

LAA 4905: Southeast Field Trip
UF Department of Landscape Architecture
Spring 2025

SYLLABUS

I. General Information

CLASS MEETINGS: Preparatory meetings: March 13th and 27th
 Field trip: March 30th-April 4th (in-person)

LOCATION: Various locations in Florida, Georgia, North Carolina, South Carolina

CREDITS: 1 Credit

INSTRUCTORS: Andrea Galinski, mla, asla, cfm
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COURSE DESCRIPTION

This immersive, weeklong field course explores the diverse environments of Florida and the southeastern United States through the lens of landscape architecture. Students will develop skills in observation, analysis, and representation by studying the region's natural, cultural, and designed environments. The course includes preparatory readings, maintaining a sketchbook to document the trip, and culminates in a post-trip exhibition showcasing insights and reflections. Designed to deepen understanding of landscape form and function, this experiential learning journey emphasizes seeing and interpreting the landscape to inform design practice.

PREREQUISITE KNOWLEDGE AND SKILLS

2nd year BLA student or higher

REQUIRED READINGS AND WORKS

All required readings and works will be posted to the Canvas course site.

COURSE FEES

A list of approved courses and fees is published in the Schedule of Courses each semester. (UF-3.0374 Regulations of the University of Florida). This course includes fees associated with the costs of students and faculty participating in the field trip, including:

- Lodging
- Transportation (van rentals, gas, tolls, parking)
- Activities (entrance fees, tickets)

Students are also responsible for all other expenses while on the trip including, but not limited to, food and other miscellaneous costs. You will also need a sketchbook.

II. Student Learning Outcomes (SLOs)

The objectives of the Southeast Field Trip are for students to:

- **Understand and document the natural ecosystems** of Florida and the southeastern United States, identifying their unique ecological characteristics and relevance to landscape architecture.
- **Analyze the historical and cultural narratives embedded in regional landscapes**, exploring how economic, social, cultural, and political forces have influenced the design and evolution of the built and natural environment from coastal communities to plantation agriculture, urban centers, and more.
- **Reflect on the values expressed in landscape design**, fostering an understanding of how landscapes serve as both mirrors of societal priorities and agents of environmental and social change.
- **Develop observational and representational skills** to critically evaluate and communicate landscape characteristics through sketching, diagramming, and other forms of site documentation.

These objectives also support the course learning objectives (CLOs) below, which align with Landscape Architectural Accreditation Board (LAAB) standards and UF's BLA Student Learning Outcomes (SLOs) that to guide the assessment of student learning across the curriculum. At the end of this course, students will be expected to have achieved the CLOs under the program SLO headings as follows:

CONTENT
SLO 1 – Integrate concepts from the general body of knowledge of the profession of landscape architecture in design decision-making.
CLO 1 – Systems Thinking: Describe landscape systems and the interrelationships between climate, ecosystems, and human systems. CLO 2 – Professional Practice: Articulate established and emerging opportunities in landscape architecture.
SLO 3 – Apply ethical understanding to design decision-making.
CLO 3 – Design Values: Analyze the effectiveness of landscape architecture projects in reaching diverse goals such as spatial organization, user experience, ecological sustainability, social equity, resilience, and cultural significance.

COMMUNICATION

SLO 5 – Produce professional visual, oral, and written communications.

CLO 4 – Visual Communication: Clearly and effectively convey ideas through visual media, adapting design and presentation to suit various contexts.

III. Graded Work

DESCRIPTION OF GRADED WORK

Participation (40% of total grade)

Active engagement in preparation of and during the field trip is essential for successful learning. Students are expected to fully participate in preparatory readings, site visits, group activities, discussions, etc. This includes demonstrating curiosity, a commitment to learning through observation and inquiry, as well as respect for peers and professionals.

Sketchbook + Site Documentation (30% of total grade)

Students will maintain a sketchbook throughout the trip to document their observations, ideas, and reflections. This includes freehand sketches, field notes, diagrams, and other visual or written records that capture the essence of each site. The sketchbook should showcase an evolving understanding of landscape form, function, materiality, and design.

Post-Trip Exhibition (30% of total grade)

The course culminates in a collaborative exhibition showcasing insights gained during the field trip. Students will curate selections from their sketchbooks and other documentation to present a cohesive narrative of their learning experience. The exhibition emphasizes clarity, creativity, and critical reflection in communicating the landscapes explored.

The graded work assesses the course learning objectives as follows:

Assessment	LAA4905 – Course Learning Objectives			
	SLO1- Content			SLO5- Communication
	CLO1- Systems Thinking	CLO2- Professional Practice	CLO3- Design Values	CLO4- Visual Communication
Participation	x	x	x	x
Sketchbook + Site Documentation	x		x	x
Post-Trip Exhibition				x

GRADING SCALE

As per department policy, Landscape Architecture Majors must receive a C or better to move forward. Any grade lower than a C will require that the course be taken over again.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Numeric Grade	100-94	93-90	89-87	86-84	83-80	79-77	76-74	73-70	69-67	66-64	63-61	60-0
Quality Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

All student work may be retained and used by the Department of Landscape Architecture. Digital copies of student work for this course must be turned in at the completion of each assignment. Please follow the directions given by the instructor as to how they will be submitted (e.g., Canvas, CD, PDF, word file, etc.).

IV. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
Day 1	<ul style="list-style-type: none"> • Location: Gainesville to Sapelo Island • Summary: We will leave Gainesville at noon, stop at Jekyll Island to visit the Georgia Sea Turtle Center on our way, grab dinner in Brunswick, and arrive at Sapelo Island in the evening. • Required Readings/Works: Jekyll Island Conservation Plan • Lodging: UGA Marine Institute (1766 Landing Rd SE Darien, GA 31305)
Day 2	<ul style="list-style-type: none"> • Location: Sapelo Island • Summary: We will spend the day doing activities on Sapelo Island guided by staff from the UGA Marine Institute • Required Readings/Works: TBD • Lodging: UGA Marine Institute (1766 Landing Rd SE Darien, GA 31305)
Day 3	<ul style="list-style-type: none"> • Location: Savannah and St. Helena Island • Summary: We will depart Sapelo Island early, spend the morning in Savannah, spend the afternoon with the Penn Center for Gullah Culture on St. Helena Island, and overnight in Beaufort. • Required Readings/Works: NYT article on Indigo and Art • Lodging: Hotel in Beaufort
Day 4	<ul style="list-style-type: none"> • Location: Beaufort to Charleston • Summary: We will depart Beaufort early morning, possibly stop by Middleton Place in the late morning, arrive in Charleston early afternoon for DesignWorks office and site visit. • Required Readings/Works: Beaufort County Greenprint Plan • Lodging: Hotel in Charleston
Day 5	<ul style="list-style-type: none"> • Location: Charleston • Summary: TBD in Charleston including International African American Museum, Waterfront Park, and others. • Required Readings/Works: Lowcountry at High Tide • Lodging: Hotel in Charleston
Day 6	<ul style="list-style-type: none"> • Location: Charleston to Gainesville

	<ul style="list-style-type: none"> • Summary: We will depart Charleston early morning, stop at Hilton Head and Amelia Island, and arrive back in Gainesville late afternoon • Required Readings/Works: TBD
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VI. Required Policies

ATTENDANCE POLICY

Due to the experiential nature of the class, attendance of the planning meetings and field trip is mandatory. Requirements for class attendance, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

STUDENTS REQUIRING ACCOMMODATION

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF EVALUATIONS PROCESS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

UNIVERSITY HONESTY POLICY

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

COUNSELING AND WELLNESS CENTER

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in

distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

RELIGIOUS HOLIDAYS

The university calendar does not include observance of any religious holidays. The Florida Board of Governors and state law govern university policy regarding observance of religious holidays. Students shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith with prior notification to the instructor. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances.

COURSE MATERIALS AND IN-CLASS RECORDINGS

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.