**List of Courses – Fall 2013**

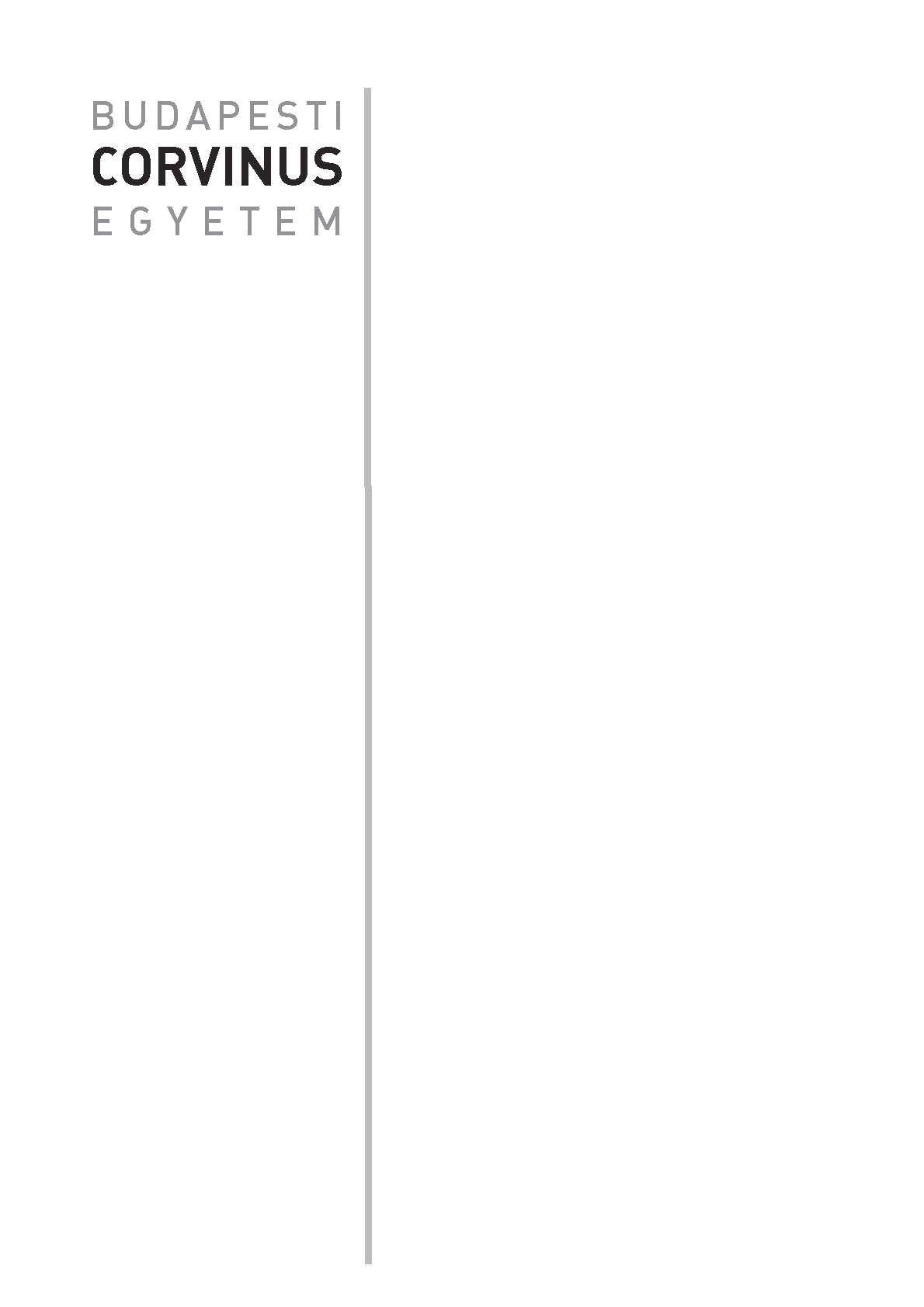
**List of Courses in Foreign Language**

**2013/14**

**Faculty of Landscape Architecture**

**CORVINUS UNIVERSITY**

**OF BUDAPEST**



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| **Course name** | **Lecturer** | **ECTS Credit** | **Time table** |
| Building with Vegetal Rods – Eco art | Katalin Máthé | 4 | 16-20th  September |
| Community-supported Green Spaces | Kristin Faurest | 6 | Thursday  13-17.00 G6 |
| Decision Making and Impact Assessments | Zsolt Szilvácsku | 4 | Not in 2013 |
| Development Strategies and Projects in Budapest | István Schneller | 4 | Monday  10- 12.00 G6 |
| Foundations of Technical Drawing using AutoCAD | Anna Czinkóczky | 4 | Wednesday  14-16.00 A6 |
| Google Earth Landscapes | Sándor Jombach | 4 | Not in 2013 |
| Historical Sites as Parts of the Open Space System | Csongor Czeglédi, Anita Szöbölödi | 4 | Wednesday 10-12.00 G6 |
| Image Retouching with GIMP Open Source Raster Graphics Editor | Anna Czinkóczky | 2 | Not in 2013 |
| Introduction to Geographical Information Systems (GIS) | László Kollányi | 4 | Not in 2013 |
| Landscape Character Studies | Róbert Kabai | 4 | Monday  14-16.00 G6 |
| Landscape Identity - Landscape Design | Albert Fekete | 4 | Tuesday  10-12.00, Dept of LOSD |
| Landscape Planning and EU Membership | Filepné Kovács Krisztina | 4 | Wednesday  12-14.00 G6 |
| Management of Lakes | Zsombor Boromisza | 4 | Wednesday  8-10.00 G6 |
| Landscape Sketches | Anna Eplényi/ Brigitta Oláh | 2 | Not in 2013 |
| Mapping Urban Potentials | Gyöngyvér Szabó | 4 | Monday  16-18.00 G6 |
| Modelling with SketchUp in Landscape Architecture | József László Molnár | 4 | Tuesday  12-14.00 A6 |
| Open Space Design in Daily Practice | Eszter Bakay | 4 | Thursday  10-12.00 G6 |
| Special Dendrology | Krisztina Szabó | 4 | Tuesday  14-16.00, G6 |
| Sustainable Landscapes | Róbert Kabai | 4 | Friday  10-12.00, G6 |
| Landschaftswandel in Budapest Agglomeration (in German) | Attila Csemez | 4 | Friday 8.00-10.00 |

**List of Courses – Spring 2014**

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| **Course name** | **Lecturer** | **ECTS Credit** | **Time table** |
| Aerial and Satellite Landscapes | Sándor Jombach | 4 |  |
| Building with Earth and Green Roof | Katalin Máthé | 4 |  |
| Community-supported Green Spaces | Kristin Faurest | 6 |  |
| Decision Making and Impact Assessments | Zsolt Szilvácsku | 4 |  |
| Foundations of Technical Drawing Using AutoCAD | Anna Czinkóczky | 4 |  |
| Geometry in the Nature and in the Landscape’ From Structure Pattern Studies – with Sketching and Drawing | Anna Eplényi | 4 |  |
| Historical Sites as Parts of the Open Space System | Csongor Czeglédi, Anita Szöbölödi | 4 |  |
| Image Retouching with GIMP Open Source Raster Graphics Editor | Anna Czinkóczky | 2 |  |
| Introduction to the Vegetation of Hungary - Field Survey | Attila Gergely | 4 |  |
| Land Art | Robert Kabai | 4 |  |
| Landscape Identity - Landscape Design | Albert Fekete | 4 |  |
| Management of Lakes | Zsombor Boromisza | 4 |  |
| Mapping Urban Potentials | Gyöngyvér Szabó | 4 |  |
| Modelling with SketchUp in Landscape Architecture | József László Molnár | 4 |  |
| Open Space Design in Daily Practice | Eszter Bakay | 4 |  |
| Planificación de lugares con interés historico (in Spanish) | Csongor Czeglédi | 4 |  |
| Urban Memory | Beáta Polyák | 6 |  |

**Course descriptions**

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| **Title** | **Aerial and Satellite Landscapes** | | |
| *Code* | STKTF2NLFCXN | | |
| *Prerequisites* | None | | |
| *Description* | The aim of the course is to give possibility for students to get to know satellite images and aerial photographs and their usage in landscape architecture. The course focuses on processing of aerial photographs and satellite images for research and planning purposes. Various use of images is presented and practiced from green space intensity survey to landscape visualisation. The course aims to teach the methods of complex and interactive use of images and methods in image editing, geo-referencing and presentation. | | |
| *Lecturer* | Sándor JOMBACH | | |
| *Semester* | **Spring** | Contact hours/week | 2 |
| *Level* | Undergraduate/graduate | ECTS Credit | 4 |
| *Teaching and Learning Methods:* | Indoor classes, lectures, team and individual practical work special visual GIS tasks and outdoor surveys. Preparation and presentation of assignments and written exam of basic aerial photo and satellite image use. | | |
| *Reading:* | Egels Y. (2002): Digital photogrammetry, Taylor and Francis, London;  Gibson P. J. (2000): Introductory Remote sensing, Principles and Concepts, Routledge, Oxon;  Gibson P. J.; Power C. H. (2000): Introductory Remote sensing, Digital Image processing and applications, Routledge, Oxon;  Mucsi László (2004): Műholdas távérzékelés (Szeged, Libellus Kiadó); | | |
| *Assessment:* | Individual field survey, written exam, oral presentation and written assignment | | |

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| **Title** | **Building with Earth and Greenroof** | | |
| *Code* | 6KM64BEGER | | |
| *Prerequisites* | dexterity | | |
| *Description* | The course introduces students to the traditional and contemporary use of earth as a construction and finishing material. Curriculum is structured to seminars, site visits, building experiments and actual construction work throughout the semester. During the seminars student receive an insight to the history of earth structures both in Hungarian and international prehistoric and vernacular architecture, and the present day practices in ecological building.  The site visits and building experiments grant students with first hand experience of earth buildings and practical tutorials in the harvesting and preparation of building materials. The actual construction is a one week building practice at the end of the semester. It focuses on one particular construction method and takes place in rural Hungary, preferably in an ecological farm or community so that the entire cycle of food-production, construction, economy and ecology unfold themselves for the participants. | | |
| *Lecturer* | Katalin MÁTHÉ | | |
| *Semester* | **Spring** | *Contact hours/week* | 1 week |
| *Level* | Undergraduate/graduate | *ECTS Credit* | 4 |
| *Teaching and Learning Methods:* | Indoor seminar, site visits, practical tutorials and 1-week outdoor construction | | |
| *Reading:* | None | | |
| *Assessment:* | Participation in construction work. | | |

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| **Title** | **Building with Vegetal Rods – Eco Art** | | |
| *Code* | 6KM64BWRER | | |
| *Prerequisites* | None | | |
| *Description* | Building with vegetal rods is one of the most ancient methods in construction. This practice can reposition itself in contemporary landscape architecture as applicable plants are available in abundance and can be harvested regularly. Due to the extreme resistance of vegetal rods to tensile stresses very lightweight structures can be devised which are easy to handle even by a single person.  The workshop is centred around a theme according to which students develop a design. During the week students explore a wide range of techniques from weaving craft and learn various structural solutions which provide them with technical skills so that they can execute their design idea. The creations will be exhibited at the site of the workshop. (Szarvas Arborétum) | | |
| *Lecturer* | Katalin MÁTHÉ | | |
| *Semester* | **Fall** | *Contact hours/week* | 1 week |
| *Level* | undergraduate | *ECTS Credit* | 4 |
| *Teaching and Learning Methods:* | 1-week outdoor workshop | | |
| *Reading:* | none | | |
| *Assessment:* | Participation in construction work, creation of exhibition piece. | | |

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| **Title** | **Community-Supported Green Spaces** | | |
| *Code* | STKKP3COCXN | | |
| *Prerequisites* | Basic knowledge of garden design | | |
| *Description* | The course is an intersection between landscape architecture and the social sciences. The course is based on the ideas that as landscape architects we have unique opportunities to solve social and environmental problems that plague our cities. We focus on public space design and community at several scales, from community gardens to urban parks. During the course we focus on these questions:   1. How can we as designers contribute to social justice and sustainability in our urban communities? 2. How can we use our skills and knowledge as designers to work with communities to create interactive, vibrant green spaces that truly meet the criteria of being the "living room of the city"? 3. How can we design common spaces in a way that makes the people who use them feel a sense of ownership and responsibility for them? | | |
| *Lecturer* | Kristin FAUREST | | |
| *Semester* | **Fall/spring** | *Contact hours/week* | 3 |
| *Level* | undergraduatec | *ECTS Credit* | 6 |
| *Teaching and Learning Methods:* | The class meets once a week. Students receive significant reading load as well as a community design project. Seminar time will be devoted to problem-solving and discussion where active student participation is required. | | |
| *Reading:* | See this link for full reading list, detailed course information and PDFs of the readings themselves:  http://wiki.artemisiadesign.com/display/csgs/Home | | |
| *Assessment:* | * Major Project & Presentation 20% * In-class participation 30% * Minor presentation 10% * 40% Final exam 40% | | |

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| **Title** | **Decision Making and Impact Assessments** | | |
| *Code* | 6TFDMIACXN | | |
| *Prerequisites* | None | | |
| *Description* | The aim of the course is to present the essential steps and characteristic of the decision making and problem solving from personal, group and institutional aspects. Presentation of connection between decision making and impact assessments. Development of approach and culture of decision making and impact assessment. | | |
| *Lecturer* | Zsolt SZILVÁCSKU | | |
| *Semester* | **Fall** | *Contact hours/week* | 2 |
| *Level* | Undergraduate/graduate | *ECTS Credit* | 4 |
| *Teaching and Learning Methods* | Presentation, case study, experimental learning, games and discussion. | | |
| *Reading* | Jennings and Wattam: Decision Making An Integrated Approach, Pearson Education, 1998, UK,  Dalal-Clayton and Sadler: Strategic Environmental Assessment, Earthscan, 2005 | | |
| *Assessment* | Making an essay, presentation and discussion | | |

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| **Title** | Development Strategies and Projects in Budapest | | |
| *Code* | 6TP68TDSPBCXN | | |
| *Prerequisites* | No prerequisites | | |
| *Description* | The aim of this course is to introduce the Hungarian Town and Regional Planning System through the city of Budapest with special emphasis on Strategic Planning. Among the three types of town planning: the Development Concept, The Settlement Structure Plan and the Regulation, the course will study deeply the role of the Long Term Development Concept, the Medium Term Integrated Development Strategy, the special Programmes and most importantly Public Development Projects.  The course is divided into 2 main sections: the 1st part will contain the introductions of the main planning documents, the strategies, the programmes and great projects. Special emphasis will be put on the rehabilitation strategies of the historical housing areas and on restructuring old industrial areas. The most important great projects (e.g. New Metro line, Waste water sewing system) will be presented by competent professionals.  The 2nd part of the course will consist of site visitations of special rehabilitation and project areas where the students will listen to discourse of local professionals. | | |
| *Lecturer* | István SCHNELLER | | |
| *Semester* | **Fall** | *Contact hours/week* | 2 |
| *Level* | Undergraduate | *ECTS Credit* | 4 |
| *Teaching and Learning Methods* | The group of students will meet once a week. The first 6 sessions will consist of an 80 minute lecture joined by debate after it. The following occasions the students will need to choose a topic for their essay. The essay should examine and contrast two problems on the field of development strategies: one selected here in Budapest should be compared with a similar problem in their home town. They have to write an 8-10 page long essay comparing the two solutions and their chosen solutions and possibilities. The content of the essays will be consulted during the second half of the course.  The second half of the course will include minimum two hour long site visitations. With the help of these visits the chosen problems can be studied more consciously. At the end of the course the students will have to present the main topics of there essays. | | |
| *Reading* | Lecturer’s handouts | | |
| *Assessment* | * 20% Coursework * 40% Project&Presentation * 40% Final essay | | |

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| **Title** | Foundations of Technical Drawing using AutoCAD | | |
| *Code* | 6TKTYFTDCADCXN | | |
| *Prerequisite* | Basic IT skills | | |
| *Description* | The course is aimed to introduce the AutoCAD environment to students that is essential to produce architectural or landscape plans. The students will have to demonstrate their technical and problem solving skills in a complex computer based environment | | |
| *Lecturer* | Dr. Anna CZINKÓCZKY | | |
| *Semester* | **Fall** | *Contact hours/week* | 2 |
| *Level* | Undergraduate/graduate | *ECTS credit* | 4 |
| *Teaching and Learning Methods* | Practice based computer lab seminars | | |
| *Reading* | **Required Textbook**: Engineering Graphics with AutoCAD 2011, by James Bethune; Prentice Hall Publishing.  **Optional Reference Textbook:** AutoCAD and its Applications 2010 by Shumaker or any AutoCAD textbook. | | |
| *Assessment* | 10% in class participation  40% Midterm  50% Final | | |

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| **Title** | **Geometry in the Nature and in the Landscape’ From Structure Pattern Studies – with Sketching and Drawing** | | |
| *Code* | 6KM64KOTESCXN | | |
| *Prerequisites* | Freehand drawing, basic construction in geometry and representative geometry knowledge is needed to apply for the course | | |
| *Description* | The goal of this module is to place geometry and geometrical order in a new perspective for landscape architectural problems and design tasks. The module requires good ability in drawing – sketching and visual representation.  The aim for the seminar is to develop students’ knowledge of geometrical patterns to deepen the sense of proportion in design and to adopt clear geometry in landscape design projects. | | |
| *Lecturer* | Anna EPLÉNYI, | | |
| *Semester* | **Spring** | *Contact hours/week* | 2 |
| *Level* | Undergraduate/graduate | *ECTS Credit* | 4 |
| *Teaching and Learning Methods:* | The class meets once in a week and each session is structured as a 30-minute lecture, (teacher’s presentation), a 30 minutes of student feedback and 60-minute interactive seminar. Seminar time will be devoted to geometrical constructions, freehand drawing and discussion on planning and design, where active student participation is required. Another 60-80 additional minute is required for homework activity, and self research.  Both freehand drawing and analytical (2-3 dimensional) geometry plays important part of the session-works – which is followed by compositional and conceptual- design tasks. During the 14 weeks of the year we create a drawing/design/sketching journal in A3 notebooks with lesson activity and with homework tasks. We combine drawing with article reviews, reading exercise, translation, webpage-reviews, artist-presentation activities | | |
| *Reading:* | A. Bahamón – P. Pérez: Analogien – Moderne Archiktektur und Minaralen, DVA. 2009.  Charles Jencks: The garden of Cosmic Speculation, Francis Lincoln, 2005.  György Dóczi: The power of limits, Proportional Harmonies in Nature, Art, Architecture, 2005.  Hans Christian Adam: Karl Blossfeld – The complete Published Work, Taschen, 2008.  György Kepes: The new landscape in art and science, Chicago, 1956.  Zederbauer, E.: Die Harmonie im weltall, in der Natur und Kunst, Wien, Leipzig, 1917.  [www.woodenbooks.com](http://www.woodenbooks.com), [www.greenmuseum.org](http://www.greenmuseum.org) | | |
| *Assessment:* | EVALUATION:  Midterm exam: Sketchbook hand-in, evaluation of home-work drawing, planning exercises (30%)  Activity on the lessons (20%)  Final sketchbook hand-in (50%) | | |

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| **Title** | **Google Earth Landscapes** | | |
| *Code* | 6TF63PAPCXN | | |
| *Prerequisites* | None | | |
| *Description* | The aim of the course is to experience, learn and use the Google Earth for landscape architecture purposes. The application offers a suitable platform for GIS-based presentation of research results, landscape changes or various elements of any kind of plans. Google Earth application is a free, available and offers a comfortable user environment for planners, developers at any spatial level from object level to regional scale. The course supports to acquire Google Earth based visualisation and presentation techniques and to combine with oral presentation skills. | | |
| *Lecturer* | Sándor JOMBACH | | |
| *Semester* | **Fall** | *Contact hours/week* | 2 |
| *Level* | Undergraduate/graduate | *ECTS Credit* | 4 |
| *Teaching and Learning Methods:* | Indoor classes, lectures, team and individual practical work special virtual GIS tasks and one outdoor trip and exercise. Preparation and presentation of assignments and written exam of basic Google Earth knowledge. | | |
| *Reading:* | MercyCorps: A Rough Google Earth Guide  Google Earth Basics - Earthguide  Egels Y. (2002): Digital photogrammetry, Taylor and Francis, London;  Gibson P. J. (2000): Introductory Remote sensing, Principles and Concepts, Routledge, Oxon; | | |
| *Assessment:* | Oral presentation and written assignment, Common field work, written exam | | |

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| **Title** | **Historical Sites as Parts of the Open Space System** | | |
| *Code* | 6KM64HSCXN | | |
| *Prerequisites* | Basic knowledge of open space design | | |
| *Description* | The main goal of the subject is to provide knowledge on the main historical sites of Budapest and Hungary for exchange students, and furthermore, to reveal the importance of considering these historical sites as part of the urban open space system. To have a wider knowledge on these sites and the structure of the open space systems, both theoretical and practical lessons will be held. As a result, the associaton skills will be developed not only to be able to use the correct forms of landscape design, but to place these pieces of Hungarian garden art in the proper space and time too. During the course basic planning skills are needed. | | |
| *Lecturer* | Csongor CZEGLÉDI, Anita SZÖBÖLÖDI | | |
| *Semester* | **Fall/Spring** | Contact hours/week | 2 |
| *Level* | Undergraduate/graduate | ECTS Credit | 4 |
| *Teaching and Learning Methods:* | Indoor theoretical classes and outdoor practices in the project sites. Two main projects will be carried out after the introduction to Hungarian historical sites and open space system. One of the sites will be outside of Budapest, a one or two day visit will be organized. During the planning process, consultation classes will be held, and the semester ends with the presentation of the design made for the main project site. | | |
| *Reading:* | lecturers handouts | | |
| *Assessment:* | Participation in classes: 10%  First project (presentation and masterplan): 40%  Main project (presentation and masterplan): 50% | | |

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| **Title** | **Image Retouching With GIMP Open Source Raster Graphics Editor** | | |
| *Code* | 6TYKSZGIMPCXN | | |
| *Prerequisites* | None | | |
| *Description* | The aim of the course is to extend and deepen the visual representation and image manipulation skills of the students, which are essential to produce high quality diploma works, posters or professional documents. The GIMP is an open source graphics editor software, which means it can be downloaded and used freely from the Internet, so in the long run it can be a very cost effective „investment” to learn it. Besides the landscape design –related topics, the individual, free creativity will be encouraged. | | |
| *Lecturer* | Dr. Anna CZINKÓCZKY | | |
| *Semester* | **Fall/spring** | *Contact hours/week* | 2 |
| *Level* | Undergraduate/graduate | *ECTS Credit* | 2 |
| *Teaching and Learning Methods:* | Computer Lab seminars | | |
| *Reading:* | The Experts’ voice: GIMP from beginning to professional | | |
| *Assessment:* | Homework assignments, 2 tests. | | |

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| **Title** | **Introduction to Geographical Information Systems (GIS)** | | |
| *Code* | 6TF63GISCXN | | |
| *Prerequisites* | No prerequisites | | |
| *Description* | Geography is the science of our world.  Coupled with GIS, geography is helping us to better understand the earth and apply geographic knowledge to a host of human activities. Geographic information system (GIS), geographical information system, or geospatial information system is any system that captures, stores, analyzes, manages, and presents data that are linked to location(s). In the simplest terms, GIS is the merging of cartography, statistical analysis, and database technology. GIS can integrate and relate any data with a spatial component, regardless of the source of the data. GIS is a technological field also that incorporates geographical features with tabular data in order to map, analyze, and assess real-world problems. The key word to this technology is geography. The use of geospatial technologies is far more widespread these days. GIS is being used in many different industries and the skills required have evolved over the years.  In this semester we start by taking a general “what is GIS” theme. This is important because it is important to understand the general concepts in GIS before actually attempting some of the functionality. After that we go into details of ArcGIS software methods (data entry, digitalisation, database building, topology building etc.) The end of the semester will be terrain modelling and the visualization of the results of spatial analysis | | |
| *Lecturer* | László KOLLÁNYI | | |
| *Semester* | fall | *Contact hours/week* | 2 |
| *Level* | undergraduatec | *ECTS Credit* | 4 |
| *Teaching and Learning Methods:* | The class meets once a week in the GIS laboratory. The class will start with a small lecture about describing the tasks and the technical solutions, processes available in the ArcGIS software. Each session is structured as a 90-minute training. After each class a small homework will be required to complete at home and upload to the Moodle server. | | |
| *Reading:* | * Peter Kasianchuk, Marnel Taggart, *Introduction to ArcGIS I.*, Course version 2.4, ESRI, 2004 * Peter Kasianchuk, Marnel Taggart, *Introduction to ArcGIS II.*, Course version 2.4, ESRI, 2004 * ArcGIS Help system * Lecturer’s handouts | | |
| *Assessment:* | * Homeworks 30% * Mid term exam 30% * Final exam 40% | | |

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| **Title** | **Introduction to the Vegetation of Hungary – Field Survey** | | |
| *Code* | STKTVIVHERASM | | |
| *Prerequisites* | Basics in plant taxonomy and plant ecology | | |
| *Description* | The course offers an introduction to the natural and semi-natural vegetation of Hungary. The course starts with a 4-week seminar, 2 hours a week, when we study the Hungarian vegetation heritage, its recent pattern and landscape historical changes. Second part of the course students are welcomed for 3 field trips: a guided walk through a representative grassland, wetland and woodland habitats nearby Budapest. | | |
| *Lecturer* | Attila GERGELY | | |
| *Semester* | **spring** | *Contact hours/week* | 2 |
| *Level* | Undergraduate/graduate | *ECTS Credit* | 4 |
| *Teaching and Learning Methods:* | Lectures include an introduction to the typical plant communities and its natural geographic features in Hungary. After theoretical classes, there are 3 half-day field trips. Attendance on the field trips is obligatory, students are allowed to miss one lecture of the course. During the seminar, students shall present a habitat of their country similar to the studied Hungarian plant communities (oral presentation). | | |
| *Reading:* | *META Informatics: Vegetation Heritage of Hungary. Distribution maps of habitat type. (http://www.novenyzetiterkep.hu)*  *Bölöni, J., Molnár, Zs., Illyés, E. and Kun, A. (2007): A new habitat classification and manual for standardized habitat mapping. — Ann. di Bot. n. ser. 7: 55–76.*  *Molnár, Zs., Biró, M., Bölöni, J. and Horváth, F. (2008): Distribution of the (semi-)natural habitats in Hungary I. Marshes and grasslands. — Acta Bot. Hung .50 (Suppl.): 59–105.*  *Bölöni, J., Molnár, Zs., Biró, M. and Horváth, F. (2008): Distribution of the (semi-)natural habitats in Hungary II. Woodlands and shrublands. — Acta Bot. Hung. 50 (Suppl.): 107–148. Illyés E. & Bölöni J. (eds.) (2007): Slope steppes, loess steppes and forest steppe meadows in Hungary. Magánkiadás. Budapest* | | |
| *Assessment:* | Based on students’ presentations and written exam. The topic of the written exam is characterising of some plant communities studied on the field trips. The active participation on the field trips is needed*.* | | |

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| **Title** | **Land Art** | | |
| *Code* | STKTV3LACXN | | |
| *Prerequisites* | Finished course in Landscape History/Landscape Design/Art History | | |
| *Description* | The topic of the module is outdoor sculptures and other artistic projects created under the names of land art, earth art, environmental art, art in nature etc. since the 1960s up to nowadays. The aim of the course is to achieve a better understanding of and develop a special approach towards artistic shaping and creation of landscapes and urban open spaces. The course is open both for domestic and international students. | | |
| *Lecturer* | Róbert KABAI | | |
| *Semester* | **Spring** | *Contact hours/week* | 2 |
| *Level* | Undergraduate/First cycle  Graduate/Postgraduate/Second cycle | *ECTS Credit* | 4 |
| *Teaching and Learning Methods* | Following an introductory lecture, the subject is discussed through a range of seminars illustrated with several examples of artworks. In May, there is also a whole day outdoor happening organized. By the end of semester, students shall design an outdoor sculpture and present it through a real or virtual model. | | |
| *Reading:* | * *Boettger, S. 2004: Earthworks: Art and the Landscape of the Sixties. University of California Press* * *Lailach, M. 2007: Land Art. Taschen* | | |
| *Assessment* | * Project design 50% * In-class participation 25% * Minor presentation 25% | | |

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| **Title** | **Landscape Character Studies** | | |
| *Code* | 6TKTVLCSCXN | | |
| *Prerequisites* | Basics of landscape planning | | |
| *Description* | The course focuses on the importance of landscape character assessment and its practical applications. The aim of the subject is to provide a general knowledge required for fitting development into the landscape.  Lectures introduce the concept and importance of landscape character, the European Landscape Convention and Hungarian landscapes. This is followed by an overview of the methodology of landscape character assessment and its protection by planning and design tools, with an emphasis on site-specific approach. | | |
| *Lecturer* | Róbert KABAI | | |
| *Semester* | **Fall** | *Contact hours/week* | 2 |
| *Level* | Graduate | *ECTS Credit* | 4 |
| *Teaching and Learning Methods:* | The 90-minutes weekly seminars will review various aspects of the topic. Students are required to prepare and present a study on some existing or proposed development having a negative (or controversial) effect on the landscape. | | |
| *Reading:* | * *Swanwick, C. 2002: Landscape Character Assessment. Guidance for England and Scotland. The Countryside Agency and Scottish Natural Heritage* * *The Landscape Institute - IEMA 2013: Guidelines for Landscape & Visual Impact Assessment. Routledge* | | |
| *Assessment:* | * Impact Study & Presentation 50% * In-class participation 20% * Minor presentation 30% | | |

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| **Title** | Landscape Identity - Landscape Design | | |
| *Code* | 6TKKPLILDCXN | | |
| *Prerequisites* | No prerequisites | | |
| *Description* | The course will consider and question current perceptions on cultural values and meanings of ‘landscape’ and our relationship to them. Students are invited to explore the potentials for new spatial interventions within a selected location, which may act as sustainable ‘models’ within the urban/rural landscape fringe. | | |
| *Lecturer* | Albert FEKETE | | |
| *Semester* | **Fall/spring** | *Contact hours/week* | 2 |
| *Level* | Undergraduate/graduate | *ECTS Credit* | 4 |
| *Teaching and Learning Methods* | The content will be divided into a theoretical (35%) and a practical (65%) part. The semester starts with a series of lectures/seminars to examine the background of this topic. Students may be asked to examine key documents and present their own, also working together (Topics: ethnographical, cultural and historical landscapes, landscape-man-society, contemporary landscape design in traditional environment, change and continuity in landscape use processes). The lectures will be accompanied by a complex design activity, involving site visits, studio work and tutorials. These practical parts will involve individual and team analysis and design work in three different design projects. The projects will be worked out at different levels of detail. | | |
| *Reading* | Jellicoe, G A Studies in Landscape Design Vol II Oxford University Press, 1966  Jacques, D and van der Hurst, The Gardens of William and Mary Helm, London, 1988  Jacques, D Georgian Gardens: The Reign of Nature Batsford, London 1983  Elliott, B Victorian Gardens Batsford, London 1986  Keswick, M The Chinese Garden: history, art and architecture London, Academy 1978  Laird, Mark Flowering of the Landscape Garden: English Pleasure Grounds 1720-1800 University of Pennsylvania Press, 1999  McLean Theresa Medieval English Gardens Guernsey Press [1981] 1989  Strong, Roy The Renaissance Garden in England 1979  Hunt, J D [Ed] The Italian Garden: Art, Design and Culture Cambridge University Press, 1996  Brown, J Gardens of a Golden Afternoon Lane, 1985  Shepheard, P Modern Gardens Architectural Press, 1953  Steenbergen, C & Reh, W Architecture and Landscape: The Design Experiment of the Great European Gardens and Landscapes Prestel, Munich 1996  Fekete A. Transyalvanian garden history, Művelődés, Cluj, 2007. | | |
| *Assessment* | Formative assessment will take place upon the presentation, consisting of a periodic review of student progress. (35%)  Summative assessment involves an evaluation of a portfolio of completed drawings, models, reports, sketchbooks and notebooks, submitted during and at the end of the project. Portfolios (design documents) are assessed by a staff member who considers a representative sample of portfolios across the marking scales to confirm the overall assessment. (65%) | | |

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| **Title** | Landscape Planning and EU Membership | | |
| *Code* | STKTF342CXN | | |
| *Prerequisites* | None | | |
| *Description* | Students get acquainted with the European Unions spatial trends and policy fields related to spatial planning. Using the latest results of ESPON research program we explore the territorial challenges facing the EU and get acquainted with different scenarios of future trends. Through lectures and discussions students became familiar with examples of the European planning systems. | | |
| *Lecturer* | Krisztina FILEPNÉ KOVÁCS | | |
| *Semester* | **Fall** | *Contact hours/week* | 2 |
| *Level* | Undergraduate | *ECTS Credit* | 4 |
| *Teaching and Learning Methods* | Lectures, discussions, self-reading, student presentations. | | |
| *Reading* | EU Compendium of spatial policy  http://www.espace-project.org/publications/EUcompendium.pdf  OECD Proceedings: Towards a new road of spatial planning | | |
| *Assessment* | * Course work 20% * Presentation 30% * Final essay 50% | | |

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| **Title** | Landscape Sketches | | |
| *Code* | 6KMTRCXN | | |
| *Prerequisites* | Basic knowledge in drawing | | |
| *Description* | A new approach in landscape drawing was developed at Corvinus University Budapest, Department of Garden Art in the last two years. Despite the traditional, academic drawing, we emphasise more landscape-related topics, as well as new intuitive approach in artistic representation. This method has been published in a bilingual self-study booklet, called “Landscape Sketches” – which will be the guide for the classes. With its pedagogically well-worked-out exercises we would like to encourage students to think visually in everyday design process. The tasks inspire the student-artist to interpret their surroundings and to express their personal relation, opinions and thoughts in pictures. The new method invites the phenomenology and the environment psychology to understand the holistic dimension of the environment, and to become able to express our observation. Right-side-brain activities, fast sketches, blind drawing, intuitive expresses help for the creative process to analyse parks, gardens, open spaces in word and drawing. | | |
| *Lecturer* | Anna EPLÉNYI, Brigitta OLÁH | | |
| *Semester* | **Fall** | *Contact hours/week* | 2 |
| *Level* | Undergraduate/graduate | *ECTS Credit* | 2 |
| *Teaching and Learning Methods* | Classes and outdoor exercise. Using sketchbook | | |
| *Reading* | *Eplényi Anna – Oláh Brigitta: Tájrajzolatok, egyetemi jegyzet, 2011.*  *Dobó-Molnár-Peity-Répás:Valóság, gondolat, rajz- építészeti grafika, Terc 2004*  *B. Edwards: Understanding architecture through drawing, E & FN SPON, 1994.*  *C. Dee: Form and fabric in landscape architecture – A visual introduction, Spon Press, 2001.*  *C. Sullivan: Drawing the landscape, WILEY, 2004.* | | |
| *Assessment* | Sketchbook hand-in, drawn exam | | |

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| **Title** | **Landschaftswandel in Budapest Agglomeration** | | |
| *Code* | STKTF310ERAS | | |
| *Prerequisites* | None | | |
| *Description* | Im Rahmen von Wanderungen werden die Studenten die von Landschaftsplanung relevante Landschaften, Örter und Landnutzungskonflikte kennenlernen. | | |
| *Lecturer* | Attila CSEMEZ | | |
| *Semester* | **Fall/spring** | *Contact hours/week* | 2 |
| *Level* | Undergraduate | *ECTS Credit* | 4 |
| *Teaching and Learning Methods:* |  | | |
| *Reading:* |  | | |
| *Assessment* | Bewertung der vorgelegten Studien. | | |

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| **Title** | **Management of Lakes** | | |
| *Code* | 6TV62LPCXN | | |
| *Prerequisites* | None | | |
| *Description* | The purpose of the course is to provide a comprehensive knowledge of lakes for landscape architects. The course gives an overview of the most typical landuse conflicts, nature values and actual professional issues concerning standing waters, through case studies. Lectures are going to deal with the basics of lake science, the classification of lakes, the assessment methods of lakeshores, covering the management and restoration issues as well. Students are required to work out a poster and prepare for a presentation concerning a lake assessment. | | |
| *Lecturer* | Zsombor BOROMISZA | | |
| *Semester* | **Fall/spring** | *Contact hours/week* | 2 |
| *Level* | Undergraduate/graduate | *ECTS Credit* | 4 |
| *Teaching and Learning Methods* | Lectures, seminars, site visits. | | |
| *Reading* | Lecturer’s handouts  Christer Brönmark, Lars-Anders Hanson (2006): The biology of lakes and ponds. Oxford University Press. Oxford.  G. Dennis Cooke, Eugene B. Welch, Spenser A. Peterson, Stanley A. Nichols (2005): Restoration and management of lakes and reservoirs. Third edition. Taylor and Francis Group. Boca Raton. | | |
| *Assessment* | Oral presentation (50%) and lake assessment project (poster) (50%). | | |

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| **Title** | Mapping Urban Potentials | | |
| *Code* | 6KPVREFCXN | | |
| *Prerequisites* | Basic knowledge in landscape architecture and urban space design, fluent English | | |
| *Description* | Landscape architecture has specific tasks in urban design: open spaces, gardens, parks, pedestrian areas, streets and other public spaces are ought to designed precisely. The designer has to possess skills which can’t be introduced in basic education such as openness, respect of hidden values, open-minded attitude, proper recognition of problems and empathy.  The aim of the course is to introduce methods in the field of urban aesthetics and character assessment, urban values and anthropology. The course is based on the theoretical ground and terminology of open space design, the students are getting acquainted with the qualities of urban value and site-specific art - in a creative way. | | |
| *Lecturer* | Gyöngyvér SZABÓ | | |
| *Semester* | **Fall/spring** | *Contact hours/week* | 2 |
| *Level* | Undergraduate/graduate | *ECTS Credit* | 4 |
| *Teaching and Learning Methods* | The course is based on comparative literature analysis and creative/ visual methods. The self preparing for units will aid to understand the topics and create opinion. The planned main topics are urban character and viewscape assessment, the anthropology of urban open spaces, public art and site-specific art, project communication and visualisation. | | |
| *Reading* | *CARR, S., FRANCIS, M., RIVLIN, L. G., STONE, A.M.(1995): Public Space. Cambridge University Press*  *CULLEN, G.(1971): The Concise Townscape. Architectural Press, Oxford*  *JACOBS, J. (1961): The Death and Life of Great American Cities. Random House*  *KOOLHAAS, R. (2002): Junkspace. In: October, Vol. 100, Obsolescence. Spring 2002, pp. 175-190.*  *KWON, M. (2004): One place after another: Site-Specific Art and Locational Identity. MIT Press*  *MOORE, K. (2009): Overlooking the Visual - Demystifying the Art of Design. Routledge* | | |
| *Assessment* | * In-class participation 30% * Mid-semester presentation 10% * A/5 sketchbook 30% * Project brief and presentation 30% | | |

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| **Title** | Modelling with SketchUp in Landscape Architecture | | |
| *Code* | 6TF63MSUCXN | | |
| *Prerequisites* | Basics in CAD (or GIS) | | |
| *Description* | SketchUp is simple but powerful tool to create 3D ideas. This 3D software is a unique from the graphics and 3D visualisation software. The simplicity of the software makes it extremely quick to take a sketch and recreate into any 3D object. It is suitable for viewing and modification and our work can easily publish on the Internet. Drawing can be combined with the elegance and spontaneity of pencil but on the digital wax. It’s not only for sketching - complex drawings can be created with it too.  The students will get a practical and handy knowledge about how to create, edit, manipulate and present models in landscape architecture or in open space design. The laboratory exercises will cover: working with objects (selecting, cloning, transforming, cloning etc.); modelling basics (drawing and modifying objects), applying materials, adding effects, using scenes. | | |
| *Lecturer* | József László MOLNÁR | | |
| *Semester* | **Fall/spring** | *Contact hours/week* | 2 |
| *Level* | Undergraduate | *ECTS Credit* | 4 |
| *Teaching and Learning Methods* | *Computer laboratory training with Google SketchUp 7 software.*  *Daily tasks (theoretical background, practical advice), homeworks to solve the students work individually*. | | |
| *Reading* | Google SkechtUp Help, Google SketchUp and SketchUp Pro 7 Bible | | |
| *Assessment* | Based on students’ individual work submitted (digital models) and their weekly activity. Final work.   * Course works 20% * Small home works 30% * Mid term exam 20% * Final exam 30% | | |

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| **Title** | **Open Space Design in Daily Practice** | | |
| *Code* | STKKP3NOSCXN | | |
| *Prerequisites* | Basics of Landscape and Open space Design, basic knowledge of Photoshop | | |
| *Description* | The aim of the course is to provide students with a comprehensive understanding of quick methods of preliminary, conceptual design for public open spaces.  The course is divided into two main sections, preparation of different projects by the students and a theoretical part.  The subject is very design oriented. The students prepare many (4 or 5) design-projects on preliminary level, and will present them every second week. The sites are usually small parks or squares in Budapest. Because of the short deadline, there are no consultations, but the evaluation of the preliminary design is during class, right after each presentation.  The theoretical part (every second week) consists of lectures about different aspects of design, like landscape character; importance of horizontal elements, verticals and overhead plane in creating three-dimensional spaces; the flow of pedestrian traffic in a public open spaces; importance of existing vegetation at urban sites; importance and evaluation of existing built space walls, buildings, especially in historical environment. | | |
| *Lecturer* | Eszter BAKAY | | |
| *Semester* | **Fall/spring** | *Contact hours/week* | 2 |
| *Level* | graduate | *ECTS Credit* | 4 |
| *Teaching and Learning Methods:* | The class meets once a week, each session lasts for 90 minutes. Every second week there is presentation and evaluation of design projects and hand-out of the new ones. Time will be devoted to problem-solving and discussion where active student participation is required On the weeks between the presentations lectures are held by the instructor, which help the design process. There is a session, during which the students introduce their favourite park in their home county during an approx. 10 minutes long presentation. | | |
| *Reading:* | * *J. Ormsbee Simonds, Barry W. Starke: “Landscape Architecture” 4th Edition, Mc Grow-Hill, 2006 edition* * www.landezine.com | | |
| *Assessment:* | * 50% Project & Presentation 50% * 50% Final project 50% | | |

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| **Title** | **Planificación de lugares con interés historico** | | |
| *Code* | 6KMPLIHCXN | | |
| *Prerequisites* | Conocimientos básicos de diseño de espacios abiertos | | |
| *Description* | Asignatura teorética y de practicas. Las clases dan información basica sobre los monumentos más importantes de Hungria, la evolución del paisajismo y arquitectura húngaro, y sobre los estilos historicos más importantes desde el siglo XVIII. En las clases de práctica los estudiantes deben hacer un plan de restauración de un sitio húngaro de interés histórico. El proyecto incluye estudios visuales y escritos en el sitio paisajística, y después del análisis, una planificación concepcional. Los estudiantes deben trabajar en grupos de 2-3 personas. Se requiere habilidades básicas de en el diseño computación basado. | | |
| *Lecturer* | Csongor CZEGLÉDI | | |
| *Semester* | **Spring** | *Contact hours/week* | 2 |
| *Level* | undergraduate | *ECTS Credit* | 4 |
| *Teaching and Learning Methods:* | Clases teóricas interiores y prácticas al aire libre en los sitios del proyecto. Un proyecto principal se llevará a cabo después de la introducción de los sitios históricos húngaros y el sistema de espacios abiertos. El sitio estará fuera de Budapest, una visita de un día o dos se organizarán. Durante el proceso de planificación, las clases de consulta se llevará a cabo, y el semestre termina con la presentación del diseño realizado por el sitio del proyecto principal. | | |
| *Reading:* | folletos del profesor | | |
| *Assessment:* | * Participación en las clases: 10% * Estudios y analisis (presentación): 40% * Proyecto principal (presentación y plan maestro): 50% | | |

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| **Title** | **Special Dendrology** | | |
| *Code* | New subject | | |
| *Prerequisites* | Basic botanical and dendrological knowledge | | |
| *Description* | The aim of the course is to learn about mostly woody taxa that are not in the basic requirement and to become experienced in the practical application of these species. During the semester the classes provide knowledge of more than 250 species, subspecies and cultivars. In the second part of the course, students tour two botanical gardens in Budapest. Students have to choose a bedding out of urban open space, survey or analyze the planted species and to evaluate the planting application of the chosen site and have to deliver oral presentation about it. The exercise can be extended with drawings. | | |
| *Lecturer* | Krisztina SZABÓ | | |
| *Semester* | **Fall** | *Contact hours/week* | 2 |
| *Level* | undergraduate/graduate | *ECTS Credit* | 4 |
| *Teaching and Learning Methods:* | Indoor and outdoor classes and two half day trips. Students’ knowledge of plant materials will be enriched by plant identification walks and plant identification exams. | | |
| *Reading:* | * *Krüssmann, G. (1985): Manual of Cultivated Conifers. Timber Press, Portland, Or., USA* * *Krüssmann, G. (1989): Manual of Cultivated Broad-leaved Trees and Shrubs. Timber Press, Portland, Or., USA* * *Krüssmann, G. (1990): Manual of Woody Landscape Plants. Stipes Publ. Company, Champaign, Ilinois, USA* * *Rehder, A. (1985): Manual of Cultivated Trees and Shrubs Hardy in North America. Dioscorides Press, Portland, Or., USA* * *DEBRECZY, Zs., RÁCZ, I. (2011): Conifers Around the World, DendroPress Ltd, Budapest* | | |
| *Assessment:* | * Plant identification exams 20% * Oral presentation 30% * Final written exam 50% | | |

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| **Title** | **Sustainable Landscapes** | | |
| *Code* | New subject | | |
| *Prerequisites* | Basics of Landscape / Urban Planning | | |
| *Description* | The subject highlights some important issues of sustainable planning / design in both urban and rural landscapes. The aim of the module is to provide competences in sustainable development and management of landscapes.  Lecturers involved introduce various social and ecological aspects of sustainability, including sustainable urban drainage systems, light pollution, wildlife protection, socially sustainable urban planning, urban agriculture, multifunctional landscapes and lakeside management. Students are required to study and present some sustainable technology related to urban / rural landscapes. | | |
| *Lecturer* | Róbert KABAI | | |
| *Semester* | **Fall/spring** | *Contact hours/week* | 2 |
| *Level* | graduate | *ECTS Credit* | 4 |
| *Teaching and Learning Methods:* | The class meets once a week, each session lasts for 90 minutes. Every second week there is presentation and evaluation of design projects and hand-out of the new ones. Time will be devoted to problem-solving and discussion where active student participation is required On the weeks between the presentations lectures are held by the instructor, which help the design process. There is a session, during which the students introduce their favourite park in their home county during an approx. 10 minutes long presentation. | | |
| *Reading:* | * *M. Calkins: Materials for Sustainable Sites. Wiley, 2009* * T.W. Cook, A.M. *Vanderzanden: Sustainable Landscape Management* * *Douglas Farr: Sustainable Urbanism: Urban Design With Nature. Wiley, 2008* | | |
| *Assessment:* | * Test 50% * Presentation 50% | | |

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| **Title** | **Urban Memory** | | |
| *Code* | 6TP68URMECXN | | |
| *Prerequisites* | Basic Urban Design skills and practice required | | |
| *Description* | The aim of the course is to teach a certain way of seeing and recognizing the embedded values of the city, and to understand the layering of the urban texture in time and character.  Historical layers upon each other, as the sum of changes and events are what shape up today’s cities. Both historical and contemporary interferences leave marks on the urban environment, forming the current identity of it. Preserving buildings and spaces is a way of preserving urban identity – the memory of the city. Integrating contemporary shapes and standards lucidly becomes possible by acknowledging, using and re-inventing these values and memories.  By analyzing the motives, formation, growth and changes impacted by historical events in certain cities, we can perceive processes of urban change and source of design instruments and shapes.  In this class students will learn through the example of Budapest by searching and studying the examples in given topics. The task is to find hidden layers and values in the maze of the city through different examinations. The work should be performed in two dimensions: by research and by visual creation. Both photography and visual arts are suggested for the expression of proposition.  The final project will be the summation of the work through the semester bound in one booklet. | | |
| *Lecturer* | Beáta POLYÁK | | |
| *Semester* | **Spring** | *Contact hours/week* | 4 |
| *Level* | undergraduate | *ECTS Credit* | 6 |
| *Teaching and Learning Methods:* | The class meets once a week and each session is structured as a lecture introducing the topic of the class, which in continuation will be devoted to discussion of student work, and consultations. | | |
| *Reading:* | * *Lecturer’s handouts* | | |
| *Assessment:* | * 50% Project & Presentation 50% * 50% Final project 50% | | |