

LDA 102: RESEARCH METHODS FOR LANDSCAPE ARCHITECTS

WINTER QUARTER 2017 - Wednesdays 9:00-10:50am, Hunt Hall 139

4 UNITS, CRN 29471

Instructor: David de la Peña, dsdelapena@ucdavis.edu, 530-752-4082
office 111 Hunt Hall, hours: Thursdays 1-3:30 pm, or by appt.

Reader: Yutaka Okano, yokano@ucdavis.edu
office 109 Hunt Hall, hours: Mondays 9-11:30 am, or by appt.

DESCRIPTION

As emerging designers, you have already been doing research without calling it research. You've studied materials, ecologies, infrastructures, social dynamics, and history. In studios you've collected data, documented sites, tested proposals, and represented them for others to evaluate. What you will do in this course is integrate these facets more systematically so that your work can more effectively advance the profession and your career. You will channel your interests into themes and questions, and you will determine the best research methods for finding answers to those questions. You will position yourself within the world of landscape architects and other researchers, using case studies and existing literature to bolster your claims and identify gaps of knowledge. Along the way, you will make a proposal to fill those gaps—a proposal for your capstone studio project. You will also begin to conduct primary research—finding the best study sites, engaging with relevant stakeholders, or setting up experiments. The final product of this course will be a presentation and written proposal for your project. This will spell out your goals, objectives, methods, schedule and preliminary data, and it will set you up to successfully continue your work in the Spring quarter.

LEARNING OUTCOMES

At the end of this course, students should be able to:

- design a research project: select a topic, articulate a strategy, determine appropriate methods, identify deliverables, create a schedule.
- conduct initial research including a literature review, case studies, and site selection.
- write a compelling and clear proposal.

ASSIGNMENTS

Assignments are steady throughout the quarter and build on each other. Please refer to specific assignments in Canvas for details:

Brief 1: Individual stakes essay	10%	DUE 1/18 (9am)
Brief 2: Research design poster	10%	DUE 1/25 (9am)
Brief 3: Literature and cases	10%	DUE 2/1 (9am)
MID REVIEW	10%	DUE 2/7 (11:59pm)
Brief 4: One-page Proposal	10%	DUE 2/15 (9am)
Brief 4: Research site(s)	15%	DUE 3/1 (9am)
FINAL REVIEW & PROPOSAL	20%	DUE 3/14 (11:59pm)
Participation & Attendance	15%	ongoing

EVALUATION

Students will be graded on the quality of their work (graphic, written and verbal); on effort (punctuality in attendance and submissions); and creativity (evidence of pursuit of original and meaningful research).

Because the research steps build on each other in an iterative manner, assignments must be completed in a timely manner that meets the expectations outlined in each handout. Failure to hand in assignments before the time specified will result in an immediate 50% grade reduction regardless of technical issues (plan ahead). Late assignments will then be graded accordingly within the 50% of remaining points. Assignments handed in more than one week after the due date will be graded as 0%.

Participation is an important part of the class and your grade. You are expected to sign up for one of the instructor's office hours (slots of 15 minutes) at least once every other week. Do this early on in the quarter as the available hours will fill up quickly towards the end of the quarter. This is a 4-unit class that only meets for 2 hours/week so we expect extra time spent doing research individually.

- A (Excellent) Indicates exceptional achievement.
- B (Good) Indicates extensive achievement.
- C (Fair) Indicates acceptable achievement.
- D (Barely passing) Indicates only minimal achievement.
- F (Not passing) Indicates inadequate achievement.

A	A-	B+	B	B-	C+	C	C-	D	F
100-93	92-90	89-87	86-83	82-80	79-77	76-73	72-70	69-60	<60

COURSE READINGS

Required readings are available on Canvas or provided in person. In addition, the following books are recommended as references:

Creswell, John W. (2009). *Research design : qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks, Calif.: Sage Publications.

Laurel, Brenda, Ed. (2003). *Design research: Methods and perspectives*. Cambridge and London: MIT Press.

Martin, Bella & Hanington, Bruce. (2012). *Universal Methods of Design*. Beverly, MA: Rockport Publishers

Zeisel, John. (2006). *Inquiry by design : environment/behavior/neuroscience in architecture, interiors, landscape, and planning*. New York: W.W. Norton & Co.

ACADEMIC HONESTY

In line with University of California at Davis policy, students are expected to maintain high standards of academic honesty. Work that you present as your own must in fact have been done by you, and that all sources must be properly cited. Graphics must be credited as well as text. There are a number of possible ways to cite information; please refer to standard reference books such as the Chicago Manual of Style or online citation resources available through <http://www.lib.ucdavis.edu/dept/instruc/research/cites.php>. Academic dishonesty may lead to the student failing the course or other more serious measures. For additional information: <http://sja.ucdavis.edu/cac.html>

ACCESSIBILITY AND SUPPORT

Our class is meant to support each student as they define their personal and professional interests in this career. All learning styles are welcome in this class and individual needs are valued. Please let me know if you have concerns about our class environment. I also encourage students to take advantage of UCD's Student Health and Counselling services [<http://shcs.ucdavis.edu>].

CLASS SCHEDULE

- Week 1**
1/11 **Introduction:** Purpose of Class, Honing your interests, Finding a Topic
Read: syllabus & Review Past Senior Projects (on Canvas)
In-class: Introduction and Mind-mapping Landscape Topics
- Week 2**
1/18 **Research Design:** What is my question? How do I answer it?
Read: Booth, pp. 37-55 “Planning Your Project” and de la Peña “Research Methods”
Due: Brief 1 - Individual Stakes
- Week 3**
1/25 **What do others know:** Literature Review & Case Studies
Read: Creswell Ch. 2 “Literature Reviews” & Francis “A Case Study Method”
Due: Brief 2 - Research Design Posters
- Week 4**
2/1 **What will you do?** Making your argument, preparing your pitch
Read: Booth pp 219-21 “Titles & Abstracts” and Ch 14 – Introductions & Conclusions
Due: Brief 3 - Literature Review & Case Studies
- Week 5**
2/8 **Mid Quarter Presentations**
Due: 11x17 Proposal Posters
- Week 6**
2/15 **Site Research:** Site Selection, Site Analysis, Background, Context, Analysis
Read: Zeisel Ch 8 & 9 – Observing Physical Traces; Observing Environmental Behav.
Due: Brief 4 - One-page Proposals
- Week 7**
2/22 **Working with People:** Surveys, Interviews, Focus Groups, Engagement
Read: Zeisel Ch 10 & 11 – Focused Interviews; Standardized Questionnaires
- Week 8**
3/1 **Communicating Visually**
Read: Booth Ch 15 – Communicating Evidence Visually Tufte, excerpts
Due: Brief 5 - Site Analysis
- Week 9**
3/8 **Work Day**
In-class: Pecha Kucha preparation
Bring: 20 final presentation images
- Week 10**
3/15 **Final Presentations**
Due: Final Proposals and Pecha Kuchas

UCD LANDSCAPE ARCHITECTURE FACULTY , 2017

Elizabeth Boults, lecturer

Hunt 115, eboults@ucdavis.edu
landscape and environmental design history,
site design, urban design, design theory

David de la Peña, asst. prof

Hunt 111, dsdelapena@ucdavis.edu
participatory urbanism, urban design, cultural
landscapes, public space, architecture,
urban agriculture, design activism

Steve Greco, prof.

Hunt 121, segreco@ucdavis.edu
natural and cultural landscapes, ecological
sciences, planning and design, computer science

Eric Larsen, researcher

Hunt 119, ewlarsen@ucdavis.edu
river management, habitat formation, water
quality, restoration of habitats

Jeff Loux, adjunct assoc. prof.

Hunt 117, jdloux@ucdavis.edu
Environmental planning and policy,
community involvement and planning,
sustainability, water policy and planning

Brett Milligan, asst. prof.

Hunt 157, bmilligan@ucdavis.edu
regenerative infrastructure, modeling landscape
processes, mapping bio--regional geographies,
landscape change, ecological urbanism

Claire Napawan, assoc. prof.

Hunt 163, ncnapawan@ucdavis.edu
urban public open spaces, productive and
infrastructural programs, multi--productive and
sustainable landscapes, urban agriculture

Loren Oki, asst. specialist

Environmental Hort 1110,
lroki@ucdavis.edu irrigation management in
urban horticulture, water quality effects on
plant growth, evaluation and introduction of
native plants

Patsy Owens, prof.

Hunt 131A, peowens@ucdavis.edu
community participation, youth environments
(schools, skateparks, urban areas), park planning,
social and health aspects of design, urban design

Kevin Perry, lecturer

Hunt 113, krpperry@ucdavis.edu
Stormwater management, green infrastructure

Michael Rios, assoc. prof. (on sabbatical)

Hunt 179, mxrios@ucdavis.edu
urban design and community planning,
immigrant and refugee populations

Sheryl--Ann Simpson, asst. prof.

Hunt 183, ssimpson@ucdavis.edu
community arts, environmental justice,
immigration and settlement, GIS / spatial
analysis, social justice in design, urban health,
urban and regional land--use

Marq Truscott, lecturer

Hunt 113, marq.truscott@gmail.com
landscape architecture, public space design,
design-build, horticulture

Steve Wheeler, prof.

Hunt 165, smwheeler@ucdavis.edu
community and regional planning, urban design,
sustainable development, the evolution of built
landscapes, metropolitan regional planning,
planning strategies to address climate change