

Landscape Architecture: History and Historiography, Fall 2013
LARC 5312-001, ARCH 4353-001, HONR-AR 4303-002
Tuesday, noon to 3:00, ARCH 404

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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.

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. 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 wiki: <http://wiki.uta.edu> – log in and choose “History of Landscape Architecture 2013” from the list on the left

Evaluation

Weekly assignments (8) and participation including attendance: 35%

Texas park profile 15%: Students will develop a short 500-word history and profile of a park in Dallas or east Texas

Research project 50%, breaks down into: 10% draft, 15% presentation, 25% final 6-page paper (for undergrads) 12-page paper (for grad students and honors students)

A = exception 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:

Weeks 1 and 2

27 August and 3 September

History as Chronology and Style

Assignment due 3 September: Annotated bibliography, chapter summary, and project description.

Upload to wiki and bring a powerpoint of your project to class for presentation.

Week 3, 10 September

Patronage: Renaissance and Baroque Landscape Architecture

Reading: Rogers, Chapters 4 and 5

David Coffin, *Gardens and Gardening in Papal Rome* (1991), chapter 1.

Michael Brix, *The Baroque Landscape: Andre Le Notre & Vaux-le-Vicomte* (2004), selections.

Assignment due 10 September: Annotated bibliography and project description for a Renaissance or Baroque garden. Upload to wiki and bring a powerpoint of the garden to class.

Week 4, 17 September

Intellectual History: The Picturesque and Cross-Cultural Appropriations

Reading: Rogers, Chapters 7 and 8

Jonas Lehrman, *Earthly Paradise: Garden and Courtyard in Islam* (1980)

Maggie Keswick, *The Chinese Garden: History, Art, and Architecture* (1978)

Uvedale Price, "An Essay on the Picturesque" (1794)

William Chambers, "Designs of Chinese Buildings, Furniture, Dresses, Machines, and Utensils" (1757)

Assignment due: Research project proposal due

Week 5, 24 September

Social History: The 19th Century Parks Movement and the professionalization of planning

Reading:

Rogers, Chapters 9 and 10

Roy Rosenzweig and Elizabeth Blackmar, *The Park and the People: A History of Central Park* (1992), 130-39; 150-62.

Cathy Jean Maloney, *World's Fair Gardens: Shaping American Landscapes* (2012), not in course reader. On order for library.

Assignment: Each student provides a project description for an Olmsted Park (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 *A Master list of Design Projects of the Olmsted Firm*, on reserve in the Architecture Library.

See also <http://www.olmsted.org> for online resources

Week 6, 1 October

Economics: The New Deal and the rise of regional planning in the 1930s

Reading:

Rogers, Chapter 12

Jim Steely, *Parks for Texas: Enduring Landscapes of the New Deal* (2008), 1-41.

Jane Wolff, "Redefining Landscape," in Tim Culvahouse, ed., *The Tennessee Valley Authority: Design and Persuasion* (2007), 52-63.

Assignment: Selection of Dallas/East Texas site for documentation/analysis due.

Week 7, 8 October

Cultural geography: The everyday and the designed landscape

Reading:

Rogers, Chapter 16

J. B. Jackson, "Several American Landscapes," in Ervin Zube, ed., *Landscapes: Selected Writings of J. B. Jackson* (1970), 43-53.

John Graves, *Goodbye to a River* (1961), chapters 1-3.

Robert E. Veselka, *The Courthouse Square in Texas* (2000), 1-31.

Assignment: Texas site documentation due

Week 8, 15 October

Biography: Modernist Landscape Design

Reading:

Rogers, chapter 13

Marc Treib, "Axioms for a modern landscape architecture," in *Modern Landscape Architecture: A Critical Review* (1993), 36-67.

Dorothee Imbert, "The Art of Social Landscape Design," in *Garrett Eckbo: Modern Landscapes for Living*, 106-43.

John Beardsley, "Being in Space," in Randy Gragg, ed., *Where the Revolution Began: Lawrence Halprin and Anna Halprin and the Reinvention of Public Space* (2009), 26-34.

Assignment: Prepare a short biography (500 words) for a contemporary landscape practitioner. Use the *Macmillan Encyclopedia of Architects* (reference section in the architecture library: NA 40 .M25 1982) as a model for how to structure the biography and what to include.

Week 9, 22 October

Open discussion

Assignment: DRAFT of research paper due

Bring TWO COPIES to class – we will exchange and discuss your progress

Week 10, 29 October

Theory: Landscape Urbanism

Reading:

James Corner, Terra Fluxus, in Charles Waldheim, ed., *Landscape Urbanism Reader* (2006), 35-53.

Ian McHarg, "The Ecology of the City," *Journal of Architectural Education* 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.

Anne Spirn, *Granite Garden*, chapter 9 "Nurturing the Urban Biome," 184-206.

Gary Strang, "Infrastructure as Landscape," *Places* 10, n.3 (1996), 8-15.

Dolores Hayden, *Field Guide to Sprawl* (2004), selections.

Assignment: post a photograph of a suburban (or campus) landscape in Arlington that you'd like to discuss in the context of this week's readings

Week 11, 5 November

NO CLASS – work on your research project

Week 12, 12 November

Cultural history: The Environment, Conservation, and Preservation

Reading:

Ethan Carr, *Wilderness by Design: Landscape Architecture and the National Park Service* (1998), selections on Grand Canyon.

Robert Z. Melnick, "Considering Nature and Culture in Historic Landscape Preservation," in Alanen and Melnick, eds. *Preserving Cultural Landscapes in America* (2000), 22-43.

Assignment:

Debates on pro/con of preserving a site/landscape.

Assignment: Debate the merits/consequences of preserving a landscape or garden. Case studies will be assigned to groups: Heritage Plaza (Fort Worth), Ruth Carter Stevenson House/Garden (Fort Worth), Dallas Arboretum prairie/parking lot (Dallas)

Week 13, 19 November

Student presentations

Week 14, 26 November

Student presentations

Week 15, 3 December

Student presentations

Final discussion:

Simon Swaffield, "Social Change and the Profession of Landscape Architecture in the Twenty-First Century." *Landscape Journal* 21, no. 1 (2002): 183-189.

Final project due in hard copy to my office 11 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 or by calling the Office for Students with Disabilities at (817) 272-3364.

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, or view the information at 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.