

Landscape Architecture: History and Historiography, Fall 2017  
 LARC 5312-001, ARCH 4353-001, HONR-AR 4303-002  
 Tuesday / Thursday, 11-12:30, ARCH 330

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Office ARCH 416, office hours: Tues, 2:00-3:00, Wednesday, 11:00-12:00

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 has broadened and become more complex, growing from questions of style and formalism to include cultural themes of social history, environmental history, patronage, and economics that are crucial for understanding the role the landscape architecture plays in society.

This course may be counted toward the ESS minor.

### 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 2 unexcused absences will be grounds for lowering of final grade by one full grade. While I do understand that life can conflict with class, the semester is only 15 weeks long. Missing a full week means you have missed an enormous amount of material and lose the ability to learn from and share with your fellow students.
- **Bring your reading packet, class notebook, 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. See “What You Miss When You Take Notes on Your Laptop” in the Harvard Business Review (July 2015): <https://hbr.org/2015/07/what-you-miss-when-you-take-notes-on-your-laptop>
- **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. All assignments must be completed and turned in to pass the class.
- **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 that lets you share information outside of class. You can make this happen.

### Required textbooks:

- Elizabeth Barstow Rogers, *Landscape Design: A Cultural and Architectural History*, available at UTA bookstore
- Reading packet, self-copy
- Class notebook – any spiral or bound notebook that you can take notes in, both in class and on your readings (more information provided in class)

### Evaluation

<i>Undergraduate</i>	<i>Graduate</i>
Short writing assignments (10% each), 30%	Short writing assignments (10% each), 30%

Class participation, 20% Includes class notebook, participation in class discussions, arriving prepared with class reader in hand and readings done	Class participation, 20% Includes class notebook, participation in class discussions, arriving prepared with class reader in hand and readings done
Research project 50%, breaks down into: 10% draft 15% presentation 25% final 2,000 word paper	Research project 50%: breaks down into: 10% draft 15% presentation 25% final 3,500 word paper

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.

Week 1	24 August Introduction: What is Landscape Architecture? What Is History?
Week 2 <b>The Human Presence</b>	29 August The Role of History in Contemporary Practice Reading: Rogers, Introduction <b>Short writing assignment #1 due in class:</b> How does Rogers define landscape architecture?  31 September Popes and Bankers: Renaissance Landscape Architecture in Italy Reading: Rogers, Chapter 4, parts 1-3
Week 3 <b>Describing form</b>	September 5 Perspective and Power: Baroque Landscape architecture in France Reading: Rogers, Chapter 5 Patricia Bouchenot-Dechin and Georges Farhat, <i>André le Nôtre in Perspective</i> (New Haven : Yale University Press, 2014), selections.  September 7 Formal analysis: In-class writing assignment Reading: Alexandra Lange, <i>Writing About Architecture</i> (Princeton Architectural Press, 2012),

<p>Week 4</p> <p><b>Global Landscape Practices</b></p>	<p>September 12</p> <p>Courtly Learning: The Garden in China and Japan</p> <p>Reading: Rogers, Chapter 8</p> <p>Chi, Ch=eng. <i>The Craft of Gardens</i> [Yuanye. English], with a foreword by Maggie Keswick. New Haven: Yale University Press, 1988.</p> <p><b>Short writing assignment #2 (begun in class on Thursday) is due in class today</b></p> <p>September 14</p> <p>Images of Paradise: The Islamic Garden</p> <p>Rogers: Chapter 3, part 2</p> <p>Reading: D. Fairchild Ruggles, "A Garden in Landscape: The Taj Mahal and Its Precursors" in <i>Islamic Gardens and Landscapes</i>, chapter 10, University of Pennsylvania Press, 2008), 117-130.</p>
<p>Week 5</p> <p><b>Intellectual History: Cross-Cultural Appropriations</b></p>	<p>September 19 and 21</p> <p>The Picturesque in England</p> <p>Reading: Rogers, Chapter 7, parts 1-4 and 7</p> <p>D. Fairchild Uvedale Price, "An Essay on the Picturesque" (1794)</p> <p>William Chambers, "Designs of Chinese Buildings, Furniture, Dresses, Machines, and Utensils" (1757)</p>
<p>Week 6</p> <p><b>Social History: The 19<sup>th</sup> Century Parks Movement</b></p>	<p>September 26</p> <p><b>Short writing assignment #3 due:</b> One paragraph and an annotated bibliography of 10 sources for your research project. We will discuss your topics in class.</p> <p>September 28</p> <p>The birth of the public park</p> <p>Reading: Rogers, Chapter 9</p> <p>Roy Rosenzweig and Elizabeth Blackmar, <i>The Park and the People: A History of Central Park</i> (1992), 130-39; 150-62.</p> <p>See also <a href="http://www.olmsted.org">http://www.olmsted.org</a> for online resources</p>
<p>Week 7</p> <p><b>Landscape Architecture as a Profession</b></p>	<p>October 3</p> <p>The City Beautiful Movement</p> <p>Reading: Rogers, Chapter 10, parts 1 and 2</p> <p>Cathy Jean Maloney, <i>World's Fair Gardens: Shaping American Landscapes</i> (2012), chapter 3, World's Columbian Exposition, 55-81.</p> <p>October 5</p> <p>Women's work: The Country Place Era</p> <p>Reading: Rogers, Chapter 11, parts 2 and 3</p> <p>Karson, <i>A Genius for Place: American Landscapes of the Country Place Era</i> (2007), chapter 6 "Beatrix Farrand," 133-47.</p>

<p>Week 8</p> <p><b>Environmental Thinking</b></p>	<p>October 10</p> <p>The National Park Movement in America</p> <p>Reading: Rogers, Chapter 10, part 3</p> <p>John Muir, <i>Our National Parks</i> (1901), chapter 1.</p> <p><a href="https://archive.org/details/nationalparksour00muirrich">https://archive.org/details/nationalparksour00muirrich</a></p> <p>October 12</p> <p>Native Landscapes in the Midwest and Texas</p> <p>Jim Steely, <i>Parks for Texas: Enduring Landscapes of the New Deal</i> (2008), 1-41.</p> <p>Robert E Grese, <i>Jens Jensen: Maker of Natural Parks and Gardens</i> (Johns Hopkins, 1992), 44-61.</p>
<p>Week 9</p> <p><b>The Great Depression &amp; Social Engineering</b></p>	<p>October 17</p> <p>Mastering the Landscape: The TVA</p> <p>Jane Wolff, "Redefining Landscape," in Tim Culvahouse, ed., <i>The Tennessee Valley Authority: Design and Persuasion</i> (2007), 52-63.</p> <p>October 19</p> <p><b>Draft of research paper due in class.</b> We will exchange papers in groups of 2-3 and provide peer review – bring two hard copies of your research paper to class. It must be at least 1,500 words and in readable form by this point. You will keep one copy and turn one copy in to me for a grade.</p>
<p>Week 10</p> <p><b>Expanding the Discipline: Regional Planning</b></p>	<p>October 24 and 26</p> <p>Garden City, New Town, Parkway, Suburb, Interstate</p> <p>Reading: Rogers, Chapter 12</p> <p>Ebenezer Howard, <i>Garden Cities of Tomorrow</i> (Sonnenschein, 1902)</p> <p>Read online: <a href="https://archive.org/details/gardencitiesofto00howa">https://archive.org/details/gardencitiesofto00howa</a></p> <p>Jean Stein and Ben Sonnenberg, "Model City: Greenbelt, Maryland," <i>Grand Street</i>, No. 50, Models (Autumn 1994): 97-109.</p>
<p>Week 11</p> <p><b>Biography and the Idea of the "Master"</b></p>	<p>31 October and 2 November</p> <p>Modernist Landscape Design</p> <p>Reading:</p> <p>Rogers, Chapter 13</p> <p>Thaisa Way, "American Landscape Architecture at Mid-Century: Modernism, Science, and Art, " in Sonja Dümpelmann and John Beardsley, eds., <i>Women, Modernity, and Landscape Architecture</i> (Routledge, 2015).</p> <p>Alison Hirsch, <i>City Choreographer: Lawrence Halprin in Urban Renewal America</i> (University of Minnesota Press, 2014)</p>

<p>Week 12</p> <p><b>Environmentalism</b></p>	<p>7 November</p> <p>Landscape Architecture Turns to the City</p> <p>Reading: 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>9 November</p> <p>Landscape Urbanism</p> <p>Reading: Rogers, Chapter 15</p> <p>James Corner, Terra Fluxus," in Charles Waldheim, ed., <i>Landscape Urbanism Reader</i> (2006), 35-53.</p> <p>Martha Schwartz, "Ecological Urbanism and the Landscape," in: Mohsen Mostafavi (ed.), <i>Ecological Urbanism</i>, Baden, 2010.</p> <p><a href="http://www.marthaschwartz.com/academic/writings_ecological_urbanism.php">http://www.marthaschwartz.com/academic/writings_ecological_urbanism.php</a></p>
<p>Week 13</p>	<p>14 and 16 November</p> <p>Student presentations</p>
<p>Week 14</p>	<p>21 November</p> <p>Student presentations</p> <p>23 November THANKSGIVING NO CLASS</p>
<p>Week 15</p>	<p>28 November and 30 November</p> <p>Student presentations</p>
<p>Week 16</p> <p><b>Social justice and the professions</b></p>	<p>5 December</p> <p>Thoughts for the future: What will landscape architecture become? Reading: Rogers, Chapter 16</p> <p>Tom Vanderbilt, "The City and the Sea: The landscape and politics of New York City after Hurricane Sandy," Places Journal online:</p> <p><a href="http://placesjournal.org/article/the-city-and-the-sea">http://placesjournal.org/article/the-city-and-the-sea</a></p>

Final project due in pdf by email AND in hard copy to my office 14 December by 3pm

Enjoy the holiday season and get some rest!

## 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 Policy:** The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms.

Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](mailto:jmhood@uta.edu).

**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).

**The IDEAS Center** (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email [IDEAS@uta.edu](mailto:IDEAS@uta.edu) or call (817) 272-6593.

**The English Writing Center** (411LIBR): The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at



<http://uta.mywconline.com>. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information on all our programs and services.

**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.