INTRODUCTION

Landscape design in western Europe and the United States comprises the main focus of this introductory landscape history survey course. The material covered spans from Egyptian antiquity through the early twentieth century. Given the range of designed landscapes in this extensive time period, the course content is necessarily selective and the pace rapid. The course emphasizes gardens, parks and other public landscapes as the venue to study themes and the theoretical shifts; larger landscapes (agrarian, military, etc.) could be similarly investigated but are simply referenced in this class. This course operates on the theoretical premise that across time, the designed landscape is the product of a broad web of contextual and historical circumstances that embody an evolving narrative of culture, conscience, ideology and meaning. In other words, landscapes are cultural products arising within discrete historical circumstances. Moreover, landscapes as dynamic entities equally catalyze, generate and suggest meanings; they are culturally created products.

COURSE OBJECTIVES

This course fosters a workable understanding of design precedents and theoretical ideas in landscape architecture and offers a base for understanding trends and ideas embedded within or underpinning contemporary practice. Recognition of major works within the canon is expected. Class lectures and readings introduce key examples and also present methodologies and critical positions for studying landscapes as historical and cultural products. Lectures incorporate a formal design vocabulary to describe aesthetic, typological, and site conditions pertinent to the landscapes presented. Students will develop skills with respect to interpreting and critiquing the visual and textual materials that constitute the sources of landscape history. These skills and the method of inquiry are directly applicable to their work as landscape architects.

* Content Knowledge: to facilitate visual recognition of significant designed landscapes; to make thematic and conceptual links between designed landscapes throughout history; and to explicate applications of landscape architecture history to design studio.

* Research: to develop research skills and scholarship; to use primary and secondary sources; to demonstrate proficiency in using the web platform’s various tools and templates; to locate and curate...
static and multimedia resources for inclusion in digital projects; and to show comprehension of digital
citizenship by using copyrighted digital resources in a responsible, ethical manner.

* Communication and Representation: to develop and practice writing skills necessary for graduate
level coursework; to hone critical thinking skills; to foster the application of interpretive methodologies;
to develop graphic representation skills through analysis of a built work; to create a website “paper”.

COURSE STRUCTURE
While the course is primarily a lecture format with PowerPoint visuals, the 3-hour meeting period
provides ample time for in-class group and partner work and discussions. An "active learning
classroom" where each student participates and is responsible for taking charge of their education
supports the instructor's goal for effective teaching.

COURSE REQUIREMENTS
Course requirements include: All reading assignments and preparation of the readings for class
discussions and workshops; 3 quizzes which include slide identification, short answer, vocabulary, and
short essay questions; a final take-home essay that is cumulative in scope. A compendium of linked
research papers addressing a single designed landscape and the designer(s) will be created as a website,
using WEEBLY. Short written or graphic assignments may be assigned for completion during class.

Attendance. Because of the structure and length of the class meeting time (nearly 3 hours), consistent
attendance is essential. You will miss a lot if you are unable to attend one of the classes. Advance
notice is requested for absences when possible; the instructor reserves the right to drop a student’s letter
grade in the class for by 1/3 grade for each unexcused absence.

Reading assignments are weekly, and should be done prior to covering the topic in class. The textbook
provides a good overview and includes many photographs. Supplementing the text are “Folder”
materials (usually readings, sometimes images) that expand the historical interpretations. These will be
available digitally on CANVAS, or as handouts. You may be asked to provide oral summaries or
participate in a reading discussion during class.

Papers: The set of required research papers demand independent, rigorous work. The content of the
papers focuses on the on place and its designer(s). The set, although submitted separate parts of the
WEEBLY website you will create, should read as a unified whole by semester’s end and express a
summative understanding of the work studied. The products will be archived as reference for this class.
1. A biography of the designer emphasizing their design philosophy and background. If the designer is unknown, explore a key design term relevant to the site being studied. (600 words, 2-3 images)

2. A site location and description of the built landscape, with context described, accompanied by plans, maps (historical and recent) and images. (5-600 words, minimum of 8 visuals as needed – location map, plans, sketches, images, etc.).

3. Graphic analysis of the plan, with text stating the rationale for analyses, and conclusions about the analysis and the design. (500 words, plan + 5 analysis studies, relevant images)

4. A critique of the designed landscape, grounded in a particular methodological position. (800 words)

5. Annotated bibliography assessing existing literature on the built work, with an introduction to the sources on the topic. (5 scholarly print sources and 2 web sources, plus a research bibliography).

Samples and evaluative rubrics or checklists will be provided for all parts. The graphic analyses will be evaluated based on craft and execution (pencil or ink on mylar 11” x 17” format), the depth of inquiry presented. All written work will be evaluated based on standards of written English – organization and structure, argument, grammar, clarity and content. Though graded for format and layout of the website, the papers are also heavily graded for the development of content and scholarly practices – for instance, bibliographic style format, and the use and citation of primary and secondary sources. The clarity of an argument or thesis is critical to a successful paper. Plagiarism will result in a failing grade for the paper and a letter in your file, and may result in suspension. Scholarly formats should adhere to MLA or Chicago Manual of Style [humanities]. http://www.chicagomanualofstyle.org

EVALUATION
You are responsible for all lectures and reading materials. Performance will be evaluated on assignments, on test scores, which are graded on a percentage curve, and on the full set of papers; participation in discussions is a contributing factor. The papers comprise 50% of the grade. Each quiz (3) counts 12%, the final take home essay exam 10%. Attendance is weighted in at 4%. Participation will matter in the sense that non-participation will tip your grade lower in borderline circumstances; conversely, participation will positively affect a grade in similar circumstances – don’t be afraid to speak up! Late work for papers and assignments will only be accepted by prior arrangement with the instructor; otherwise, the letter grade drops by 1/4 for each day late.

Quizzes and final essay exam: The portions of the tests based on images (slides, etc.) exercise the student’s visual recall and command of factual knowledge of key examples. Slide or image comparison questions require synthesis of ideas from lectures and readings, as do essay questions. Short answer
and vocabulary questions address knowledgeable application of facts. Other questions address thematic issues or the arrangement of ideas over time. IMAGES to review for the quizzes and exams will be posted on CANVAS (many are in the textbook). There will be a review session before each exam.

RESOURCES

Course Research Guide:
You can access our course web link at Auraria Library through tabs on their homepage for “Research guides > by subject > architecture > landscape architecture”. Direct: http://guides.auraria.edu/landscape

Writing Center:
There are two distinct facets of writing in this class: your note taking and all that entails, and a set of papers (see below). I strongly suggest using the Writing Center: http://www.ucdenver.edu/academics/colleges/CLAS/Centers/writing/Pages/TheWritingCenter.aspx

Textbooks and readings:
Text available at the Auraria Campus bookstore. ISBN 0-8109-4253-4


Additional course readings: Supplemental readings will be posted in PDF on CANVAS. We have a master CD with all of readings as PDF files. You may copy the optional readings from this if you wish.

POLICIES

Academic Honesty & Plagiarism
All students at UCDHSC are responsible for knowing and adhering to the academic integrity policy at this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying bribery, and threatening behavior. For more information, please see: Misconduct in Research and Authorship at: www.cu.edu/policies/Academic/misconduct.html  
See also http://thunder1.cudenver.edu/writing/plagarism.html

Learning Environment
Students and faculty members each have a responsibility for maintaining an appropriate learning environment. Students who fail to adhere to behavioral standards may be subject to discipline. Faculty members have a professional responsibility to treat students with understanding, dignity, and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions. Bullying and harassment will not be tolerated. See guide to all Academic Policies at: www.cudenver.edu/Resources/Policies+and+Procedures/Academic/default.htm

Disabilities
If you qualify for accommodations because of a disability, please submit a letter to the instructor from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. Please contact the appropriate campus agency.
Safety And Risk Management
Policies exist for the safety of our academic community. These include firearms, alcohol and hazardous materials. A list of hazardous materials is posted in the studio. Please refer to: www.cudenver.edu/Resources/Policies+and+Procedures/Safety+and+Risk+Management/default.htm

Accommodation for Religious Observances
Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments, or required attendance. In this class, we will work with individuals on a case-by-case basis. Please contact the instructor in a timely manner so that accommodations can be arranged.

REFERENCE BIBLIOGRAPHY (all held by Auraria Library)


