NATIONAL ACADEMIES Sciences Engineering Medicine

LAA 6656c: Advanced Landscape Architectural Design 3

UF Department of Landscape Architecture
Spring 2026

SYLLABUS

General Information

CLASS MEETINGS: 100% In-Person | MFW | Periods 3-4, 9:35-11:30 am
Antevy Hall 320

CREDITS: 6 Credits

INSTRUCTORS:

Andrea Galinski, MLA, ASLA, CFM, Assistant Professor (Landscape Architecture)
Office: Antevy Hall 442
Office hours: Tues 9-10am or by appointment
andrea.galinski@ufl.edu

Christian Calle, Urban Designer + Assistant Scholar, FIBER (Architecture)
Office: Antevy Hall 160
Office hours: By appointment
callefigueroac@ufl.edu

TA: Zahra Zare, FIBER (Architecture)
Office: Antevy Hall 160
Office hours: By appointment
zzare@ufl.edu

COURSE DESCRIPTION. An advanced design studio investigating sustainability through analysis of environmental, economic, and social challenges. Students design innovative, data-driven solutions that respond to complex systems and conditions.

This course challenges students to develop a values-based framework for sustainability, integrating climate data and systems thinking into design decision-making. Through interdisciplinary collaboration, students will leverage planning, landscape architecture, and architectural strategies to design adaptive, resilient systems that address complex environmental, social, and economic challenges. Emphasis is placed on fostering independent, innovative thinking, with a focus on the visualization and communication of these systems over time. Proficiency in industry-standard design software is expected to support clear, effective communication and design execution.

PREREQUISITE KNOWLEDGE AND SKILLS.

LAA 6656C: Advanced Landscape Architectural Design

REQUIRED READINGS + WORKS

Required readings will be provided for student use on the class Canvas.

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). Material, supply, and equipment use fee information is available from the academic departments or from the schedule of courses (Florida Statutes 1009.24).

STUDENT LEARNING OUTCOMES (SLOs) & COURSE LEARNING OBJECTIVES (CLOs)

Each student in the LA program is expected to understand and apply the design process and continuously develop:

- Synthesis. A range of approaches (creative, cultural, and/or historical) to create spatial and temporal landscape compositions.
- Iteration. Development of multiple design alternatives before synthesizing ideas into a defensible plan.

Students taking design studios are also expected to demonstrate diligence, independence, and curiosity as part of an ongoing practice of learning and transformation.

The course learning objectives (CLOs) below align with the Landscape Architectural Accreditation Board (LAAB) standards and UF's MLA Student Learning Outcomes (SLOs) are used to guide the assessment of student learning throughout their engagement in the program.

At the end of this course, students will be expected to have achieved an appropriate developmental level of the following CLOs numbered in the chart below (each with an individual name):

SLO 1 – KNOWLEDGE. *Integrate concepts from the general body of knowledge of the profession of landscape architecture in design decision-making.*

1. Sustainable Design: Articulate and explain the human, social, economic, and environmental principles of sustainable development as they relate to design decision-making.

SLO 2 – APPLICATION. *Apply core professional landscape architecture skills in design decision-making.*

2. Design Practice: Apply an iterative design process, including research, ideation, making, and evaluation in the development of creative and technical projects or research applications.
3. Collaboration: Demonstrate effective leadership, cooperation, and communication skills to achieve shared goals in team-based projects.
4. Interdisciplinarity: Synthesize and integrate knowledge, methods, and perspectives from other disciplines to design decision-making.
5. Performance: Establish environmental, social, and economic objectives and desired outcomes for a project and identify data types and methods to measure design impact.

SLO 4 – CRITICAL THINKING. *Combine and analyze information from multiple sources to support design decision-making.*

6. Design Synthesis: Conduct a comprehensive analysis and synthesis of objective and subjective information to inform the organization of space and forms within the landscape.
7. Design Impact: Define and measure the impact of a design in response to specific challenges, needs, and aspirations based on measurable outcomes.

SLO6 – RESEARCH. *Devise research methodologies and conclusions appropriate to individual area of interest.*

8. Knowledge Integration: Demonstrate the ability to position research within the broader landscape architecture field and articulate its significance in advancing the discipline.

GULF SOUTH STUDIO

Studio Overview

In 2022, Hurricane Ian made landfall in Southwest Florida, devastating Ft. Myers and much of Lee County. A year after the storm, the region is undergoing a rapid transformation – both seen through a recovery and construction boom, and unseen through policy changes and billions of dollars in property transactions. Supported through a grant from the NASEM Gulf Research Program and in partnership with the Collaboratory, this studio will document the region's underlying risk factors, investigate the ongoing process of recovery, and propose a series of housing designs, landscape designs, and urban policies to help Ft. Myers imagine a more resilient future.

For decades, the state's rapid development has provided low-density neighborhoods to millions seeking affordable housing and Florida's temperate climate. The actual cost of this development to coastal ecosystems, public infrastructure, housing affordability, and community safety was deferred, as more land has been consumed by rapid development. Hurricane Ian exposed the fragility of this "endless growth" paradigm.

Following the initial wave of water, Hurricane Ian brought a flood of federal funds for rebuilding, but socio-economic disparities, escalating costs, and environmental challenges persist and, in many cases, have gotten worse. Here lies the challenge that this studio seeks to explore. How can storm recovery catalyze a more resilient and equitable future? This studio will propose architectural and community designs, nature-based infrastructures, and land-use and housing policies to envision recovery and long-term adaptation of communities facing flood increased risk adjacent to the Caloosahatchee River in the greater Ft. Myers area.

GulfSouth Studio

The GSS is an interdisciplinary design studio program sponsored by the National Academies of Science, Engineering and Medicine (NASEM) Gulf Research Program.

The SP24 GSS explores the intersection of resilient neighborhoods and ecosystems at a regional and site scale. It approaches envisioning solutions through an iterative process of design, community engagement, and digital visualization.

Resilience Hubs

We define a resilient urban ecosystem as a network of spaces with affordable housing, social gathering places, robust ecosystem services, and infrastructure to sustain and enhance life. A resilient neighborhood ecosystem must be able to absorb the shock of natural disasters and support an equitable process of recovery after a disaster. To be effective, a resilient neighborhood ecosystem must also be considered as part of broader environmental, economic, and social systems. This studio seeks to explore the neighborhoods in the urban area of Ft. Myers as well as in the smaller suburban and rural communities along the Caloosahatchee River in Lee County.

Studio Siting

Originally established as a Seminole War Post in 1841, Ft. Myers has held a strategic position along the Caloosahatchee River with easy access to the Gulf of Mexico. This location served the city well economically, and, nearly 200 years later, the land along the Caloosahatchee River has been extensively developed. This studio will focus on the river's edge as it is the spine that supports the city, links to surrounding communities, and creates some of the most vulnerable areas to future flooding.

Course Structure

Multi-disciplinary student teams across architecture and landscape architecture will explore the above themes across several case study areas along the Peace River in Ft. Myers region (Punta Gorda). Following initial team-based projects, students will develop individual projects according to their respective disciplines. Through comprehensive policy, landscape infrastructures, architectural designs, as well as through new multimedia tools, this studio will explore the creation of resilience hubs.

Field Trips

Experiencing and observing the site is also important to the course pedagogy. The NASEM GRP grant will fully fund 2 (mandatory) trips to the region, which are scheduled in early January and mid-March.

- Jan. Weekend site visit for site exploration, concept development.

- March. Spring Break trip for continued design development and charette with local stakeholders.

Technology + Digital Skills

Students will develop planning and design ideas through a suite of digital tools. One area of focus will be on the Unreal Engine, an advanced real-time 3D rendering tool for photorealistic visuals and immersive experiences, which students will use to explore their sites and develop their project proposals. Other software to be used may include:

- Adobe Creative Suite (Illustrator, Photoshop, InDesign)

- Autodesk AutoCAD, Rhinoceros (Rhino) 3D, and/or Revit

- ESRI ArcGIS Pro

- Unreal Engine

- MS Office (Word, Excel and PowerPoint)

- File back-up storage (iCloud, Google Drive, DropBox, etc.)

Studio Objectives

The studio will bring together three separate disciplines, each with their own skills and scales of action pertinent to resilient neighborhoods and

ecosystems. Together, we will all share a series of course objectives as follows:

1. Interdisciplinary Design. Students will integrate theories, methods, and principles of urban design to shape resilient urban environments.

2. Place. Students will develop an understanding of the unique social, ecological, and cultural dimensions that shape urban environments with sensitivity to context, community, and scale.

3. Technology. Students will master analytical tools and technologies to evaluate urban systems, manage complexity, and design data-informed solutions for resilient urban spaces.

4. Design Leadership. Students will cultivate leadership and strategic thinking skills to prepare them to navigate interdisciplinary processes, community engagement for the implementation of resilient urban spaces.

GRADED WORK

PROJECT 01 | UNDERSTANDING SYSTEMS + CHANGE OVER TIME (15% of grade)

Working in multidisciplinary teams across the architecture and landscape student cohorts, you will conduct research and develop a narrative and set of visual graphics about Punta Gorda within the greater Fort Myers area. The students will conduct research and site-visits to develop a clear narrative about how Punta Gorda functions and how it has evolved. Students will also begin to identify performance metrics to establish measurable indicators of risk and resilience.

PROJECT 02 | FRAMEWORK FOR COASTAL RESILIENCE (15% of grade)

Building upon insights of project 01, students will embark upon the primary design project of the semester, which focuses on a defined site within Punta Gorda. Working first in teams and then transitioning to individual work, students will develop and test multiple future scenarios that propose sustainable, resilient, and context-responsive urban design and planning interventions. Projects should address long-term challenges such as climate risk, environmental change, growth pressures, and social equity.

PROJECT 03 | RESILIENT SITE DESIGN + PERFORMANCE (60% of grade)

Students will develop and test multiple future scenarios that propose sustainable and resilient urban design and planning interventions. Design proposals will be evaluated using performance metrics aligned with project goals (resilience to flooding and storms, environmental performance, access and mobility, economic outcomes, etc.) Final deliverables will include a development goals and objectives, site-scale master plan, and/or policy or implementation frameworks, which are supported by qualitative and quantitative metrics that demonstrate how proposed interventions improve performance over existing conditions.

PROJECT 04 | STUDIO PORTFOLIO (5% of grade)

Lastly, students will develop a portfolio of your studio work from the semester, including site analysis, design process, and final project deliverables. The documentation will be formatted to the requirements of the ASLA award layout.

INTERDISCIPLINARY COLLABORATION + STUDIO PARTICIPATION (10%)

Active engagement in class discussions, group work, and critiques is essential to the learning experience. Students are expected to meaningful contribute to interdisciplinary teams, and demonstrate a commitment to an interdisciplinary studio process.

All rubrics for assignments and design process are found on CANVAS.
The graded work assesses the course learning objectives as follows:

Assessment	Project 01	Project 02	Project 03	Project 04	Interdisciplinary Collaboration
1. Sustainable Design		X	X		X
2. Design Practice	X	X	X		

3. Collaboration	X	X			X
4. Interdisciplinarity	X	X	X	X	
5. Performance	X		X		
6. Design Synthesis			X		
7. Design Impact	X		X	X	
8. Knowledge Integration		X	X	X	X

GRADING POLICIES

Grading policies in the course are consistent with University grades and grading policies. Deadlines for assignments are listed in the Annotated Weekly Schedule and on Canvas. Students should submit work on the dates indicated except where university policy provides an exemption.

GRADING SCALE

Grading will adhere to the University of Florida Grade Policy:

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

The Department acknowledges that the student retains ownership of their documents; however, it is a necessity for the Department to retain the right to use the documents for professional accreditation purposes. Furthermore, other course specific work, such as service-learning opportunities may require the Department to ultimately provide work created by students to an outside organization.
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.).

ANNOTATED SCHEDULE

The following is an overview of the course schedule and assignments. Please check the course website on CANVAS for more detailed information regarding course content, due dates, and reading materials.

Week 1	**12-Jan**	**Integrative Design, Planning, Policy, and Architecture**
	Mon	Syllabus overview, Class intros, Overview of Project 01
	Wed	Lecture + workday
	Fri	Desk crits
Week 2	**19-Jan**	**Climate, Site Analysis and Mapping**
	Mon	Holiday
	Wed	Workday
	Fri	Site Visit- Punta Gorda, FL
Week 3	**26-Jan**	**Programming- Problem Seeking. Program, Programmism**
	Mon	Team meetings + workday
	Wed	Lecture + workday
	Fri	Site Visit- Punta Gorda, FL

Week 4	2-Feb	Site Selection- Form, Program, Climate, Context
	Mon	Team meetings + workday
	Wed	Lecture + workday
	Fri	Desk crits
Week 5	9-Feb	Program + Site Model
	Mon	Team meetings + workday
	Wed	Lecture + workday
	Fri	Desk crits
Week 6	16-Feb	Schematic Design- Form, Function, Climate, Context, Carbon
	Mon	Team meetings + workday
	Wed	Lecture + workday
	Fri	Desk crits
Week 7	23-Feb	Schematic Design
	Mon	Team meetings + workday
	Wed	Lecture + workday
	Fri	Desk crits
Week 8	2-Mar	Project Story
	Mon	Team meetings + workday
	Wed	Lecture + workday
	Fri	Desk crits
Week 9	9-Mar	Project Story
	Mon	Team meetings + workday
	Wed	Workday
	Fri	Mid-review
Week 10	16-Mar	
	Mon	Spring Break!
	Wed	Spring Break!
	Fri	Spring Break!
Week 11	23-Mar	
	Mon	Team meetings + workday
	Wed	Workday + desk crits
	Fri	Workday + desk crits
Week 12	30-Mar	
	Mon	Workday + desk crits
	Wed	Workday + desk crits
	Fri	Workday + desk crits
Week 13	6-Apr	
	Mon	Workday + desk crits
	Wed	Workday + desk crits
	Fri	Workday + desk crits
Week 14	13-Apr	
	Mon	Workday
	Wed	Workday
	Fri	Workday
Week 15	20-Apr	Final Review
	Mon	
	Wed	Final Review (Gainesville)
	Fri	
Week 16	27-Apr	Exam week
	Mon	
	Wed	Award Layout / Studio Portfolio DUE
	Fri	

VI. Required Policies

Please use this link (https://go.ufl.edu/syllabuspolicies) to UF's academic policies and campus resources, including information on:

- Class Attendance
- Make-up Exams
- Assignments
- Accommodations/Disability Resources Center
- Grading Policies
- Course Evaluations
- Guidance on how to Provide Constructive Feedback
- UF's Honesty Policy
- In-Class Recording

As well as academic resources, including:

- E-learning technical support
- Career Connections Center
- Library Support
- Academic Resources: ex. General study skills and tutoring.
- Writing Studio: ex. Help brainstorming, formatting, and writing papers.
- Academic Complaints: Office of the Ombuds
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions)
- UF Student Success Initiative: for resources that support your success as a UF student.

Campus Health and Wellness Resources:

- UF Whole Gator Resources: for resources that are designed to help you thrive physically, mentally, and emotionally at UF.