

Landscape Architecture: History and Historiography, Fall 2014  
 LARC 5312-001, ARCH 4353-001, HONR-AR 4303-002  
 Tuesday, noon to 2:50, ARCH 404

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 Office ARCH 416, office hours: T, Th 10-11:30

The best way to contact me is through e-mail – but give me a day or two to get to it. Please feel free to come to office hours to discuss course matters or other questions – I am happy to see you. If my door is open, as it often is, feel free to drop in outside office hours as well or make an appointment.

“...the longer I look at landscapes and seek to understand them the more convinced I am that their beauty is not simply an aspect but their very essence and that that beauty derives from the human presence.”

-- J. B. Jackson



Palo Duro Canyon CCC cabin. Credit: <http://www.flickr.com/photos/circlesofconfusion/3866136504/>

**Course description:** This course introduces major works and approaches in landscape design from the sixteenth century to the present in both western and non-western cultures. While we define landscape design broadly, to incorporate the breadth of cultural landscapes, we will focus primarily on designed work, from small domestic gardens, to estates, city parks, national parks, corporate campuses, and regional plans as well as themes central to Texas. We will consider changes in the profession that continually redefine the scope of landscape design, including the influence of city planning, sustainability, and broader ecological thinking.

This course is designed especially for graduate students in landscape architecture. It therefore emphasizes questions of research methodology and places emphasis on writing skills as preparation for thesis. We will follow the traditional chronology of the history of landscape architecture, shown clearly in the course textbook, but we will also pursue a broader thematic approach to history that provides tools for analysis and research. The scope of historical inquiry broadened and become more complex during the twentieth century, growing from questions of style and formalism to include themes of social history, patronage, and economics that are crucial for understanding the role the landscape architecture plays in society.

**Student outcomes:**

Students will develop critical thinking and research skills; develop writing and editing skills; refine professional presentation skills. Students will learn to analyze the underlying principles of landscape designs and investigate their larger cultural context.

### Course policies (detailed policies are at the end of this syllabus)

- Attendance, participation, and completion of your work are basic expectations for any class – or any job. I lay out the expectations more specifically in the course schedule below to avoid conflicts and to get us all on the same footing. If at any point you are having trouble, please talk to me outside of class sooner rather than later. I am happy to help you devise work plans and strategies for success but not at all happy to hear excuses after the fact.
- **Attendance is required.** At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I do require attendance and more than 1 unexcused absence will be grounds for lowering of final grade by one full grade. This course meets once a week -- if you miss a meeting you will miss an enormous amount of material and lose the ability to learn from and share with your fellow students. Please arrive on time and prepared.
- **Bring your reading packet and textbook to each class meeting.** Take notes – but no laptops during class. Even though there are no exams in this class, it will help you focus your thoughts to write down points that are intriguing or elemental to the development of the course.
- **I do not accept late papers.** Due dates are clearly marked on your syllabus. Plan ahead – do not wait until the last minute as my expectations have been laid out well in advance. Papers are due in class – papers turned in after class lose ½ letter grade; papers turned in beginning the following day lose a full grade for each day late.
- **Participate.** Ask questions, share ideas, respond to others. By discussing your ideas and having to defend them to others, they become more real and more concrete. Disagreement and counterpoint are welcome – but respect is essential. Failure to treat your colleagues with courtesy during discussion and peer review will not be tolerated.
- **Collaborate.** An extension of participation is developing good, open communication with your colleagues. The material posted to our wiki should inspire and challenge you to rethink your own work.

### Required textbooks:

- Elizabeth Barstow Rogers, *Landscape Design: A Cultural and Architectural History*, available at UTA bookstore
- Reading packet, Bird's Copies
- Course blog: <http://blog.uta.edu/~kholli/courses>  
We will use the blog for your weekly discussion questions and reading responses

### Evaluation

<i>Undergraduate</i>	<i>Graduate</i>
Weekly assignments and participation including attendance, 25%	Weekly assignments and participation including attendance, 25%
Texas park profile 25%: Students will develop a short 500-word history and profile of a park in Fort Worth or north Texas (What's Out There Texas project)	Texas park profile 10%: Students will develop a short 500-word history and profile of a park in Fort Worth or east Texas (What's Out There Texas project)
Research project 50%, breaks down into: 10% draft, 15% presentation, 25% final 6-page paper	Research project 50%: breaks down into: 10% draft, 15% presentation, 25% final 12-page paper
	Book review 15%: choose a title from the list to be provided, 1500 word review

Grading scheme:

A = exceptional work, 90-100%

B = above average work, 80-89%

C = satisfactory/average work, 70-79% D = below average work, 60-69%

F = unacceptable, 59 and below

## Course schedule

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

<p>Weeks 1 and 2 26 August and 2 September <b>History as Chronology and Style</b></p>	<p><b>Assignment due 2 September:</b> Annotated bibliography, chapter summary, and project description. Upload text to blog and bring a powerpoint of your project to class for presentation.</p>
<p>Week 3 9 September <b>Patronage: Renaissance and Baroque Landscape Architecture</b></p>	<p>Reading: Rogers, Chapters 4 and 5 David Coffin, <i>Gardens and Gardening in Papal Rome</i> (1991), chapter 1. Michael Brix, <i>The Baroque Landscape: André Le Nôtre &amp; Vaux-le-Vicomte</i> (2004), selections. <b>Assignment due:</b> Post your discussion questions/comments to the blog.</p>
<p>Week 4 16 September <b>Intellectual History: The Picturesque and Cross-Cultural Appropriations</b></p>	<p>Reading: Rogers, Chapters 7 and 8 Jonas Lehrman, <i>Earthly Paradise: Garden and Courtyard in Islam</i> (1980) Maggie Keswick, <i>The Chinese Garden: History, Art, and Architecture</i> (1978) Uvedale Price, "An Essay on the Picturesque" (1794) William Chambers, "Designs of Chinese Buildings, Furniture, Dresses, Machines, and Utensils" (1757) <b>Assignment due:</b> Post your discussion questions/comments to the blog.</p>
<p>Week 5 23 September <b>Social History: The 19<sup>th</sup> Century Parks Movement and the City Beautiful Movement</b></p>	<p>Reading: Rogers, Chapters 9 and 10 Roy Rosenzweig and Elizabeth Blackmar, <i>The Park and the People: A History of Central Park</i> (1992), 130-39; 150-62. Cathy Jean Maloney, <i>World's Fair Gardens: Shaping American Landscapes</i> (2012), chapter 3, World's Columbian Exposition, 55-81. <b>Assignment:</b> Each student provides a project description for an <b>Olmsted Park</b> (not Central Park!), looking especially at the history of the city/town in which it is located. Sign up on the wiki – no duplication please. A complete list of Olmsted firm-designed parks is in <i>A Master list of Design Projects of the Olmsted Firm</i>, on reserve in the Architecture Library. See also <a href="http://www.olmsted.org">http://www.olmsted.org</a> for online resources</p>

<p>Week 6 30 September <b>Economics: From the Country Place Era to the New Deal</b></p>	<p>Reading: Rogers, Chapters 11 and 12 Karson, <i>A Genius for Place: American Landscapes of the Country Place Era</i> (2007), chapter 6 "Beatrix Farrand," 133-47. Jim Steely, <i>Parks for Texas: Enduring Landscapes of the New Deal</i> (2008), 1-41. Jane Wolff, "Redefining Landscape," in Tim Culvahouse, ed., <i>The Tennessee Valley Authority: Design and Persuasion</i> (2007), 52-63. <b>Assignment due: Post discussion questions/comments to blog</b></p>
<p>Week 7 7 October <b>Cultural History: The National Park Idea</b></p>	<p>Reading: Rogers, Chapter 10 part 3 John Muir, <i>Our National Parks</i> (1901), chapter 1. <a href="https://archive.org/details/nationalparksour00muirrich">https://archive.org/details/nationalparksour00muirrich</a> We will view and discuss portions of Ken Burns' documentary in class <b>BOOK REVIEW DUE FOR GRAD STUDENTS</b></p>
<p>Week 8 14 October <b>Biography: Modernist Landscape Design</b></p>	<p>Reading: Rogers, Chapter 13 Marc Treib, "Axioms for a modern landscape architecture," in <i>Modern Landscape Architecture: A Critical Review</i> (1993), 36-67. Dorothee Imbert, "The Art of Social Landscape Design," in <i>Garrett Eckbo: Modern Landscapes for Living</i>, 106-43. John Beardsley, "Being in Space," in Randy Gragg, ed., <i>Where the Revolution Began: Lawrence Halprin and Anna Halprin and the Reinvention of Public Space</i> (2009), 26-34. <b>Assignment: Prepare a short biography</b> (500 words) for a contemporary landscape practitioner. Use the <i>Macmillan Encyclopedia of Architects</i> (reference section in the architecture library: NA 40 .M25 1982) as a model for how to structure the biography and what to include.</p>
<p>Week 9 21 October <b>Cultural geography: The everyday and the designed landscape</b> <b>FIELD TRIP TODAY: MEET AT OAKLAND LAKE PARK IN FORT WORTH</b> Guest lecturer, Susan Kline, historian and preservationist</p>	<p>Reading: Rogers, Chapter 16 J. B. Jackson, <i>The Necessity of Ruins</i>, excerpt. John Graves, <i>Goodbye to a River</i> (1961), chapters 1-3. * optional Robert E. Veselka, <i>The Courthouse Square in Texas</i> (2000), 1-31.</p>
<p>Week 10 28 October</p>	<p><b>DRAFT OF RESEARCH PROJECT DUE</b> Bring two copies of your paper to class We will discuss your progress and exchange papers for peer review</p>
<p>Week 11 4 November</p>	<p><b>NO CLASS</b> – work on your research project</p>

Week 12 11 November <b>Theory: Landscape Urbanism</b>	<p>Reading:</p> <p>Rogers, Chapter 15</p> <p>James Corner, Terra Fluxus, in Charles Waldheim, ed., <i>Landscape Urbanism Reader</i> (2006), 35-53.</p> <p>Ian McHarg, "The Ecology of the City," <i>Journal of Architectural Education</i> 17, n.2, The Architect and the City. The 1962 AIA-ACSA Seminar Papers Presented at the Cranbrook Academy of Art. Part I (November 1962), 101-103.</p> <p>Anne Spirn, <i>Granite Garden</i>, chapter 9 "Nurturing the Urban Biome," 184-206.</p> <p>Gary Strang, "Infrastructure as Landscape," <i>Places</i> 10, n.3 (1996), 8-15.</p> <p>Dolores Hayden, <i>Field Guide to Sprawl</i> (2004), selections.</p> <p><b>Assignment: post a photograph</b> of a suburban (or campus) landscape in Arlington that you'd like to discuss in the context of this week's readings</p>
Week 13 18 November	Student presentations
Week 14 25 November	Student presentations
Week 15 2 December	Student presentations

**Final project due in hard copy to my office 9 December by noon**

## Detailed course policies

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX:** The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Academic Integrity:** Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

**Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with

that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located on the second floor. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.