have developed ideas about opportunities for further research on the topic and indicated how such research might be taken forward, identifying a research method that might be used
4. have produced a suitably detailed, professionally written and produced research report on the selected topic.

Teaching and Learning Strategy:

Students will liaise with the landscape management tutor and appropriate members of staff during their year out to assist them to develop an appropriate research topic. Students are then allocated a research advisor to assist them in their research studies. This however is a largely independent piece of research work.

Content:

This is an experiential module, and as such there is no formal content. Information on approaches to research and dissertation formats will be provided.

Assessment Method:

Students produce a research report on their nominated research topic which constitutes 100% of the assessment for this module.

Recommended Reading:

Bell, J. (1996) Doing your Research Project. Open University Press



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Module Description

MODULE NUMBER: LSC 5010
MODULE NAME: Urban Landscape Planning
COORDINATOR: Anna Jorgensen
SEMESTER TAUGHT: 1A
CREDIT VALUE: 20

Aims

This module is intended to build on the material introduced by LSC 6240, and on experience of urban landscape planning that some students may have had during their year out in practice. It seeks to introduce students to some relevant methodologies and to provide understanding of the current theoretical, policy and physical context to approaches to planning the urban landscape, with a particular emphasis on theoretical and practical approaches to multi-functional green infrastructure and ideas about how landscape planning can contribute to the creation of more environmentally, socially and economically sustainable future landscapes. Knowledge and skills introduced will provide a basis for planning options in the special project in semester 2, and for planning work in practice.

Learning outcomes:

By the end of this module students will be able to demonstrate:

- Understanding of current issues in urban landscape planning
- Skills in the analysis of urban land cover and urban morphology
- The ability to produce landscape proposals at a planning scale
- Experience of articulating landscape strategies in report format by using a combination of text and graphic illustration
- Proficiency in using ArcView GIS to record, map, analyse and present data at planning scales
- The ability to work effectively as part of a team
- Advanced graphic written and oral presentation skills appropriate to a landscape planning context

Teaching and Learning Strategy:

The module consists of a series of lectures, seminars, workshops and site visits, during which theories, methodologies and case studies are introduced/discussed; accompanied by 3 computer based sessions focussing on GIS. Students are expected to utilise the knowledge and skills derived from these sessions to devise landscape proposals within a planning scenario on an actual site in the Sheffield area. Assessment for the module takes the form of the production of a strategic landscape plan in report format and an oral presentation of the plan. The assignment is handed out in the early stages of the module and tutorials are organised to assist students in developing their proposals. All work is done in small groups of 3-5 students.

Content:

- Research/review of some current issues and problems affecting urban development and the theoretical/policy context in which landscape planning is carried out
- Examination of case studies
- Methods of analysing urban areas
- Using ArcView GIS to record, map, analyse and present data at planning scales
- Approaches to the formulation/articulation of strategies
- Communicating the strategic plan in report format

Assessment method:

Working in small groups students develop a strategic plan in report format for the future development of a Sheffield district and give an oral presentation of their recommendations. Together the report (90%) and presentation (10%) form the assessment for this module.

Recommended reading:

Beer, A. (1993) Viewpoint Landscape Planning and environmental sustainability. TPR (Town Planning Review?) 64(4) (v-xi)

McHarg, I. (1969) Design with Nature., Natural History Press, New York.

Punter, J. V., Carmona, M. (1997) Cosmetics or Critical Constraints? The Role of Landscape in Design Policies in English Development Plans. Journal of Environmental Planning and Management, 40, 173-197.

Selman, P. (2006) Planning at the Landscape Scale. Routledge, London.

Werquin, A. C., Duhem, B., Lindholm, G. Oppermann, B., Pauleit, S., Tjallingii (Editors) (2005) Green Structure and Urban Planning. Cost Action C11.



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Module Description

MODULE NUMBER: LSC 5030
MODULE NAME: Urban Design Project
COORDINATOR: Kevin Thwaites
SEMESTER TAUGHT: 1B
CREDIT VALUE: 20

Aims

This module aims to provide an opportunity to further advance design skills within built context of urban design and their practical application for landscape professionals will be studied. The project emphasises socially sustainable and user-oriented approaches to urban design and regeneration; ("responsive design"). Building /landscape relationships and the role buildings play in shaping and influencing urban spaces and vice versa are studied through detailed and strategic design of landscapes that are primarily "built" (rather than planted). Opportunities to experience team work form an important part of the module as do the production of innovative visual presentations using digital and other media.

Learning Outcomes

By the end of this module students will:

1. have analysed as part of a team a small urban district, and as an individual or pair a part of that district
2. have developed urban landscape design skills and knowledge which demonstrate "responsive design" practices
3. have selected independently the most appropriate media and images and produced an innovative visual presentation.
4. have further developed understanding of building/landscape relationships
5. played a critical role in developing their own and others learning approaches.

Teaching and Learning Strategy

The course is project based and involves lectures, seminars, crits, workshops and tutorials.

Assessment method

The project is assessed by an original, professional visual submission normally incorporating computer generated images. Within these guidelines students are required to select independently the most effective and appropriate media and image types for the submission.

Recommended Reading

Aldous.T (1992) Urban Villages, Urban Village Group
Alexander.C (1979) The Timeless Way of Building, Oxford University Press

- Alexander.C et al (1985) A New theory of Urban Design, Oxford University Press
- Alexander.C. (1965) A City is Not a Tree. Architectural Forum, April-May 1965, pp.58-62.
- Alexander.C. et al (1977) A Pattern Language, Oxford University Press
- Baxter.A and Assoc. (1998) People, Streets and Movement: A Companion Guide to Design Bulletin 32 – Residential Roads and Footpaths, DETR Publications
- Bentley et al (1985) Responsive Environments, The Architectural Press, 1985
- Bellingham.J and Cole.R (2002) The Good Place Guide: Urban Design in Britain and Ireland, Batsford.
- Carmona.M., Heath.T., Oc.T. and Tiesdell.S. (2003) Public Places, Urban Spaces: The Dimensions of Urban Design, Oxford, Architectural Press
- Cullen.G (1996) The Concise Townscape, Architectural Press
- LeGates and Stout (1996) The City Reader, Routledge
- Llewelyn-Davies (2000) Urban Design Compendium, English Partnerships
- Lynch.K (1960) The Image of the City, MIT Press
- Moughton.C. (2003) Urban design: Street and Square, Oxford, Architectural Press
- Rudlin and Falk (1999) Building the 21 Century Home: The Sustainable Urban Neighbourhood, Architectural Press
- Tibbalds.F (1992) Making People Friendly Towns, Spon,
- Urban Task Force (1999) Towards an Urban Renaissance, E and F.N.Spon
- Whyte.W. (1980) The Social Life of Small Urban Spaces, The Conservation Foundation



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Module Description

MODULE NUMBER: LSC 5070
MODULE NAME: Landscape Engineering
COORDINATOR: Eckart Lange
SEMESTER TAUGHT: 2A
CREDIT VALUE: N/A

Aims

This module aims to provide students with an introduction to the interface between landscape design and engineering. It will address the main aspects of design where engineering considerations are important and indicate the type of issues which may arise. The main areas to be considered are land form design, including cut and fill operations, dealing with water and drainage, landscape and engineering structures, and aspects of contaminated land. The emphasis will be on helping landscape designers to understand aspects of design where they may require input from the engineering profession, and also to demonstrate how landscape designers can work with engineers to create more environmentally sensitive 'green' design solutions.

Learning Outcomes

On completing this module students will:

1. have developed an understanding of the interface between landscape design and engineering.
2. be aware of the main engineering issues relating to land form design, water and drainage, landscape structures and contaminated land.
3. understand the principles of cut and fill calculations, design of drainage systems and water bodies, design of structures and approaches to re-vegetation of contaminated land
4. be able to suggest 'green' solutions to common engineering problems relevant to landscape design work and be prepared to engage in constructive dialogue with engineers;

Teaching and Learning Strategy

There will be a series of informal lectures and discussions conducted by specialists, both internal and external, on the main aspects of landscape and engineering. Students will prepare a report on their own Special Design Project to help to further their understanding of the engineering issues which may arise.

Content

- Introduction to the relationship between landscape design and engineering;
- Engineering issues in landform design;

- Water and drainage; SUDS
- Engineering issues in designing landscape structures;
- Dealing with contaminated land;

Assessment method

Students will work individually to prepare a written review of the aspects of engineering which may be relevant to their Special Design Project, demonstrating their grasp of key principles from the lecture series and discussions and demonstrating the influence of knowledge gained from further reading on the topic.

Recommended Reading

Each contributor will provide a separate list of reference material for their own section of the course.

See also the following references listed for LSC 609(0) Introduction to Landscape Construction and LSC 610(0) Advanced Construction Design:

- Anderson, J (2000) The green guide to housing specification : an environmental profiling system BRE London
- Beardsley, J. (1984), Earthworks and Beyond, Abbeville Press
- Blake, J. (1999), An Introduction to Landscape Design and Construction, Gower
- Blanc, A. (1996) Landscape Construction and Detailing Batsford
- Booth, K., (1983), Elements of Landscape Architectural Design, Elsevier
BRE London
- CIRIA (2000), Sustainable urban drainage systems :design manual for England
- Coppin, N. J. and Richards, I (1990) Use of vegetation in civil engineering. CIRIA and Butterworths, London
- Countryside Commission for Scotland Information Sheets Battleby Display Centre,
Dunnett, N, Clayden, A (2000) Raw Materials of Landscape in Landscape and Sustainability
Ed Benson, J and Roe, M, Spon
- Everett , A (1994) Materials' 5th Edition_ Mitchells Building Construction. Longman
- Fieldhouse, K. & Lisney, A., Dodd, J. Ed. Landscape Design Guide 2: Hard Landscape, Gower
- Fortlage, C. & Philips, E. (1992), Landscape Construction Volume 1 Walls Fences and Railings, Gower
- Fortlage, C. & Philips, E. (1996), Landscape Construction Volume 2 Roads Paving and Drainage, Gower
- Hammet, M. (1989) Bricks - Notes on their Properties BDA
- Harris, W. & Dines, N. (1988), Time-Saver Standards for landscape Architecture design and construction data McGraw- Hill
- Johnston, J. & Newton, J. (1995) Building Green, A guide to using plants on roofs, walls and pavements. London Ecology Unit
- Kirkwood, N (1999) The Art of Landscape Detail, John Wiley & Sons
- Lisney, A (1990), Landscape Design Guide, Vol 2 Hard Landscape
- Littlewood, M. (1993), Landscape Detailing, Vol 1: Enclosure, Butterworth Architecture
- Littlewood, M. (1993), Landscape Detailing, Vol 2: Surfaces, Butterworth Architecture
- Pinder, A. & Pinder, A. (1990), Beazley's Design and Detail of the Space between Buildings
- Storm, S. & Nathan, K. (1993), Site Engineering for Landscape Architects. V.N. Reinhold
- Styles, K. (1995), 'Working Drawing Handbook, Butterworth Architecture
- Tandy, C (1975) The Landscape of Industry, Leonard Hill
- Tandy, C. (1978), Handbook of urban landscape, London Architectural Press



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Module Description

MODULE NUMBER: LSC 5160
MODULE NAME: Use of Computers for Managers
COORDINATOR: James Hitchmough
SEMESTER TAUGHT: 1A, 1B, 2A
CREDIT VALUE: 5

Aims

This module is to enable students to develop familiarity with a range of software of value to landscape management. This will involve hands on use of a variety of different software packages.

Learning Outcomes

By the end of this module students will:

1. have gained experience of software graphics and image manipulation
2. have developed a basic understanding of GIS software and its application to landscape management situations
3. be able to demonstrate their ability to use a range of software packages

Teaching and Learning Strategy:

The module consists of a series of group tutorials/practicals, distributed across the year, supplemented by demonstrations of software.

Content:

- introduction to GIS systems and their application to landscape management
- drawing packages such as Auto CAD and Corel Draw
- miscellaneous software of value to landscape managers

Assessment method

This module is assessed through the application of computer skills in the production of the Management Plan (LSC 520(0)) at the end of the course.

Recommended reading

Will be provided during the course of the module.



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Module Description

MODULE NUMBER: LSC 5200
MODULE NAME: Management Plan
COORDINATOR: James Hitchmough
SEMESTER TAUGHT: 2B
CREDIT VALUE: 35

Aims

This module is to enable students to develop a professional standard management plan on a nominated area of public open space. The management plan brings together student learning previously achieved in LSC 5040, 5060 5170 and 5150.

Learning Outcomes

By the end of this module students will:

1. be able to develop appropriate aims and objectives for the management of a given landscape
2. have gained experience of liaising with clients and others who have an interest in a particular landscape
3. have demonstrated capacity to gather information on a landscape, analyse and produce appropriate recommendations for its management
4. have demonstrated clear understanding of landscape management principles
5. have demonstrated capacity to produce a professional standard, illustrated A4 report

Teaching and Learning Strategy:

The module consists of a series of individual and group tutorials built around a management plan assignment. The assignment is handed out to students in the end of semester 1B. Students must choose their site by the beginning of Semester 2B. Tutorials are held to assist in site selection. After site selection both individual and group tutorials are employed to provide feedback and knowledge on specific issues to students.

Content:

- developing aims and objectives for landscape management
- liaising with clients and user groups
- report formats and information organisation for effective communication
- site survey, inventory and analysis
- specific techniques for managing landscape elements-issues

Assessment method:

Students develop a landscape management plan for a previously agreed site. This report constitutes 100% of the assessment for this module.

Recommended reading:

Miscellaneous contemporary and “live” Management Plan websites

For example, Heritage Lottery Conservation Management Plan Guidance;

<http://www.hlf.org.uk/NR/rdonlyres/F6B05389-9FF5-4565-800A-73439A7ABFDF/505/HLFConsPlan05.pdf>

Background principles;

Barber A (1991) A guide to management plans for parks and open spaces. ILAM

Hitchmough JD (1994) Urban Landscape Management, Inkata, Sydney

Cobham R (1990) Landscape Management the fourth design dimension. In: Clouston B (ed.) Landscape Design with Plants, pp. 332-359, Heinemann Newnes, Oxford



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Module Description

MODULE NUMBER: LSC 5210
MODULE NAME: Habitat Management
COORDINATOR: Nigel Dunnett/James Hitchmough
SEMESTER TAUGHT: 1A
CREDIT VALUE: 5

This module aims to provide students with the theoretical and practical knowledge and skills to successfully create and manage wildlife habitats in designed landscapes. These skills and knowledge are imparted in the context of how urban dwellers respond to the nature like landscapes in urban places.

Learning Objectives

By the end of this module students will:

1. Appreciate how to undertake a thorough site survey of physical, social and ecological factors as basis for making appropriate judgements on habitat creation and management in designed landscapes
2. Be able to apply ecological theory to practice
3. Be able to research methods of habitat creation and management
4. Be able to produce a professional quality A4 habitat creation proposal for a real site

Teaching and Learning strategy

The module consists of a series of lectures and discussions in which principles are discussed. A project site will be identified at the beginning of the module, and a brief provided for the assignment. Students will be expected to work independently on the assignment supported by tutorials.

Content

- Introduction to Ecology in Landscape Architecture
- Key principles underpinning ecological landscapes
- Ecological theory in relation to habitat creation and management
- Woodland design and management
- Multifunctional wetlands
- Grassland design and management
- Greenways and green networks

Assessment Method

Students develop a habitat creation plan for a nominated urban site. This involves the production of an A4 report that is worth 100% of the assessment for this module.

Recommended Reading

Ash, H. J., Bennett, R and Scott, R. (1992) *Flowers in the grass: creating and managing grasslands with wildflowers*. English Nature, Peterborough.

Baines, C. & Smart, J (1984) *A guide to habitat creation*. London Ecology Unit

Dunnett, N. & Kingsbury, N (2004) *Planting Green Roofs and Living Walls*. Timber Press, Portland, Oregon.

Dunnett, N & Hitchmough, J. (2004) *The Dynamic Landscape : ecology, design and maintenance of urban naturalistic vegetations*. E. & F. N Spon London

Emery, M (1996) *Promoting Nature in Towns and Cities: A practical Guide*. Croom Helm

Gilbert, O. L (1991) *The Ecology of Urban Habitats*. Chapman and Hall

Landlife (1997) *Wildflowers Work: A technical guide to creating a managing wildflower landscape*. Landlife, Liverpool

Mabey, R (1996) *Flora Britannica*. Sinclair Stevenson



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Module Description

MODULE NUMBER: LSC 6001
MODULE NAME: Ecological Design and Management
COORDINATOR: Nigel Dunnett
SEMESTER TAUGHT: 1A & 2B
CREDIT VALUE: 15

This module aims to provide students with the theoretical and practical knowledge and skills to successfully create and manage wildlife habitats in designed landscapes. These skills and knowledge are imparted in the context of how urban dwellers respond to the nature like landscapes in urban places.

Learning Outcomes

By the end of this module students will:

1. Have undertaken an evaluation of the existing ecological value and ecological potential of an urban site.
2. Have produced an ecological enhancement strategy for an urban site.
3. Produced establishment and management guidelines for a specified biotope(s).

Teaching and Learning strategy

The module consists of a series of lectures and discussions in which principles are discussed. A project site will be identified at the beginning of the module, and a brief provided for the assignment. Students will be expected to work independently on the assignment supported by fortnightly tutorials.

Content

- Introduction to Ecology in Landscape Architecture
- Key principles underpinning ecological landscapes
- Ecological theory in relation to habitat creation and management
- Woodland design and management
- Multifunctional wetlands
- Grassland design and management
- Greenways and green networks

Assessment Method

Students develop a habitat creation and subsequent management plan for a nominated urban site.

Recommended Reading

- Dunnett, N. P. & Hitchmough, J. D. (2004) *The Dynamic Landscape: ecology, design and maintenance of urban naturalistic vegetation*. Spon, London. .
- Dunnett, N. P., Hitchmough, J. D, Scott, R. & Burton, M. (2006). *Making Contracts Work for Wildlife: Encouraging Biodiversity in Urban Parks*. CABE Space, London.
- Dunnett, N., & Kingsbury, N. (2004) *Planting Green Roofs and Living Walls*. Overview of ecological benefits of vegetation in cities.
- Dunnett, N. & Clayden, A. (2007) *Rain Gardens*. Timber Press, Portland, Oregon.
- Town and Country Planning Association (2004) *Biodiversity by Design: A guide to sustainable communities*. TCPA, London. Download from www.tcpa.org.uk/downloads
- Gilbert, O.L & Anderson, P.A. (1998) *Habitat Creation and Repair*. Oxford University Press.
- Lickorish, S., Luscombe, B. & Scott, R. (1997) *Wildflowers Work*. Landlife.
- Kendle, T. & Forbes, S. (1998) *Urban Nature Conservation*. E. & F. N. Spon, London.
- Johnston, J and Newton, J (1993) *Building green*, London Ecology Unit. Available as a download from <http://www.london.gov.uk/gla/publications/environment.jsp>
- Grime J P (2000) *Plant Strategies, Vegetation Processes and Ecosystem Processes*. Wiley
- Dramstad, E. et al. (1996) *Landscape Ecology Principles in Landscape Architecture and Landuse Planning*. Harvard University Graduate School of Design, Washington.
- Smith, D and Cawood-Hellmund, P (1993) *The ecology of greenways*, University of Minnesota Press
- McHarg, I. (1995) *Design With Nature*. Wiley, NJ.



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Module Description

MODULE NUMBER: LSC 6002
MODULE NAME: Introduction to Landscape Design Practice
COORDINATOR: Clare Rishbeth and Anna Jorgensen
SEMESTER TAUGHT: 1A&1B
CREDIT VALUE: 15

Aims

This module aims to provide a broad introduction to the principles, processes, media, tools and skills necessary for the practice of landscape design. It is intentionally designed to advance the understanding of students from a wide range of backgrounds each of whom possess varying abilities and experience of the relevant knowledge and skills. For this reason initial design and drawing work is not assessed and the series of short design projects increase in complexity as the module progresses. This module forms the basis for development of design, creative and visual skills in first and second year modules.

Learning Outcomes

By the end of this module students will have:

1. understood and integrated different elements of landscape architecture to create social, multi-sensory and distinctive urban places.
2. completed two design projects, from site response and analysis, strategic approaches and design resolution.
3. developed observational and technical drawing skills and model making to communicate and evolve design ideas
4. developed basic CAD skills, including use of AutoCad, Sketch-up, Photoshop and Illustrator (these are mostly assessed in associated modules)
5. demonstrated an introductory understanding of designing with landform and associated graphic communication.

Teaching and Learning Strategy

This module is a combination of observational and design projects supported by specialist training workshops. Project One is a group and self-directed drawing project that explores and reflects graphically on qualities and social uses of a wide range of spaces in Sheffield. Next a small scale project is introduced in which students are required to tackle the complexities and opportunities of three-dimensional design and maximise the potential of a university courtyard. This is followed by a one week workshop addressing observation, communication and design potential of landform in landscape design. The fourth and final project (assessed) tackles a complex site in which students will need to integrate elements and skills developed in the preliminary exercises. There are a number of options offered which support these core projects: observational drawing, technical drawing, CAD and a landscape-specific language course for non-native speakers.

Content: Core projects

- Introduction to Observational Drawing, Observational Perspective, Perceiving tone, Drawing people in spaces, The effects of different media, Composition, Colour and Expression.
- Introduction to Technical Drawing Workshops
Plan Drawing and Lettering, Sections and Elevations, Planometric Projections, Introduction to landform and grading.
- Drawing Project – Group and self directed project in which students measure, observe and make drawings of contrasting urban landscapes.
- Design Project 1- Small courtyard. Concepts for spatial structure, diversity, comfort & microclimate explored. Structural use of plants. Model making.
- Landform workshop – a series of workshops which observe and document different landform elements, including a one day field trip.
- Design Project 2 - Design for busy urban space. Integrated detailed planting & construction design, social uses of space, circulation, cultural landmarks, design with landform. Includes professional graphical presentation.

Content: Options

- Introduction to Computer Aided Design. Six sessions on AutoCad 2007, introductory workshops on Sketch-up, Photoshop and Illustrator.
- Introduction to Technical Drawing: plans, sections, isometric drawing, layouts.
- English language support for international students (only 15 places assigned with regard to need).
- Introductory lectures giving an overview of the scope and professional expertise of landscape architecture (undergraduate lectures).

Assessment method

Most of the taught elements of this module are not assessed. Design elements in the later stages of the module are assessed by means of project designs and design files. Introduction to CAD is included in the assessment of LSC 6090 Introduction to Landscape Construction.

Recommended Reading

Note: Separate reading lists will be given for the different projects.

Booth.K, (1983) Elements of Landscape Architectural Design, Elsevier
Dee, C, (2001) Form and Fabric in Landscape Architecture
Ching. F (1990) Drawing; A creative process. Von Nostrand Reinhold.
Edwards, B (1979) Drawing on the Right Side of the Brain. J. P Tatcher Inc, Los Angeles.
Laseau, P. (1989) Graphic Thinking for Architects and Designers 2nd Edition. Von Nostrand Reinhold.
Laurie, M. (1976) An Introduction to Landscape Architecture, Pitman, London
Porter, T & Goodman, C (1980-83) Manual of Graphic techniques. Vols 1, 2, 3, & 4. Astragal Books
Reid, G. (1991) From Concept to Form in Landscape Design
Untermann, R. (1973) Grade Easy American Society of Landscape Architects Foundation.

Journals – Landscape
Landscape Architecture
Topos



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Module Description

MODULE NUMBER: LSC 6003
MODULE NAME: Landscape Dissertation
COORDINATOR: Paul Selman
SEMESTER TAUGHT: 2B
CREDIT VALUE: 60

Aims:

This module provides students with the experience of undertaking research into an issue of significance to landscape design. It builds on the work undertaken in LSC 4120, and is available only to students taking the Dip/MA Landscape Studies.

Learning outcomes:

By the end of this module students will have:

1. developed an appropriate research methodology to investigate a landscape issue
2. demonstrated capacity to successfully plan and carry out an appropriate investigation in the time available
3. demonstrated capacity to analyse their research findings in an appropriate manner
4. produced a dissertation written to professional standards in which the research is clearly described and the findings thoughtfully discussed

Teaching and Learning Strategy:

In consultation with the module tutor and advisor, students select a topic for independent enquiry. Usually, this is based on the research proposal arising from LSC 4120. Students have access to a dissertation advisor (a member of staff with expertise in the area of their research) whom they can discuss their work with during the vacation period.

Content:

This is an experiential module, and as such there is no formal content other than informal discussions with a research advisor. Information on approaches to research and dissertation formats have already been provided in previous modules

Assessment method:

Students produce a dissertation on their nominated research topic. Normally, this is 10,000 words in length but for certain topics a reduction in word length may be offset by other media. This dissertation constitutes 100% of the assessment for this module.

Recommended reading:

Barnard, C and Gilbert, F (1993) *Asking Questions in Biology, Design, Analysis and Presentation in Practical Work*. Longman, Harlow.

Bell, J (2005) *Doing your Research Project: A guide for first-time researches in education and social science*. 4th edition. Open University

Dytham, C (2003) *Choosing and Using Statistics: a biologist's guide*. 2nd edition. Blackwell, Oxford.

Robson, C (2002) *Real World Research: a resource for social scientists and practitioner-researches*. 2nd edition. Oxford: Blackwell.

<http://www.shef.ac.uk/library/libdocs/lit.html>



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Module Description

MODULE NUMBER: LSC 6004
MODULE NAME: Art Practice and Landscape Design
COORDINATOR: Catherine Dee
SEMESTER TAUGHT: 1A
CREDIT VALUE: 20

Aims

The module combines the study of practices and ideas in late 20thC and recent art, with taking part in a live conceptual environmental art project. Unlike a typical landscape design module the project involves the making of art collectively in order to support and develop alternative thinking and approaches to conventional landscape architecture. The project emphasises working by hand on site and in the studio, low carbon practices, recycling of found materials, engagement with environmental ethics and the cultural, social and natural ecology of land in Sheffield. The aim of the course is to increase understanding of contemporary culture; to provide an opportunity for direct engagement with the social and environmental politics of land; and to provide skills and knowledge for future alternative and experimental approaches to landscape architecture practice. Normally a public exhibition and/or publication will arise from the project.

Learning Outcomes

By the end of this module students will:

- Have taken part in and contributed to a live environmental art project
- Have developed an increased knowledge and understanding of contemporary art practices and cultural issues, and more detailed knowledge of a specific artist
- Have developed practical skills in the organisation, manipulation and crafting of materials both conventional and unconventional to landscape architecture
- Have recycled materials and developed awareness of low carbon approaches to place and responsiveness to ecology of site
- Have gained experience of working co-operatively as part of a small and larger group where competition based on assessment is absent
- Reflected on the relationship between the work of artists and art approaches to landscape and environment and the potential for these ideas and practices to influence their own landscape architecture.

Teaching and Learning Strategy

The teaching and learning strategy is based on experiential learning. Learning takes place by engaging in live issues, events, practices and sites and reflecting on their relevance and potential to mainstream landscape architecture, and social and environmental politics. Lecture, talks, readings and exhibition trips provide information and a basis for discussion and action. Seminars involve individual or collective research. The art project is overseen and directed by the course coordinator and involves working in small groups collectively to organise and make site interventions and installations and exhibition.

Content

- Live environmental art project, working collectively on site and in studio and other venues, with conventional and unconventional materials, media and processes
- Lectures, talks and seminars, and studied readings/research

- A field trip to exhibitions and sites of contemporary art
- Organisation of public exhibition and or publication

Assessment method

Assessment is based on attendance, contribution to, and engagement with the collective art project, lectures and seminars and field trips only. Full marks are awarded for full attendance/participation in each of the course components and partial marks for partial attendance/participation in proportion to time attended.

Course Literature

Excerpts and chapters will be provided from those books marked with asterisk (*).

Beardsley, John. 1998 *Earthworks and Beyond: Contemporary Art in the Landscape* 3rd ed, London; New York: Abbeville, 1998

Crimp, Douglas. 1986 'Serra's Public Sculpture: Redefining Site Specificity' in *Richard Serra Sculpture* Ed. Laura Rosenstock. Museum of Modern Art New York *

Deutsche, Rosalyn. 1996 *Evictions: Art and Spatial Politics* Cambridge: MIT Press*

Krauss, Rosalind (1985) *Sculpture in the Expanded Field* (1978) Pp. 276-90 in *The Originality of the Avant Garde and Other Modernist Myths*. Cambridge, Mass: MIT Press*

Kwon, Miwon. 2004 *One Place after Another: Site Specific Art and Locational Identity* Cambridge Massachusetts, London: MIT Press*

Lippard, L. (1997) *The Lure of the Local: Senses of Place in Multicentred Society* New York: The New Press

Meyer, E. (1997) *Transfiguration of the Commonplace* in *Martha Schwartz, Transfiguration of the Commonplace*, Spacemaker Press, Washington DC Cambridge MA, US*

De Oliveira, Nicolas, Oxley, Nicola, & Petry Michael, Eds (1994) *Installation Art* London: Thames & Hudson

De Oliveira, Nicolas, Oxley, Nicola, & Petry Michael, Eds (2004) *Installation Art in the New Millennium* London Thames & Hudson

Serra, Richard. 1994 *Writings, Interviews* Chicago: University of Chicago Press*

Smithson, Robert, (1996) *The Collected Writings* Edited Jack Flam, Berkeley, Los Angeles, London: University of California Press*.

Sonfist, Alan (1983) *Art in the Land: A Critical Anthology of Environmental Art* New York Dutton

Strelow, Heike & David, Vera (2004) *Ecological Aesthetics Art in Environmental Design Theory and Practice* Basel Birkhauser

Suderburg, Erika (2000) *Space Site Intervention: Situating Installation Art* University of Minnesota Press*

Wallis, Brian & Kastner Jeffrey (2005) *Land and Environmental Art* Phaidon

Weilacher, Udo (1996) *Between Landscape Architecture and Land Art* Basel Birkhauser



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Module Description

MODULE NUMBER: LSC 6006
MODULE NAME: Greenspace Management
COORDINATOR: James Hitchmough
SEMESTER TAUGHT: 1
CREDIT VALUE: 20

Aims

This unit aims to introduce students to the contemporary management of greenspace. Students are familiarised with the nature and role of the various greenspace agencies and organisations that have developed over the past decade, and how these contribute to improved greenspace management. Many topical issues will be covered including the regeneration of C19th urban parks, the role of CABE Space and 'Best Value', Comprehensive Performance Assessment, Local Community Strategies, Local Planning Frameworks, Planning Policy Guidance, and major investment sources such as the National Lottery. Developing a strategic approach to greenspace is explored together with forms of organisation, plus sources of funding that can be exploited. Emphasis is placed on the need to address a broad range of social, cultural, and environmental issues and needs in greenspace management. The module will consider the ideal mechanisms for the long-term care of a wide range of landscapes, including the development of effective processes and procedures for the management of the people employed, and the people who gain benefit from them.

Learning Outcomes

By the end of this module students will;

- Understand the nature and role of agencies and organisations involved in greenspace management
- Appreciate the range of current funding opportunities and how these can be accessed
- Be able to develop a landscape strategy for a nominated area of greenspace
- Be aware of different approaches both within and outside the UK to the successful management of greenspace
- Be able to critically assess/review a recent park restoration project
- Be able to develop a professional management plan to guide the medium term management of a greenspace
- Appreciate approaches to minimise/resolve conflicts between the different viewpoints of greenspace stakeholders.

Teaching and Learning Strategy

The unit uses a mix of interactive lectures and student seminars-discussions to impart background knowledge and understanding of greenspace management principles and practices. Running in parallel with these from the second week are a series of tutorials to support the two projects by which the unit is assessed. As the module proceeds the balance between lectures and tutorials change, with project orientated tutorials becoming the dominant form of learning. Lectures, seminars and tutorials involve a teaching team of 3, one of whom is a consultant practitioner at the leading edge of the subject in practice.

Content

This unit develops understanding of the strategic management of greenspace. It deals with assessing the needs of greenspace users, and other stakeholders and developing strategies to prioritise and satisfy these needs, and to obtain the resources required to do this. The unit also considers the maximising the effectiveness of operational management of greenspace through the development of management plans.

Assessment method

Project 1 Develop an outline greenspace strategy

This will be undertaken initially in small groups on nominated areas of greenspace and will involve students developing a Strategy for the future development which takes into account the existing policies of the authority, plus the needs of residents and other stakeholders. The brief for the strategy will be given to students in week 1 of the unit. This strategy will be presented as a powerpoint presentation in the 4th week of the module.

Project 2a. Critically review a major park restoration project undertaken within the past 10 years

This will involve assessing the success of a project funded by the Heritage Lottery against the stated aims and objectives of the restoration and the current needs of users and stakeholders. The brief for this project will be given to students in week 2 of the module and completed in week 5 of the module.

Project 2b Develop management plan to guide future development of the park reviewed in 2a above.

This will be undertaken in the context established by the greenspace strategy and the critical review. This plan will assess management needs for a five year period and deal with more local issues than the greenspace strategy. The brief for this project will be given to students in week 2 of the unit and the A4 plan will be submitted in the assessment period.

Recommended Reading

Benson, J and Roe, M (2000) Landscape and Sustainability, Spon

Dunnett et al. (2002) Improving urban parks, play areas and green spaces. Office of Deputy Prime Minister. London

CABE Space (2004) Greenspace Strategies: a good practice guide.

Conway H (1991) Peoples Parks, Cambridge University Press

Dunnett, N et al (2007) Growing Nature- the role of horticulture in supporting biodiversity, Scottish Natural Heritage

Hitchmough J.D (1994) Urban Landscape Management. Butterworths Heinemann, Sydney

Hitchmough JD et al (2006) Making contracts work for wildlife; how to encourage biodiversity in urban parks. CABE Space, London

Worpole K and Greenhalgh L (1995) Park Life: Urban Parks and Social Renewal. Comedia Demos, London

Woudstra J and Fieldhouse K (2000) The Regeneration of Public Parks



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Module Description

MODULE NUMBER:	LSC 6007
MODULE NAME:	Professional Practice Law and Contracts
COORDINATOR:	Helen Woolley
SEMESTER TAUGHT:	1
CREDIT VALUE:	15 Credits

Aims

The aim of this module is to provide students with an introduction to the professional elements which they will require to understand more fully in order to become practising Landscape Architects and, in time, Chartered Members of the Landscape Institute. The three areas covered are: Professional Practice; Landscape and Environmental Law and Landscape Contracts and Specifications. These areas will touch upon issues relating to being a professional landscape architect, relevant landscape and environmental law and contract law as it applies to the practice of landscape architecture.

Learning Outcomes

By the end of the module students will be able to demonstrate an understanding of:

- the changing nature and role of the Landscape Institute, the expectations on Members, and the process involved in the Pathway to Chartership and becoming a Member of the Landscape Institute;
- the landscape architect's responsibilities and different work stages involved in a landscape project;
- the different situations where landscape professionals may work, including the running of a landscape practice;
- the way in which relevant legislation relates to issues likely to be encountered by landscape professionals;
- the nature and components of contracts, and different forms of agreement available for the landscape industry;
- the tendering system, and the selection and appointment of contractors

Teaching and Learning Strategy

Much of the material is factual and is thus most appropriately delivered through lectures, handouts and WebCT. Some of the material will be informed by visiting practitioners. Assignments and personal reflection will be supported through tutorials.

Content

Professional practice

- the evolving landscape profession and changing employment opportunities;
- the role and responsibilities of a landscape architect with respect to the management and administration of a landscape office
- the role and responsibility of a landscape architect of a project from inception to completion on site.

Landscape and environmental law

- land use planning legislation

- the law relating to the protection of the environment.

Landscape contracts and specifications

- the concepts, purpose and principles of a contract;
- the importance, relevance and scope of forms of agreements available for the landscape industry;

Assessment method

Two items of coursework will be set that require students to make connections across different aspects of the course. These will require students to research information in relation to real world problems.

Submission 1: This will be 1500 words in length. It will address a scenario in a typical real life situation which will draw upon students' knowledge of legal and professional issues relating to the profession of Landscape Architecture.

Submission 2: This will be 1500 words in length. It will address different aspects of a contract with respect to a small site, with a scenario which a Landscape Architect might encounter.

Recommended Reading

A series of small texts, which are considered essential, are reproduced by the department, under educational copyright, and recommended for purchase by students from the departmental office.

Garmony, N, Tennant, R and Winsch, C (2007) Professional Practice for Landscape Architects. 2nd edition. Architectural Press.

Additional Reading

Aqua Group (1992) (8th ed) Pre-Contract Practice for the Building Team, Granada

Aqua Group (1996) (8th ed) Contract Administration for the Building Team, Granada

Aqua Group Pre-contract Practice for Architects and Quantity Surveyors Blackwell Scientific Press

Bell, S (Ball and Bell) (2000) Environmental Law (5th Edition). Blackstones.

Clamp, H. Landscape Professional Practice 2nd edn Gower Technical Press

Cresswell, H. B (2000) The Honeywood File & The Honeywood Settlement (or. pub. 1929 & 1930), Architectural Press 0851398677

Joint Council for Landscape Industries (2002) JCLI Agreement for Landscape Works (JCLI)

Joint Council for Landscape Industries (2002) JCLI Agreement for Landscape Maintenance (JCLI) Works

Landscape Institute (1996) Engaging a Landscape Consultant - Guidance for Clients on Fees

Landscape Institute, (1998) The Landscape Consultant's Appointment, Landscape Institute

Landscape Institute, CDM seminar - delegate pack 1997

Landscape Institute, Charter and By-Laws Landscape Institute

Landscape Institute, Code of Professional Conduct, Landscape Institute

Landscape Institute, Regulations for Practice Registration

Murdoch, J & Hughes, W (2000) (3rd ed) Construction Contracts - Law & Management, Spon



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Module Description

MODULE NUMBER: LSC 6008
MODULE NAME: Greenspace Maintenance
COORDINATOR: James Hitchmough
SEMESTER TAUGHT: 1
CREDIT VALUE: 20

Aims

This module aims to develop student understanding of the maintenance and management of greenspace. The relationship between management and maintenance are discussed and the consequences of failure to integrate these. Current management approaches to care of landscapes are discussed, and how best value can be delivered on the ground through innovative practice. All of the major types of greenspace vegetation are discussed and their maintenance management reviewed from a contemporary needs perspective. The unit adopts a multidisciplinary approach and in addition to technical issues, also aims to address the underlying ideas and philosophies, that currently impinge, both positively and negatively upon the care and development of greenspace.

Learning Outcomes

By the end of this module students will;

- Understand the historical origins of current greenspace management and maintenance philosophy and practice
- Appreciate the prevailing cultures of greenspace organisations and how this effects practice
- Understand how ecological approaches can be integrated into greenspace practice to improve quality of delivery and enhance biodiversity
- Be able to respond to social context when considering greenspace management and maintenance
- Be able to approach maintenance of a wide range of greenspace vegetation types from a reflective, first principles perspective
- Appreciate current approaches to organising landscape maintenance in practice
- Understand the legal, ethical and technical requirements of managing unwanted vegetation in greenspace.

Teaching and Learning Strategy

The main formal teaching methods used in the module are “interactive lectures”, delivered to small groups in an informal “round the table” environment. The aim of the lectures is to impart knowledge and understanding of the underpinning tenets of the discipline, and also to raise issues of particular contemporary concern. The understanding and awareness gained through lectures will then be added to by the students’ own learning that takes place through set projects and seminars. Some students undertaking the unit will have some professional experience of landscape design or management in practice and this provides an important opportunity for students to interact with both one another and the lecturer during lectures and tutorials. This sharing of information between students and staff is an important part of the module and is

encouraged by the module leader. Input into teaching is made by an experienced external practitioner.

Content

The module introduces students to the principles and practices of managing and maintaining greenspace. Particular attention is paid to the wide range of vegetation found within these landscapes. Maintenance and management is addressed within the major social, ecological, political and economic issues of the current day, for example sustainability, social inclusion, climatic change, and biodiversity.

Assessment method

Two assessment devices are employed in the module; a series of Critique seminars, and secondly a self directed student project with tutorial support.

The critique seminars involve students being assigned to undertake a critique of a number of existing greenspace landscapes. Students initially work in a group and then present their own element of the critique to the rest of the class via a powerpoint presentation. The aim of the seminar is to get students to think critically about good and bad practice, and present this analysis in a thoughtful professional manner. The seminars cover a wide range of landscape and vegetation types allowing students to reinforce and extend their technical understanding gained through lectures.

Self directed landscape maintenance plan

Students are provided with a detailed assignment brief for an important nominated area of greenspace which embodies significant conflicts of ideas, for example, personal security versus maximal biodiversity provision. Students work initially in teams to undertake a resource inventory, but then work independently on their own plan. Students explore how the major conflicts inherent in the site can be resolved without destroying the qualities which makes the landscape special in the first place. Actions are presented as a series of costed recommendations and detailed specifications of the technical maintenance of component parts of the chosen site as a professionally produced A4 report. A series of tutorials assist students in evaluating their own proposals and ideas as the project develops.

Recommended Reading

Cobham, R (1990) *Amenity Landscape Management: A Resources Handbook*. Spon.

Dunnett, N., Hitchmough, J.D., Scott, R. (2006) *Making Contracts work for wildlife: how to encourage biodiversity in urban parks*. CABE Space, London

Dunnett, N, Swanwick, C, and Woolley, H. (2002) *Improving Urban Parks, Play Areas and Green Spaces*. Office of the Deputy Prime Minister

Gilbert O and Anderson P (1998) *Habitat Creation and Repair*. Oxford University Press

Hitchmough JD and Fieldhouse K. (2003) *Plant User Handbook; A guide to effective specification*. Blackwell

Langdon (2005) *Spons Landscape Price Book*. Taylor and Francis

Parker J and Bryan P (1989) *Landscape Management and Maintenance, A Guide to its Costing and Organisation*. Gower

Whitehead,R (2006) *The UK Pesticide Guide 2006*. BCPC/CABI



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Module Description

MODULE NUMBER: LSC 6030
MODULE NAME: Introduction to Planting Design
COORDINATOR: James Hitchmough
SEMESTER TAUGHT: 1B
CREDIT VALUE: 10

Aims

This module introduces students to plants used by landscape architects in urban and rural landscapes and how these can be used to develop effective planting designs. Knowledge and skills developed will be built on in LSC 6040 which students take the following semester.

Learning Outcomes:

By the end of this module students will:

1. be familiar with a basic palette of plants for use in design, their botanical names and visual and use characteristics
2. be familiar with key aesthetic, functional and ecological principles underpinning planting design
3. have practised the basic principles of composing plantings
4. have developed a visually stimulating, informative planting strategy for a proposed planting
5. be able to produce a planting plan capable of a detailed area of planting to be implemented in practice
6. have begun to develop understanding of the relationship between planting design and factors such as plant selection, time and management

Teaching and Learning Strategy:

Although the bulk of the module takes place in Semester 1B, the program for this module commences with a series of lectures in 1A on plant nomenclature and identification, combined with self directed plant material sessions. In Semester 1B the module consists of a further 6 lectures which provide a framework of ideas on planting design principles and practices which students apply in the workshops. There are 6 workshops, during which time students work on a planting design projects supported by and tutored by planting design specialists from within the Department and practice. Plant identification continues throughout Semester 1B.

Content:

- understanding basic plant nomenclature and approaches to identifying plants
- review of the range and nature of contemporary planting design

- aesthetic, ecological and functional principles understanding planting design
- practising planting design

Assessment method:

Students undertake a planting design project worth 90% of total assessment for this module. Remaining assessment (10%) is based on performance in the plant identification component of the module.

Recommended reading:

Journals/Periodicals

Landscape
 Gardens Illustrated
 Horticulture Week
 Landscape Australia
 Garten + Landschaft
 Topos
 The Garden

Texts (a section only of actual reading list)

Robinson N (2004) The Planting Design Handbook, Gower. Revised Edition,

RHS (2006) The RHS Plant Finder, Dorling Kindersley

Conran T and Pearson D (1998) The Essential Garden Book. Conran Octopus.

Hitchmough, JD and Fieldhouse K (2003) The Plant User Handbook, Blackwell. This is the main sourcebook for the establishment and management of plants in landscape schemes

Kingsbury N and Oudolf, P (2006) Planting Design, Gardens in Space and Time. Timber Press

Blamey M and Grey-Wilson C (1989) The Illustrated Flora of Britain and Northern Europe, Hodder and Staughton

Phillips R and Rix M (1979-) Range of volumes covering the following plant groups; Bulbs, Perennials Vol 1, Perennials Vol. 2, Shrubs, Roses, Trees, Vegetables, Herbs, all Pan



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Module Description

MODULE NUMBER: LSC 6040
MODULE NAME: Advanced Planting Design
COORDINATOR: James Hitchmough
SEMESTER TAUGHT: 2A
CREDIT VALUE: 10 Credits

Aims:

This module builds on the understanding of plants and planting design gained through LSC 204 (Introduction to Planting Design). It develops understanding of plant selection, establishment and management on landscape sites. Planting design skills are further developed by a more complex project that provides students with the opportunity to explore the latest issues in planting design.

Learning Outcomes:

By the end of this module students will:

1. have refined their planting design understanding and presentation
2. have practised plant selection and composition to interpret a planting theme or metaphor
3. be more familiar with the products of the nursery stock industry
4. understand current best practice techniques for establishing plants in the landscape
5. develop a basic understanding of techniques for maintaining landscape plantings
6. be familiar with plant life cycle concepts as they relate to design and management
7. recognise and understand key characteristics of an additional 120 plants

Teaching and Learning Strategy:

This module consists of a 2 hour lecture in which principles are discussed, followed by a 3 hour workshop in which students put ideas into practice. Students work on a single planting design project in conjunction with the Final Integrated Design Project (LSC 6080) with support and guidance from planting design specialists from within the Department and Practice. Mid way through the module there is a full day field trip to a local wholesale nursery to look at the production of plants for use in landscapes. Students are required to identify 10 plants a week during the course of this module, plus undertake a self directed planting journal.

Content:

- information sources on landscape plants; recognising the inherent strengths and weaknesses of these
- evaluation of plant quality, schemes and principles, sources of new plants for landscape

- assessing the biological quality of nursery stock
- techniques for establishing plants on landscape sites, weed control principles and practices, soil cultivation and amelioration
- maintenance of plantings, and long term management requirements

Assessment method:

Students undertake a planting design project worth 50% of total assessment for this module. Remaining assessment is based on developing a maintenance plan for their planting design project (15%), performance in the plant identification component of the module (10%), plus a planting journal undertaken independently by students (25%).

Recommended reading:

Journals-Periodicals

Landscape
Gardens Illustrated
Horticulture Week
Landscape Australia
Garten + Landschaft
Topos
The Garden

Texts (a selection only of actual reading list):

Dunnett, N. and Hitchmough, J.D. (2004) *The Dynamic Landscape, Ecology, Design and Management of Naturalistic Urban Planting*. Spon Press

Dunnett, N. and Kingsbury, N. (2004) *Roof Gardens and Green Walls*, Timber Press

Robinson N (2004) *The Planting Design Handbook*, Gower. Revised Edition,

Hitchmough, JD and Fieldhouse K (2003) *The Plant User Handbook*, Blackwell. This is the main sourcebook for the establishment and management of plants in landscape schemes

Handreck K and Black N (1989 and subsequent editions) *Growing Media for Ornamental Plants and Turf*. New South Wales University Press, Sydney

Blamey M and Grey-Wilson C (1989) *The Illustrated Flora of Britain and Northern Europe*, Hodder and Staughton

Davies RJ (1987) *Trees and Weeds, Weed control for successful establishment*. Forest Commission Handbook 2, HMSO

Phillips R and Rix M (1979-) Range of volumes covering the following plant groups; Bulbs, Perennials Vol 1, Perennials Vol. 2, Shrubs, Roses, Trees, Vegetables, Herbs, all Pan

Walters SM et al (1984 -) *The European Garden Flora*. Cambridge University Press



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Module Description

MODULE NUMBER: LSC 6060
MODULE NAME: Social Aspects of Design
COORDINATOR: Helen Woolley
SEMESTER TAUGHT: 1B
CREDIT VALUE: 10 Credits

Aims

This module will provide the foundation for postgraduate students' understanding about planning, designing and managing landscapes for users' needs and desires. Initially it will introduce them to the process of site survey and analysis before focussing on the social aspects of this process. It seeks to provide students with some understanding of how individual groups within society might use, or want to use open spaces and the barriers which might exist to such potential use of such spaces. This will be done by introducing the students to some of the literature in the field.

Learning Outcomes

By the end of the module students will:

- Understand the scientific approach of site survey and analysis upon which to develop the planning, design and management of open spaces.
- Develop an understanding of who the users and potential users of a specific open space are and be able to access data about that community. This will include an understanding of different groups in society as may be identified by age, gender, ethnicity or impairment.
- Be able to access some of the literature relevant to the social aspects of planning, designing and managing open spaces.
- Begin to identify appropriate methods for communities to be involved in the planning, design and management of open spaces.
- Be capable of using a variety of data systems, including accessing and analysing census information.
- Be able to provide information in a range of formats, as described in the project brief.

Teaching and Learning Strategy

This module consists of a series of presentations and workshops which will introduce the principles of: teamwork; site survey and analysis; why involving communities is important and how to involve communities in the process of planning, designing and managing for open spaces. This will entail the collection and analysis of data from visiting the site; libraries; and data held on various web based sites. Group tutorials will be held to discuss the issues as they arise and students are expected to come to these tutorials with issues to discuss. Powerpoint and video/DVD forms of audio visual aids will be used.

Content

- The roles of different members of a team and the developmental stages a team may experience;
- Survey and analysis of a specific site and its context with respect to historic, physical, planning and transportation and social issues;
- Review of some of the current literature relevant to the specific site and potential users and to community involvement and methods for this;
- Assessment of the current and potential site users who live or work in the area adjacent to the site and an understanding of their needs, desires and barriers to use;
- Study of cases where communities have been involved in the planning, design or management of open spaces.

Assessment method

Team work:

Survey and analysis

The initial part of the project will be undertaken in teams and this will be assessed by the output for the survey and analysis of the specific site. This will be no more than 50% of the overall module mark.

The second part of the module will be undertaken as individual work and assessed by a literature review of a specific social group who might want to use open spaces. This will constitute 50% or more of the module mark.

Recommended Reading

Altman, I. and Low, S.M. (1992) *Place Attachment*. New York: Plenum.

Arnstein, S. (1969) A ladder of citizen participation in *American Institute of Planning Journal*, July 1969

Beer, Anne. R (1990) *Environmental Planning for Site Development*, Spon

Cooper, Marcus, C and Francis C. (1991) *People Places*, Van Nostrand Rheinhold

Dunnett, N. Swanwick, C and Woolley, H (2002) *Improving Urban Parks, Play Areas and Green Spaces*. Office of the Deputy Prime Minister. London

The Fieldfare Trust, *BT Countryside for All: A Good Practice Guide to Disabled People's Access in the Countryside*, Sheffield: The Fieldfare Trust.

Finney, N. and Rishbeth, C. (2006) *Engaging with Marginalized Groups in Public Open Space Research: The Potential of Collaboration and Combined Methods*. *Planning Theory and Practice*. Vol, 7(1) pp. 27-46.

Hart, R. (1997) *Children's participation: the theory and practice of involving young citizens in community development and environmental care*. London: Earthscan.

Hester, R.T. (1990). *Community Design Primer*. Ridge Times Press.

Imrie, R., and P, Hall (2001) *Inclusive Design: Designing and Developing Accessible Environments*, London: Spon Press

Kaplan and Kaplan, (1978) *Humanscape, Environments for People*, Duxbury

Loukaitou-Sideris, A. (1995) Urban Form and Social Context: Cultural Differentiation in the Uses of Urban Parks, *Journal of Planning Education and Research*, 14, pp. 89-102.

Stoneham, J. *Sustainability, disability and access to nature*, Bath: The Sensory Trust.

Wates, N (1996) *Action Planning*, The Prince of Wales's Institute of Architecture

Whyte, W. (1980) *Social Life of Small Urban Spaces*, Conservation Foundation, Washington

Wilcox, D (1996) *The Guide to Effective Participation*, Delta Press, Brighton

Woolley, H., et al. (2004) *Value of Public Space*, London, CABE Space (Available on CABE website)



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Module Description

MODULE NUMBER: LSC 6080
MODULE NAME: Integrated Design Project
COORDINATOR: Catherine Dee
SEMESTER TAUGHT: 2B
CREDIT VALUE: 20

Aims

This module provides the opportunity to consolidate and expand, in an integrated way, design skills and knowledge gained in all previous modules. The primary aim of the project is to support the further development of theoretically enriched design practices. The design project focuses on a complex urban recreational landscape (normally a park), that provides scope for development of inventive, user-oriented and environmentally responsive design approaches. The project aims to significantly enhance aesthetic sensitivity and visual skills. In particular, the project focusses on the concept of 'thrift' in landscape design involving the development of forms and aesthetics that arise from: 'an economy of means through knowledge of landscape process and materials'; 'a precision in concept and implementation'; and 'responsiveness to the existing, to ecological context and environmental stewardship'.

Learning Outcomes

By the end of this module students will demonstrate that they:

- can use literature/case study/theory and workshops to inform, expand and refine design practices
- have an understanding of social, cultural, ecological & environmental functions of designed landscapes
- can use, and document design development processes
- can create inventive, integrated design using an "aesthetics of thrift" including:
 - sensitive conservation of existing elements of site and their integration in design
 - 'poetics' in concept generation and use of landscape elements and form
 - fresh and coherent spatial and movement structure
 - subtle topographic design
 - structural, thematic and detailed planting design
 - thrift in construction design
 - integration of landscape and buildings
 - ecological and environmental sensitivity in all aspects
 - microclimatic design
- can communicate landscapes and design proposals coherently, accurately and poetically with visual media and images

Teaching and Learning Strategy

The module is taught through a design project lasting six weeks. The project encompasses site investigations, conceptual development through to a whole site detailed proposal. Throughout this process an assessed design journal is kept. Individual design processes and thinking are informed and expanded via readings, contemporary case studies, creative workshops, on site

studies, reviews and discussions as well as tutorials, interim and final reviews and your own research (including LSC6230).

Content

• *Integrated Design Project*

Group work

Project research, site and user investigations and evaluation

Individual work

Strategic and conceptual design development, including research, attendance at workshops and studio and site events events.

Whole site detailed design proposals 1:250, including attendance at workshops, studio and site events and tutorials and reviews

Communication of above through design journal and final visual presentations.

Assessment method

The design project is assessed through a visual submission of sketch and professional presentation drawings and images and optional three dimensional work and design file.

Recommended Reading

Readings are adjusted each year to suit the nature of the project site chosen and associated issues.



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Module Description

MODULE NUMBER: LSC 6090
MODULE NAME: Introduction to Landscape Construction
COORDINATOR: Andy Clayden
SEMESTER TAUGHT: 1B
CREDIT VALUE: 10 Credits

Aims

This module introduces the basic principles of landscape construction. It will demonstrate that construction is an integral component of the designed landscape creating its own design opportunities and constraints. Students will study the functional, aesthetic and technical properties of a range of different landscape components. They will undertake on-site observations and produce a range of contractual drawings for a small scale design project. Computer aided design will form an integral part of the project and will be used to produce technical details.

Learning outcomes:

By the end of this module students will:

- have a basic understanding of design and construction principles for a range of typical landscape structures including; steps, walls, surfaces, fence and railings etc
- be able to select appropriate materials in response to both functional and aesthetic requirements
- be able to produce a set of working drawings from which a landscape contractor could cost and build
- appreciate different material qualities and how these can be exploited to develop a bespoke piece of furniture
- be able to use AutoCAD to produce 2D plans and technical drawings and use SketchUp to model simple structures

Teaching and Learning Strategy

This module will consist of a programme of six lectures which will introduce both technical and theoretical knowledge for a range of landscape structure. Studio workshops will include guided walks, presentations on construction graphics and detailing and AutoCAD. Small group tutorials will be used to assist with the practical application of skills and knowledge presented in the lecture course and group workshops.

Content

- surfacing, edges and drainage
- walls, fences and railings
- steps and ramps

- retaining structures; water and waters edge
- furnishings and lighting
- autoCAD, illustrator, SketchUp and Photoshop

Assessment method

Students will be required to submit a sequence of design and technical drawings produced using AutoCAD which illustrate a design and accompanying construction details, clearly set out title blocks and cross referenced details and at least one detail completed using CAD. They will also be required to submit a construction journal which records their own on-site construction observations and 3D sketchUp proposals for bespoke piece of furniture

Recommended Reading

Blake, J. (1999), *An Introduction to Landscape Design and Construction*, Gower

Beardsley, J. (1984), *Earthworks and Beyond*, Abbeville Press

Blanc, A. (1996), *Landscape Construction and Detailing* B.T. Batford Ltd

Dunnett, N, & Clayden, A (2007) *Raw Materials of Landscape* in *Landscape and Sustainability*. Edited Roe, M, Spon London

Fieldhouse, K. & Lisney, A., Dodd, J. Ed. *Landscape Design Guide 2: Hard Landscape*, Gower

Fortlage, C. & Phillips, E. (1992), *Landscape Construction Volume 1 Walls Fences and Railings*, Gower

Fortlage, C. & Phillips, E. (1996), *Landscape Construction Volume 2 Roads Paving and Drainage*, Gower

Kirkwood, N (1999) *The Art of Landscape Detail*, John Wiley & Sons

Littlewood, M. (1993), *Landscape Detailing, Vol 1: Enclosure*, Butterworth Architecture

Littlewood, M. (1993), *Landscape Detailing, Vol 2: Surfaces*, Butterworth Architecture

Lisney, A (1990), *Landscape Design Guide, Vol 2 Hard Landscape*

Pinder, A. & Pinder, A. (1990), *Beazley's Design and Detail of the Space between Buildings*

Harris, W. & Dines, N. (1988), *Time-Saver Standards for landscape Architecture design and construction data* McGraw- Hill

Styles, K. (1995), *Working Drawing Handbook*, Butterworth Architecture

Tandy, C. (1978), *Handbook of urban landscape*, London Architectural Press

Thompson, I. Dam, T. & Balsby, J. (2006) *European landscape architecture : best practice in detailing*. London Routledge

Thompson, J.W. & Sorvig, K. (2000). *Sustainable Landscape Construction, A Guide to Green Building Outdoors*. Washington: Island Press.

Walker, T. D. (1993), *Site Design and Construction Detailing*, Van Nostrand Reinhold: Chapman & Hall



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Module Description

MODULE NUMBER: LSC 6100
MODULE NAME: Landscape Construction Design
COORDINATOR: Kevin Thwaites
SEMESTER TAUGHT: 2A & B
CREDIT VALUE: 10

Aims

The module aims to further develop knowledge and skills in construction design initiated in Basic Landscape Construction. It aims to provide a more detailed understanding of the technical and aesthetic properties of construction materials and to increase confidence in their original use in structure design. The module provides the opportunity to further develop CAD, creative and visual skills for construction design.

Learning Outcomes

By the end of this module students will:

1. have significantly developed their construction design, visual and creative skills
2. have a broad understanding of construction materials and their potential in landscape design
3. have a detailed knowledge of the technical and aesthetic properties of at least two construction materials
4. be able to use CAD for design exploration and for producing construction drawings
5. be able to produce contractor's drawings

Teaching and Learning Strategy

This module consists of a lecture series and a programme of tutorial sessions focusing on different construction materials and creative and technical aspects. During the studio sessions, design project work is carried out, design issues and queries discussed in groups and individual tutorials are arranged. Design work and materials research is continued independently between studio sessions.

Content

A series of lectures underpins the module and these include contributions from internal staff and industry specialists. The exact content will vary from year to year in order to respond to the developing professional context. A typical selection includes:

Construction materials and their role in place making
Timber and timber structures
Environmental art and attention to detail
Street furniture design and fabrication
Concrete surfacing materials

Manufactured and natural paving and walling products
Techniques in the production of contractors working drawings

Assessment method

Construction designs are assessed through a design project with visual submission of drawings which may include computer generated work, data and design files and three dimensional work.

Recommended Reading

The AJ Metric Handbook

External works

Blake,J (1999) An Introduction to Landscape Design and Construction, Gower

Blanc,A (1996) Landscape Construction and Detailing, Batsford

Fortlage,C and Phillips,E (1992) Landscape Construction Vol.1, Walls Walks and Railings, Gower

Fortlage,C and Phillips,E (1996) Landscape Construction Vol.2, Roads Paving and Drainage, Gower

Fortlage,C and Phillips,E (2001) Landscape Construction Vol.3, Materials, Steps, Ramps and Light Structures, Gower

Littlewood.M (1993) Landscape Detailing Volume 1: enclosures (3rd ed) Architectural Press

Littlewood.M (1993) Landscape Detailing Volume 2: surfaces (3rd ed) Architectural Press

Littlewood.M (1997) Landscape Detailing Volume 3: enclosures (3rd ed) Architectural Press

Littlewood.M (2001) Landscape Detailing Volume 4: water (3rd ed) Architectural Press

Pinder,A and A (1991) Beazley's Design and Detail of Space Between Buildings, E and F.N.Spon

Walker,T.D (1978) Site Design and Construction Detailing, PDA Publishing



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Module Description

MODULE NUMBER: LSC 6140
MODULE NAME: Landscape Research Dissertation
COORDINATOR: Paul Selman
SEMESTER TAUGHT: 2B
CREDIT VALUE: 60

Aims:

This module provides students with the experience of undertaking research into an issue of significance to landscape design. It builds on the work undertaken in LSC 4140, Research Report.

Learning outcomes:

By the end of this module students will have:

1. developed an appropriate research methodology to investigate a landscape issue
2. demonstrated capacity to successfully plan and carry out an appropriate investigation in the time available
3. demonstrated capacity to analyse their research findings in an appropriate manner
4. produced a dissertation written to professional standards in which the research is clearly described and the findings thoughtfully discussed

Teaching and Learning Strategy:

The research issue chosen for LSC 4120 or LSC 4140 is developed further for this module. Consequently students are well acquainted with their proposed area of research before they undertake their Dissertation. Students have access to a dissertation advisor (a member of staff with expertise in the area of their research) whom they can discuss their work with during the vacation period.

Content:

This is an experiential module, and as such there is no formal content other than informal discussions with a research advisor. Information on approaches to research and dissertation formats have already been provided in previous modules

Assessment method:

Students produce a 10,000 word dissertation on their nominated research topic. This dissertation constitutes 100% of the assessment for this module.

Recommended reading:

Barnard, C and Gilbert, F (1993) *Asking Questions in Biology, Design, Analysis and Presentation in Practical Work*. Longman, Harlow.

Bell, J (2005) *Doing your Research Project: A guide for first-time researches in education and social science*. 4th edition. Open University

Dytham, C (2003) *Choosing and Using Statistics: a biologist's guide*. 2nd edition. Blackwell, Oxford.

Robson, C (2002) *Real World Research: a resource for social scientists and practitioner-researches*. 2nd edition. Oxford: Blackwell.

<http://www.shef.ac.uk/library/libdocs/lit.html>



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Module Description

MODULE NUMBER:	LSC 6150
MODULE NAME:	Appreciation of Landscape
COORDINATOR:	James Hitchmough
SEMESTER TAUGHT:	1A
CREDIT VALUE:	5

Aims:

This module is to enable students to develop their appreciation of the designed landscape in its various forms, and interactions between landscape, people and nature. These interactions are discussed in both a historical and contemporary context. LSC 6150 involves students attending LSC 111 - What is Landscape Architecture?

Learning Outcomes:

By the end of this module students will:

1. understand the origins of broad scale, rural landscape, and the role humans have played in shaping these landscapes
2. understand the impact of social, economic and environmental factors on garden and other designed landscapes from pre-history to the present
3. appreciate the role of various professions in the creation and management of designed landscapes
4. appreciate key current issues in the landscape

Teaching and Learning Strategy:

The module involves a mixture of heavily illustrated lectures and group discussions.

Content:

- definitions of "Landscape" and "Environment"
- human attitudes to the landscape, and the evolution of aesthetic and other landscape values
- impact of land use and humans in general on the landscape of urban and rural areas
- the evolution of garden design styles from prehistory to the present
- disciplines and professions involved in the landscape
- social and environmental issues associated with the landscape

Assessment method:

This module is assessed via an end of semester examination paper.

Recommended reading:

Manning O (1991) Landscape and Environment. Dept. Landscape, University of Sheffield

Laurie I (1986) Introduction to Landscape Architecture, Elsevier

Hoskins WG (1988) The Making of the English Landscape, Hodder and Stoughton

Rackham O (1994) History of the Countryside, Dent

Rackham O (1995) Trees Woods and Man, Dent

Thacker C (1979) The History of Gardens. Croom Helm



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Module Description

MODULE NUMBER: LSC 6170
MODULE NAME: Land Contamination, Restoration and Revegetation
COORDINATOR: Eckart Lange
SEMESTER TAUGHT: 2A
CREDIT VALUE: 5

Aims

This module aims to introduce students to the issues involved in the assessment and treatment of contaminated and derelict land. The module builds upon skills and knowledge gained in both landscape and plant science modules. Ecological and sustainable solutions are given priority.

Learning Outcomes

By the end of this module students will:

1. Recognise the range of expertise that is needed when land contamination issues are dealt with.
2. Recognise the scientific and land management principles behind successful waste management, restoration and revegetation practice.
3. Draw upon examples of good practice in the restoration of contaminated or damaged land.

Teaching and Learning Strategy

This is a multi-disciplinary module with input from the Departments of Civil Engineering and from visiting practitioners and landscape Architects. Teaching is based upon a series of lectures which introduce core concepts of land restoration from the viewpoint of different disciplines. Discussions and seminars are used to integrate these concepts. The module ends with a visit to a site currently undergoing restoration, with a local landscape practice.

Content

Lectures:

- *Introduction.* Extent of the problem. Types of waste. Strategies for reclamation. Site assessment.
- *Land Contamination.* Sources of contamination. Identification. Guidelines.
- *Soil and Groundwater.* Risk assessment. Groundwater contamination. Groundwater restoration.
- *Revegetation.* Derelict land as an ecosystem. Constraints on vegetation. Ecological principles. Low waste reclamation. Case studies.

- Site visit. Visit with local practitioners to an active restoration site.

Assessment method

Short consultants report linked to live reclamation of post-industrial site.

Recommended Reading

Bradshaw, A. D. & Chadwick, M. J. (1980) The restoration of land. Studies in Ecology, Vol 6. Blackwell Scientific Publications, Oxford.

DEFRA (2006) Land - soil and contamination.

<http://www.defra.gov.uk/environment/land/index.htm>

Domenico, P. A. & F. W. Schwartz (1998) Physical and chemical hydrogeology (2nd ed.). Wiley, New York, Chichester.

Environment Agency (2006) Land quality.

<http://www.environment-agency.gov.uk/subjects/landquality/>

Environment Agency / NHBC (2000) Guidance for the Safe Development of Housing on Land Affected by Contamination. R & D Publication 66.

Harris, J., P. Birch & J. P. Palmer (1996) Land restoration and reclamation : principles and practice. Longman, Harlow.

Jordan, W. R., Gilpin, M. E. & Aber, J. D. (1987) Restoration Ecology. Cambridge University Press.



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Module Description

MODULE NUMBER:	LSC 6230
MODULE NAME:	The Nature or Landscape Architecture Histories Theories and Practices
COORDINATOR:	Catherine Dee and Jan Woudstra
SEMESTER TAUGHT:	1A & 2A
CREDIT VALUE:	10

Aims

This course is designed firstly to provide a broad introduction to the discipline of Landscape Architecture and then to encourage reflective and critical thinking about Landscape Architectural practices and theories and to provide a further knowledge base of movements, themes, practitioners and influential landscapes past and present. An initial lecture series sets the context. The history course (Jan Woudstra) aims to provide an introduction to ideas that have defined and shaped the profession of landscape architecture over the years. The 'theories' lectures (Catherine Dee) examine a range of key themes and literature of contemporary landscape architecture theory.

Learning Outcomes

By the end of this module students will be able to demonstrate:

- Familiarity with some key theories and theorists of landscape architecture
- Knowledge and understanding of a range of ideas which underpin and have shaped the discipline of Landscape Architecture
- An understanding of the relationships between histories, theories and contemporary practice
- An understanding that there are different ways to 'read', to understand and to make places employing different cultural and social perspectives
- Critical skills in assessing landscapes or theories
- Research skills including essay writing and structuring arguments and information, data collection and evaluation, literature referencing

Teaching and Learning Strategy

Catherine Dee's lectures are exploratory and interactive to support the development of students' critical skills in evaluating different cultural, social and philosophical perspectives of landscape architecture. Case studies, discussion and readings extend critical awareness of key dimensions of contemporary landscape architecture theory and its relation to practice. Jan Woudstra's history lectures attempt to provide practical examples of a number of themes selected for the other half of the module. They intend to encourage critical analysis and provide a different perspective.

Content

Catherine Dee's lectures themes:

1. Theory in Landscape Architecture
2. Is it Art?

3. Whose Place? The Social Landscape
4. Wild Thing!
5. The Aesthetics of Thrift

Jan Woudstra's lectures:

1. C.Th.Sørensen's landscape art for the people; art and landscape
2. A people's or public park (Buxton Pavilion Gardens: design and use); social landscape
3. nature in the garden, the use of nature motifs in the garden and exploration of what and why
4. Last landscapes; some cemeteries
5. The making of the Dutch landscape (issues and practice); attitudes, order and disorder in landscape
6. Nature, Culture, Fusion; Louis le Roy's contribution to the twentieth century landscape

Assessment methods

A written, illustrated 2000 word critical essay on ONE of the following:

- a well-known designed landscape of any period
- the work of a well-known landscape architect
- a movement, period, or set of ideas which have/has shaped landscape theory or practice

Recommended reading:

- Alexander, Christopher et al (1977) *A Pattern Language* Oxford University Press
- Andersson, Sven-Ingvar and Steen Højer, *C.Th.Sørensen: Landscape Modernist* (Copenhagen: Danish Architectural Press, 2001)
- Baljon, Lodewijk *Designing Parks* (Cambridge: Cambridge University Press, 1991)
- Boukema, Esther and Philippe Vélez McIntyre, *Louis G. le Roy: Nature, Culture, Fusion* (Rotterdam: NAI, 2002)
- Conway, Hazel *Peoples Parks* (Cambridge: Cambridge University Press, 1991)
- Corner, J. (1991) A Discourse on Theory II: Three Tyrannies of Contemporary Theory and the Alternative of Hermeneutics *Landscape Journal* Vol. 10 No. 2. pp115-133.
- Corner, J. (1997) 'Ecology and Landscape As Agents of Creativity' in *Ecological Design and Planning* Eds Thompson, G. F. and Steiner F. New York, Chichester: John Wiley
- de Certeau, Michel. (1984) *The Practice of Everyday Life* Translated Steve Rendell, California: University of California Press, Chapter: 'Walking in the City'
- Gehl, Jan. (1996) *Life between Buildings: Using public space* Copenhagen: Arkitektens Forlag/Van Nostrand Reinhold
- Halprin, Lawrence, (1969) *The RSVP Cycles* New York, George Braziller
- Howett, C. (1987) 'Systems, Signs, Sensibilities: Sources for a New Landscape Aesthetic' *Landscape Journal* Vol. 6 No. 1. pp1-12
- Krog, S. (1981) *Is it Art?*, *Landscape Architecture*, May, p373-376
- Lambert, Audrey *The Making of the Dutch Landscape: an Historical Geography of the Netherlands* (London and New York: Seminar Press, 1971)
- Lippard, L. (1997) *The Lure of the Local: Senses of Place in Multicentred Society* New York: The New Press
- Lozano, Eduardo (1990) *Community Design and the Culture of Cities*, Chapter 2 , Cambridge University Press
- Lyle, John Tillman. (1991) Can Floating Seeds Make Deep Forms? *Landscape Journal*, Vol. 10 No 2 (Spring): 37-46
- Meyer, E. (1997) *Transfiguration of the Commonplace* in *Martha Schwartz, Transfiguration of the Commonplace*, Spacemaker Press, Washington DC Cambridge MA, US
- Meyer, Elizabeth. (1997) 'The Expanded Field of Landscape Architecture' in *Ecological Design and Planning* Thompson, G. F. and Steiner F, eds. New York, Chichester: John Wiley: 45-79
- MUF 2001 *This is what we do: a muf manual* Rosa Ainley, ed. Ellipsis: London
- Potteiger, M. and Purinton, J. (1998) *Landscape Narratives: design practices for telling stories* New York; Chichester: John Wiley
- Schama, Simon *Landscape and Memory* (London: Harper Collins, 1995)

Sennett, Richard (1973) *The Uses of Disorder: Personal Identity and City Life* Harmondsworth: Penguin

Smithson, Robert, (1972) *The Spiral Jetty* in *Robert Smithson: The Collected Writings* Edited Jack Flam, (1996) University of California Press: Berkeley, Los Angeles, London pp143-153

Swaffield, Simon (2002) *Theory in Landscape Architecture*, University of Pennsylvania Press

Thayer, Robert (1994) *Gray World, Green Heart: Technology, Nature and the Sustainable Landscape*, New York, Chichester: John Wiley.

Treib, Marc (1981) Must landscapes mean? Sources of Significance in Landscape Architecture *Landscape Journal*

Ward, Colin (1990) *The Child in the City* (new Ed.) Bedford Square

Whiston Spirn, Anne (1988) 'The Poetics of City and Nature: towards a New Aesthetic for Urban Design' *Landscape Journal* Vol. 7 No. 1 Spring pp108-126.

Wolschke-Bulmahn, Joachim *Nature and Ideology: Natural Garden Design in the Twentieth Century* (Washington D.C.: Dumbarton Oaks, 1997)



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Module Description

MODULE NUMBER: LSC 6240
MODULE NAME: Introduction to Landscape Planning
COORDINATOR: Paul Selman
SEMESTER TAUGHT: 2A
CREDIT VALUE: 5

Aims

This module is designed to give students an insight into the field of landscape architecture known as landscape planning, as a means of dealing with landscape at the large scale. It seeks to provide some understanding of the way in which the character of the landscape has evolved, and continues to change in response to the changing nature of land use. Knowledge and skills introduced in this module will provide a basis for more advanced work for those pursuing landscape planning and environmental assessment options in the second year.

Learning Outcomes

By the end of this module students will be able to demonstrate:

1. knowledge and understanding of the nature of change in the landscape and of the way in which different land uses contribute to this;
2. an understanding of the contribution which some of the key land uses make to landscape character and to change in the landscape in particular locations;
3. familiarity with the ways that these factors can influence the planning and design of new landscapes;
4. skills in communicating issues of landscape change in readily understandable ways.

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- ~~1. have gained some knowledge and understanding of the nature of change in the landscape and of the way in which different land uses contribute to this~~
- ~~2. understand the contribution which some of the key land uses make to landscape character and to change in the landscape in particular locations~~
- ~~3. have explored the way that these matters can influence the planning and design of new landscapes~~
- ~~4. have developed skills in researching land use change issues, in report preparation and in verbal presentation~~

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Teaching and Learning Strategy

This module will consist of a programme of short seminars/ workshops which will introduce the principles of landscape character, landscape change, and the main land uses influencing the landscape. We will examine real examples of current landscape planning projects in the profession.

Content

- 1 the nature of landscape and environmental planning; the broader landscape and ways of understanding it
- 2 change in the landscape; history of change; recent surveys; public responses to change
- 3 agriculture and the landscape including: influence as a land use; the evolving relationship with landscape; types of farming landscape; current issues; new agricultural incentives
- 4 forestry and the landscape including: forests and woods in the landscape: evolution of forestry policy; the new forestry agenda
- 5 development and the landscape (1): range of development; tools and approaches; housing; commerce and industry; transport development and the landscape (2): infrastructure, including energy, water and telecommunication: minerals and waste disposal, recreation and tourism.

Assessment method

Students will research the issues surrounding a current landscape planning issue and present findings to the group. The presentation will be accompanied by reflective text.

Recommended Reading

Bishop, K and Phillips, A (Eds) (2004) *Countryside Planning: new approaches to management and conservation*. London, Earthscan.

Gallent, N, Shoard, M, Andersson, J, Oades, R and Tudor, C (2004) England's Urban Fringes: multi-functionality and planning, *Local Environment*, 9(3), 217-233.

Holdaway, E and Smart, G (2001) *Landscapes at Risk? The future for Areas of Outstanding Natural Beauty*. London: Spon.

Selman, P (2006) *Planning at the Landscape Scale*. Routledge.

Tress, B and Tress, G (2003) Scenario visualisation for participatory landscape planning – a study from Denmark, *Landscape and Urban Planning*, 64, 161-178.

Wood, R and Handley, J (2001) Landscape dynamics and the management of change. *Landscape Research*, 26(1), 45-54.