

ENVD 3134: History and Theory of Environmental Design: Landscape

Tuesdays and Thursdays, 9:30-10:45 in Museum Collections Room W100

Tell me the landscape in which you live, and I will tell you who you are. Jose Ortega y Gasset

Instructor

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Course Description

This course introduces major works and approaches in landscape design from both western and non-western cultures, beginning BCE times, with an emphasis on the 16th C to the present. While we will define landscapes within their broad cultural and ecological contexts, we will focus primarily on designed works, from small domestic gardens, to estates, city parks, national parks, greenways, and sustainable and restorative design. Ultimately, landscapes are an assembly of cultural and ecological processes, social values, and economic and political forces. Through the exploration of different movements and periods, we will explore changes and continuity in our thinking about landscape design.

Learning Objectives

By the end of this course, students should be able to:

1. Identify major historical and theoretical movements in landscape architecture and relate each to its cultural, environmental, intellectual, economic and political contexts.
2. Describe the main concepts of a number of designed landscapes – explaining the processes by which human creativity and agency invest capital resources and artistic expression into recognizable, meaningful landscapes.
3. Diagram a clear framework of processes, ideas, elements, periods, and geographic regions in which the rich diversity of landscape and its history can be organized and understood across time.
4. Analyze the underlying principles of landscape designs and investigate their larger cultural contexts.

Course Materials

Required Text: *Landscape Design: A Cultural and Architectural History*. E. B. Rogers. New York: Abrams Press. 2001.

Optional Text: *Illustrated History of Landscape Design*. Chip Sullivan and Elizabeth Boult. New York: John Wiley and Sons. 2010.

iClicker+

Course Expectations and Assessments

- Attend class and actively participate; Bring clicker to class **every day**
- Readings must be completed **prior** to class.
- All good learning and work, whether at university or a future job starts with **taking notes**. Studying lecture slides and reading will not be sufficient to help you through the exams. Taking notes also helps keep you awake and get the information into your brain! When we use multiple senses for learning, we remember material better.
- Computers may be used in designated space for those with learning accommodations or others by approval of instructor. No cell phones shall be used in class EVER. Students using technology for non-learning purposes (facebook, other assignments, etc.) may be marked absent.
- Navigate the Desire2Learn (D2L) website to access assignments, resources, and monitor grades. Any updates or changes to the course syllabus will be posted on D2L.
- Follow course and university policies (noted at the end of the syllabus)
- Proactively communicate with the instructor or TA about any difficulties or challenges.

Course Assignments and Grading

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| 1. Engagement and participation | 25% |
| Quizzes (8 issued; can drop 2) (12%) | |
| Daily Clicker questions (can drop 3) (13%) | |
| 2. Field Assignments (3 assignments @ 5% each) | 15% |
| 3. Exams: 4 exams, 3 highest counted (20% each) | 60% |

Grades will be posted on Desire2Learn as they are assigned throughout the semester. Grades will be based on the following scale:

A	95-100%	C	74-76%
A-	90-94%	C-	70-73%
B+	87-89%	D+	67-69%
B	84-86%	D	64-66%
B-	80-83%	D-	60-63%
C+	77-79%	F	59% or lower

Schedule and Assignments

Week/Date	Topic	Assignments and Readings (Readings should be completed by the start of class)
Week 1 Tues, Jan 12	Introduction to Course/Syllabus	
Week 1 Thurs, Jan 14	Biophilic Design: Film	Principles of Biophilic Design
Week 2 Tues, Jan 19	Magic, Myth, and Nature	Rogers, Chapter 1 Read all except pages 38-46
Week 2 Thurs, Jan 21	Magic, Myth, and Nature continued Greek and Roman: Hadrian's Villa	Rogers, pages 38-46 Rogers, Chapter 2
Week 3 Tues, Jan 26	Middle Ages: European Medieval, Moorish and Islamic, Chinese & Japanese Gardens	Rogers, Chapter 3 Quiz 1
Week 3 Thurs, Jan 28	Patronage: Renaissance and Baroque Landscape Architecture	Rogers, Chapters 4
Week 4 Tues, Feb 2	Patronage: Renaissance and Baroque Landscape Architecture	Rogers, Chapters 5
Week 4 Thurs, Feb 4	Court and City in European Grand Manner	Rogers, Chapter 6, Pages 194-211, 216-220, and 226-229 Quiz 2
Week 5 Tues, Feb 9	Exam 1	
Week 5 Thurs, Feb 11	Intellectual History: The Picturesque and Cross-Cultural Appropriations	Rogers, Chapters 7 and 8
Week 6 Tues, Feb 16	Intellectual History: The Picturesque and Cross-Cultural Appropriations Guest Lecture: Colleen Berry	Rogers, Chapter 8 Quiz 3
Week 6 Thurs, Feb 18	Social History: The 19 th Century Parks, Botanic Gardens	Rogers, Chapter 9
Week 7 Tues, Feb 23	Guest Lecture: Monuments and Cemeteries: Georgia Lindsay and Joni Palmer	Rogers, Chapter 9 Field Assignment 1 Due
Week 7 Thurs, Feb 25	Social History: The City Beautiful Movement	Rogers, Chapter 10 Quiz 4
Week 8 Tues, Mar 1	Cultural History: the National Park Ideal	Rogers, Chapter 10
Week 8 Thurs, Mar 3	Economics: From the Country Place Era to the New Deal	Rogers, Chapter 11 Quiz 5
Week 9 Tues, Mar 8	Exam 2	

Week/Date	Topic	Assignments and Readings (Completed by the start of class)
Week 9 Thurs, Mar 10	Modernism and City Planning; Parkways	Rogers Chapter 12
Week 10 Tues, Mar 13	Modernist Gardens and Landscapes of Consumerism	Rogers, Chapter 13 and 14 Quiz 6
Week 10 Thurs, Mar 15	Modernist Gardens and Landscapes of Consumerism	Rogers, Chapter 14
Week 11 Tues, Mar 22	Spring Break	
Week 11 Thurs, Mar 24	Spring Break	
Week 12 March 29	Cultural Geography: The everyday and the designed landscape	Rogers, Chapters 15 Field Assignment 2 Due
Week 12 March 31	Cultural Geography: The everyday and the designed landscape: Rivers and Tides	Rogers, Chapter 15
Week 13 Tues, April 5	Guest Lecture: Environmental Art, joni palmer	Rogers, Chapter 15 Quiz 7
Week 13 Thurs, April 7	Landscape Urbanism and its Discontents	See D2L for readings Spirn (2012). Ecological Urbanism: A Framework for the Design of Resilient Cities
Week 14 Tues, April 12	Exam 3	
Week 14 Thur, April 14	Landscape Urbanism and its Discontents	See D2L for readings Morenas (2013). A Critique of the High Line. Talen (2013). Social Apathy of Landscape Urbanism.
Week 15 Tues, April 19	Sustainable Design, Resilience, and Advocacy: Restored and Restorative Landscapes, Manahatta	See D2L for readings Kemp (2009) Creating Restorative Settings. Sugarman (2009) Freshkills: Environmental and Community Health. Quiz 8
Week 15 Thur, April 21	Sustainable Design, Resilience, and Advocacy: Sustainable Campus Design and Learning Landscapes Guest Speaker: Shelly Sommers, SEEC landscapes	See D2L for reading: Uhl and Anderson (2001). Green Density: Universities Leading the Way to a Sustainable Future <i>Bioscience</i> 51(1):36-42

Week 16 Tues, April 26	Sustainable Design, Resilience, and Advocacy: Food Systems, Guerilla Gardens, and Lomas de Zapallal <i>Urban Roots</i> film	See D2L for readings <i>Now Urbanism</i> , Chapter 15
Week 16 Thur, April 28	Final Review: What We've Learned!	Field Assignment 3 Due
Exam Week TBD	Exam 4	

COURSE POLICIES

Participation Grade (25% of final grade: 13% Attendance/Clickers; 12% Quizzes)

Attendance/Clickers (13%). Attendance and respectful participation are expected. Completion of Clicker Questions compose the Attendance grade, although modifications may be made for electronic device use or failure to respectfully participate. Students who miss more than 3 classes in the semester, or who fail to maintain respectful behavior and attitudes, will have their grade reduced on a pro rata basis. Use of electronic devices in class is NOT allowed unless prior authorization is given, and will result in participation grade reductions.

Quizzes, 8 issued, Can Drop Lowest 2 (12% of final grade). Electronic quizzes will be issued via D2L on 8 occasions during the semester. The intention of quizzes is to review basic concepts (design concepts, historic context) as well as to identify specific landscapes of focus in the course. Students may take quizzes within 24 hours of their issue up until their due date. NO MAKEUP QUIZZES will be issued, but students may drop their lowest two grades. Due dates for quizzes are **January 26, February 4, February 16, February 25, March 3, March 13, April 5, and April 19.**

Field Assignments, 3 @ 5% each (15% of final grade)

Students will be required to submit 3 field assignments over the course of the semester. Each field assignment requires students to independently visit a field site (from the assignment list or as a pre-approved site in consultation with the T.A. or instructor), sketching the landscape features of the site, providing a photograph selfie at the site, and writing a 200 word analysis of the design features of the site and how they relate to course content. Possible sites for field assignments and further details are provided on the assignment sheet on D2L. These are due **February 23, March 29, and April 28.** All assignments must be submitted through D2L and a hard copy provided in class. Late field assignments will be marked down by one full letter grade for each late day (An A will become a B; a B+ will become a C+, etc.).

Exams (60% of final grade)

Four exams will be issued over the semester. The 3 highest scores will be counted @ 20% each. Exams will cover readings, lecture material, quiz material, and any films or guest lectures. Exams will be issued on **February 9, March 8, April 12, and during the scheduled exam period (TBD).**

Deadlines, Plagiarism, and Grades

Assignments are due at the beginning of class by hard copy (for field assignments) and electronically via Desire2Learn (for field assignments and quizzes). There are NO MAKEUP tests or quizzes. Late field assignments will be marked down by one full letter grade for each late day (An A will become a B; a B+ will become a C+, etc.) Plagiarism checkers will be used through D2L for written assignments. Students are responsible for monitoring the posting of grades for assignments that they have handed in and should notify the professor

immediately of missing or incorrect grades. **The deadline for bringing missing grades to my attention is May 29, 2016.**

University Policies

1. **Disabilities** – If you qualify for accommodations because of a disability, please submit a letter to the instructor from Disability Services in a timely manner (for exam accommodation, provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at [303-492-8671](tel:303-492-8671) or by e-mail at dsinfo@colorado.edu. If you have a temporary medical condition or injury, see Temporary Medical Conditions: Injuries, Surgeries, and Illnesses guidelines under Quick Links at Disability Services website and discuss your needs with your professor.

2. **Religious Observance** – Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Please inform your professor in a timely manner so that any necessary alternative arrangements may be made. See policy details at http://www.colorado.edu/policies/fac_relig.html.

3. **Learning environment** – Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at <http://www.colorado.edu/policies/classbehavior.html> and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code.

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regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>.

4. Academic honesty & plagiarism – All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; [303-735-2273](tel:303-735-2273)). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>