

EVDS 683.62 Landscape Architecture History/Theory

Winter 2016

Tuesdays 09:30-12:20 in PF 2140

Instructor: David Monteyne

PF4172

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 developing 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 and contemporary 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 EVDS grading scales will be used in the course (see below).

Participation	20 %
Paper 1: Experiential 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.

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 Themes

Week 1

Tuesday Jan. 12: Introduction: Landscapes and Landscape Architecture

Week 2

Tuesday Jan. 19: Before the nineteenth century

Week 3

Tuesday Jan. 26: Olmsted and Others

Week 4

Tuesday Feb. 2: Garden Cities and other Solutions to 19th Century Issues

Week 5

Tuesday Feb. 9: Chinese and Japanese Traditions/Imperial Landscapes

Block Week

Tuesday Feb. 16—NO CLASSES DUE TO BLOCK WEEK

Week 6

Tuesday Feb. 23: Rise of the (North American) Profession/City Beautiful Movement

Week 7

Tuesday Mar. 1: Twentieth Century Landscape Architecture

Week 8

Tuesday Mar. 8: Twentieth Century Landscape Architecture

Week 9

Tuesday Mar. 15: Twentieth Century Landscape Architecture

Week 10

Tuesday Mar. 22: Twentieth Century Landscape Architecture

Week 11

Tuesday Mar. 29: Postwar to Postmodernism

Week 12

Tuesday Apr. 5: Landscape Architecture in Canada

Week 13

Tuesday Apr. 12: Guided Site Tours

Description of Deliverables

Paper 1, Experiential Analysis (3-5 pages): This paper allows you to write speculatively on the lived experience of a historic landscape. While remaining grounded in historical knowledge from your readings and research, you will write us into a place or walk us through it. What would it have been like to sense and function within that landscape? 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.

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 both content 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, currently scheduled for March 29th (the draft of the paper will be due to your reviewers on March 27th). Final draft due shortly after our final class (negotiable with the whole class). A handout or discussion in class will clarify this assignment further.

NOTES

1. Written work, term assignments and other course related work may only be submitted by e-mail if prior permission to do so has been obtained from the course instructor.
2. Academic Accommodations. Students who require an accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to their Instructor or the designated contact person in EVDS, Jennifer Taillefer (jtaillef@ucalgary.ca). Students who require an accommodation unrelated to their coursework or the requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to the Vice-Provost (Student Experience). For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/
3. Plagiarism - 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 (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),(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. It is recognized that clause (d) does not prevent a graduate student incorporating work previously done by him or her in a thesis. Any suspicion of plagiarism will be reported to the Dean, and dealt with as per the regulations in the University of Calgary Graduate Calendar.
4. Information regarding the Freedom of Information and Protection of Privacy Act (<http://www.ucalgary.ca/secretariat/privacy>) and how this impacts the receipt and delivery of course material
5. Emergency Evacuation/Assembly Points (<http://www.ucalgary.ca/emergencyplan/assemblypoints>)
6. Safewalk information (<http://www.ucalgary.ca/security/safewalk>)
7. Contact Info for: Student Union (<http://www.su.ucalgary.ca/page/affordability-accessibility/su-structure/contact-info>); Graduate Student representative(<http://www.ucalgary.ca/gsa/>) and Student Ombudsman's Office (<http://www.su.ucalgary.ca/page/quality-education/academic-services/student-rights>).
8. At the discretion of the instructor, assignments submitted after the deadline **may** be penalized with the loss of a grade (e.g.: A- to B+) for each day late. The following equivalencies (the University of Calgary has no official percentage scale system) will be used in calculating grades:

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	

9. 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. Final grades will be reported as letter grades, with the final grade calculated according to a 4-point range. Assignments will be evaluated by percentage grades with their letter grade equivalents as shown.