

EVDL 629 Landscape Architecture History/Theory

Winter 2020

Wednesdays 09:00-12:10 in PF 2165

Instructor: David Monteyne

PF4183

Office Hours: by appointment

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Introduction

This core course for the MLA Foundation Year examines the theory of landscape and the history of landscape architecture. While it is not a historical survey of all times and places, the course aspires to develop a breadth of knowledge about landscape that students may transport to their own studies and discussions of specific landscapes.

Objectives

1. To develop knowledge of the history and significance of landscapes and landscape architecture in different eras and places in the world, in relation to cultural values and practices.
2. To explore a range of historical theories of landscape which contribute to the field of cultural landscape studies, as a mode of understanding and interpreting space and place.
3. To become familiar with the key historical preoccupations of landscape designers, and with the professionalization of the discipline
4. To develop and refine skills in research, critical reading and discussion, synthesis of ideas, visual analysis, oral and written communication.

Means of Evaluation

Each student will produce two short papers (typically 3-5 pages), one longer paper, and one illustrated lecture (in pairs) during the semester. The papers are based on the subject matter in the course. There is no final exam. Standard SAPL grading scales will be used in the course (see below).

Participation	20 %
Paper 1: Landscape Analysis	20 %
Paper 2: Research Essay	20 %
Illustrated lecture	20 %
Manifesto: an essay outlining your theory of landscape architecture	20 %

Note: Participation grade reflects engagement in large and small group discussions in class, and in group work when assigned, as well as the completion of short in-class or pre-class assignments, and the peer review process for the last paper. Although attendance is not taken daily, note that absent students cannot participate in the above in-class activities, and this will be noted. In addition, students who haven't done the readings each week will have difficulties participating in discussions.

Note: The quality of student writing will form a portion of the grade in this course.

Course Expectations

- Attendance, preparation, and participation in discussions is expected.
- Complete assigned readings *by the time of* the class meeting each week.
- Hand in assignments on time; grades will be reduced 5% for each day assignments are late.
- Academic honesty. See Notes, below.

Schedule of Readings and Themes

Readings should be done by the time of the class meeting on the day they are listed below.

- ☐ = Primary source
- = Secondary source

Week 1

Wednesday Jan. 15: Introduction: Landscapes and Landscape Architecture

Week 2

Wednesday Jan. 22: The formal and the picturesque

Reading

- J.B. Jackson, "The Word Itself," in *Discovering the Vernacular Landscape* (New Haven: Yale University Press, 1984), 1-8.
- Denis Cosgrove, *Social Formation and Symbolic Landscape*, 2nd ed. (Madison: Univ. of Wisconsin, 1998), 1-11.
- ☐ Alberti, selection from *On Building* (1451), at <http://catena.bgc.bard.edu/texts/alberti.htm>

- Chandra Mukerji, *Territorial Ambitions and the Gardens of Versailles* (Cambridge: Cambridge Univ. Press, 1997), 1-18 PLUS choose either:
39-48 and 59-73 (Le Nôtre and military themes in the gardens)
OR
124-146 (taste and the decorative arts in relation to the gardens)

☐ Selections from Edmund Burke, *The Sublime and the Beautiful* (1757), available at:
<http://www.bartleby.com/24/2>

Part III, Section 4, "Proportion not the Cause of Beauty..."

Part I, Section 7, "Of the Sublime"

Part II, Sections 8-15, "Vastness" through "Light"

☐ William Gilpin, selection from *Observations on the River Wye* (1782), at

http://www.wvnorton.com/college/english/nael/romantic/topic_1/riverwye.htm

☐ Uvedale Price, selection from *Essay On The Picturesque* (1794), at

<http://www.lancs.ac.uk/depts/philosophy/awaymave/onlineresources/price3.htm>

Week 3—Paper 1 due to the office on Thursday this week

Wednesday Jan. 29: Hortus Conclusus, The Medieval Garden (Guest: Fabian Neuhaus)/ Olmsted and the 19th Century

Reading

- ☐ Andrew Jackson Downing, "Beauties of the Art," *A treatise on the theory and practice of landscape gardening, adapted to North America* (NY: Wiley & Putnam, 1841), 28-43; found at <https://archive.org/stream/treatiseontheory41down#page/n7/mode/2up>
- ☐ Horace Cleveland, *Landscape Architecture, as Applied to the Wants of the West* (Chicago: Jansen, McLurg, 1873), 8-17. Found at <https://archive.org/stream/landscapearchite00clev#page/22/mode/2up>

- J.B. Jackson, "The Origin of Parks," in *Discovering the Vernacular Landscape* (New Haven: Yale University Press, 1984), 125-130.
- ☑ Frederick Law Olmsted, "Public Parks and the Enlargement of Towns" (1870), from Michael Larice and Elizabeth Macdonald, eds., *The Urban Design Reader* (Routledge, 2007), 28-34.
- History of Central Park, New York City, as abridged from Roy Rosenweig and Elizabeth Blackmar, *The Park and the People: A History of Central Park* (Ithaca: Cornell University Press, 1992), at <http://centralparkhistory.com/timeline/index.html>. Read the 1850s, 1860s, 1870s, and 1880s pages. Read on if you wish, the 20th century pages are shorter.

Week 4

Wednesday Feb. 5: Garden City Movement (Guest: Graham Livesey)/ City Beautiful Movement and the Rise of the Profession

Reading

- Mumford, Lewis, "Introduction to Ebenezer Howard's *Garden Cities of Tomorrow*," from Michael Larice and Elizabeth Macdonald, eds., *The Urban Design Reader* (Routledge, 2007), 43-53.
- William H. Wilson, *The City Beautiful Movement* (Baltimore: Johns Hopkins, 1994), 1-6, 9-10, 75-95.
- Stephanie White, *Unbuilt Calgary: A History of the City That Might Have Been* (Toronto: Dundurn Group, 2012), 43-45, 75-78, 170-74.
- Susan Klaus, "All in the Family: The Olmsted Office and the Business of Landscape Architecture," *Landscape Journal* 16 (1997), 80-95.
- Thaisa Way, *Unbounded Practice: Women and Landscape Architecture in the Early Twentieth Century* (Charlottesville: Univ. of Virginia Press, 2009), 11-26 and 99-109.

Week 5—Paper 2 is due in class, two weeks prior to your Illustrated Lecture

Wednesday Feb. 13: Legacies of Olmsted/ Introduction to Modernism

Reading

- John Stilgoe, "Cemeteries," in *Common Landscape of America, 1580-1845* (New Haven: Yale University Press, 1982), 219-231.
 - Pleasance Crawford, "Of grounds tastefully laid out: The landscaping of public buildings in the 19th century." *Society for the study of Architecture in Canada Bulletin* 11:3 (September 1986), 3-7.
- AND
- Sally Coutts, "Easeful death in Toronto: A history of Mount Pleasant Cemetery." *Society for the study of Architecture in Canada Bulletin* 11:3 (September 1986), 8-10.
- BOTH found at <https://dalspace.library.dal.ca/handle/10222/71682>
- Elizabeth Barlow Rogers, *Landscape Design: A Cultural and Architectural History* (NY: Harry N. Abrams, 2001), 434-456 [Chap. 13].

Wednesday Feb. 20—NO CLASSES DUE TO SPRING BREAK

Week 6—Illustrated Lecture schedule begins today

Wednesday Feb. 26: Chinese and Japanese Traditions (Guest: David Down)/

Reading

- Jerome Silbergeld, “Beyond Suzhou: Region and Memory in the Gardens of Sichuan,” *The Art Bulletin* 86:2 (2004), 207–27.
- Assessment of Zhu Chang Wen’s description of his “Joy Garden,” from Harris and Li, in the *Appendix* at <http://www.silkqin.com/09hist/qinshixu/zhuchangwen.htm>
- Jiro Takei and Mark Keane, *Sakuteiki, Visions of the Japanese Garden: A Modern Translation of Japan’s Gardening Classic* (Boston: Tuttle Publishing, 2001), 3-5, 153-54, 162-66, 183-201.

- Marc Treib, “Axioms for a Modern Landscape Architecture” in Marc Treib, ed. *Modern Landscape Architecture: A Critical Review* (Cambridge MA: MIT Press, 1993), 36-67.

Week 7

Wednesday Mar. 4: Twentieth Century Landscape Architecture

Reading

- Ian McHarg, “The Place of Nature in the City of Man,” *Annals of the American Academy* 352 (March 1964), 1-12.
- Anne Whiston Spirn, *The Granite Garden: Urban Nature and Human Design* (NY: Basic, 1984), 3-13, 242-253.
- Galen Cranz and Michael Boland, “Defining the sustainable park: a fifth model for urban parks,” *Landscape Journal* 23:2 (2004), 102-120.
- Daniel Joseph Nadenicek and Catherine M. Hastings, “Environmental Rhetoric, Environmental Sophism: The Words and Work of Landscape Architecture” in Michael Conan, ed., *Environmentalism in Landscape Architecture* (Washington,, D.C.: Dumbarton Oaks Research Library and Collection, 2000), 133-161.

Wednesday Mar. 11—NO CLASSES DUE TO BLOCK WEEK

Week 8

Wednesday Mar. 18: “A Landscape Approach” (Guest: Bev Sandalack)/ Suburbanization

Reading

- Beverly A. Sandalack and Andrei Nicolai, *The Calgary Project : Urban Form/ Urban Life* (Calgary : University of Calgary Press, 2006), 181-193 [chap. 8].

- Dianne Harris, *Little White Houses: How the Postwar Home Constructed Race in America* (Minneapolis: Univ. of Minnesota Press, 2013), 1-3, 263-68, 295-313.

Week 9

Wednesday Mar. 25: Twentieth Century Landscape Architecture

Reading

- Ron Williams, *Landscape Architecture in Canada* (Montreal: McGill-Queen’s Univ. Press, 2014): “Natural Monuments: The Creation of the National and Provincial Parks,” 236-261;
- PLUS EITHER

“Beyond Modernism: New Currents in Landscape, 1975-2000,” 475-502,
OR
“Landscapes for a Multicultural Society,” 503-527.

Week 10

Wednesday April 1: Walking Tours off campus (Guide: TBD)

Reading

● *Standards & Guidelines for the Conservation of Historic Places in Canada*, 2nd ed. (2011), 48-67, and skim the descriptions through page 90.

<https://www.historicplaces.ca/media/18072/81468-parks-s+g-eng-web2.pdf>

Week 11—Peer review of drafts of final paper. Drafts due to peers on April 9th

Wednesday April 8: Peer Reviews and Wrap-up

Reading

■ Paper drafts of peers

Description of Deliverables

Paper 1, Landscape Analysis (3-5 pages): This paper asks you to carefully describe and analyze a landscape from the historical periods covered to that point in the course. Grounded in the course readings, and supplemented by some basic research, this paper allows you to practice communicating about landscapes and understanding their key aspects. You will need to choose a landscape for which documentation, such as plans and sections, planting schedules, and textual descriptions are available in our readings, in the library, or on the web.

Paper 2, Research Essay (3-5 pages): This paper will form the first stage in the research for your Illustrated Lecture, using sources from the course and from the library. Although the Illustrated Lecture will be developed and presented in pairs, at this first stage each student will write a separate essay on different aspects of the lecture topic—this will both broaden the overall literature review, and force you to develop ideas and arguments about the topic which can contribute to good lectures. A handout and class discussion will clarify these assignments further.

Illustrated Lecture: Working in pairs, students will produce and present an illustrated lecture on a key topic in landscape architecture history, selected from a list provided by the instructor. The lecture will be both descriptive and analytical, ensuring that fellow students may learn content and case studies, and be able to discuss ideas. That is, the lecture will expose us to landscape designs and their material manifestations, and also lead us to understand those landscapes in relation to politics, culture, theory, and other interesting contexts.

Paper 3, Manifesto (minimum 6 pages): Students will write their own manifesto or guidelines for what they define as good landscape architecture. Must engage with at least 5 of the course readings from the semester. We will do a rough draft and peer review of this essay near the end of the semester. Final draft due shortly after our final class. A handout and class discussion will clarify this assignment further.

Media and Recording in Learning Environments

Part 1

University Calendar: <https://www.ucalgary.ca/pubs/calendar/current/e-6.html>

Recording of lectures (other than audio recordings that are pre-arranged as part of an authorized accommodation) is not permitted.

Students may not record any portion of a lecture, class discussion or course-related learning activity without the prior and explicit written permission of the course instructor or authorization from Student Accessibility Services. For any other use, whether by duplication, transcription, publication, sale or transfer of recordings, written approval must be obtained from the instructor for the specific use proposed. Any use other than that described above constitutes academic misconduct and may result in suspension or expulsion.

Part 2

The instructor may use media recordings to capture the delivery of a lecture.

The instructor will notify all students and guests in the class that the event is being recorded. If a student or guest wants to take steps to protect privacy, and does not want to be recorded, the instructor will provide the individual (s) with an alternative means of participating and asking questions (e.g., passing written notes with questions). Students cannot be penalized for choosing not to be recorded in situations where participation is part of the course. Students must be offered other ways of earning participation credit that do not involve recording.

Any video-recording would be intended to only capture the instructor and the front of the classroom. Students/other participants would not necessarily be visible on video recordings.

University of Calgary Policies and Supports

ACADEMIC ACCOMMODATION

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

ACADEMIC MISCONDUCT

Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when: (a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work, (b) parts of the work are taken from another source without reference to the original author, (c) the whole work (e.g., an essay) is copied from another source, and/or, (d) a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved. While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Plagiarism is an extremely serious academic offence. Any suspicion of plagiarism will be reported to the Dean, and dealt with as per the regulations in the University of Calgary Graduate Calendar.

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

COPYRIGHT LEGISLATION:

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-

[by-copyright.pdf](#)) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

UNIVERSITY STUDENT APPEALS OFFICE: If a student has a concern about the course, academic matter, or a grade that they have been assigned, they must first communicate this concern with the instructor. If the concern cannot be resolved with the instructor, the student can proceed with an academic appeal, which normally begins with the Faculty. <https://ucalgary.ca/student-appeals/>

More student support and resources (e.g. safety and wellness) can be found here:
<https://www.ucalgary.ca/registrar/registration/course-outlines>

Grading Scale

Grade	Grade Point Value	4-Point Range	Percent	Description
A+	4.00	4.00	95-100	Outstanding - evaluated by instructor
A	4.00	3.85-4.00	90-94.99	Excellent - superior performance showing comprehensive understanding of the subject matter
A-	3.70	3.50-3.84	85-89.99	Very good performance
B+	3.30	3.15-3.49	80-84.99	Good performance
B	3.00	2.85-3.14	75-79.99	Satisfactory performance
B-	2.70	2.50-2.84	70-74.99	Minimum pass for students in the Faculty of Graduate Studies
C+	2.30	2.15-2.49	65-69.99	All final grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.
C	2.00	1.85-2.14	60-64.99	
C-	1.70	1.50-1.84	55-59.99	
D+	1.30	1.15-1.49	50-54.99	
D	1.00	0.50-1.14	45-49.99	
F	0.00	0-0.49	0-44.99	

A student who receives a "C+" or lower in any one course will be required to withdraw regardless of their grade point average (GPA) unless the program recommends otherwise. If the program permits the student to retake a failed course, the second grade will replace the initial grade in the calculation of the GPA, and both grades will appear on the transcript.