



## Winter 2024

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<b>Course Number</b>	LAND600	<b>Classroom</b>	PF 2165
<b>Course Name</b>	Landscape Architecture History and Theory		
<b>Instructor</b>	Dr. Douglas Robb	<b>Office Hours/Location</b>	By appointment Room PF 3192
	<b>Email:</b> douglas.robb@ucalgary.ca		
<b>Class Dates</b>	In-person: Fridays, Jan 12 – Apr 5, 9:00AM to 12:00PM		
<b>Instructor Email Policy</b>	Please note that all course communications must occur through your @ucalgary email, and I will respond to emails sent via student's @ucalgary emails within 48 hours.		

### Course Description

An introduction to the history, theory, and contemporary issues of landscape architecture. Develop a critical awareness of major conceptual frameworks, and the socio-political contexts in which they developed, both conceptually and in realized projects. [Link to course description.](#)

**Course Hours:** 3 units; (3-0)

### Course Learning Outcomes

Upon completion of this course, students will know and be able to:

1. Discuss the history and significance of landscape and landscape architecture in different historical eras and geographic contexts from around the world;
2. Discuss key theories, concepts, and figures in the development of landscape as a material practice, as well as an intellectual discipline;
3. Acknowledge a diverse range of landscape practices, from contemporary professionalization to expanded understandings of landscape formation and land-based expertise; and,
4. Develop and refine skills in historical research, including archival research, textual and visual analysis, critical reading and discussion, and oral and written communication.

## Learning Resources

All required readings and audio/visual materials will be provided in the [course D2L site](#).

## Technology Requirements

This course will be offered in-person, however there may be times when we will need to meet online/ In order to successfully engage in learning experiences at the University of Calgary, students are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Internet connection.

## Additional Classroom Conduct and Related Information

### Guidelines for Zoom Sessions in Online Classes

When required, students are expected to participate actively in all Zoom sessions and to turn on their webcam. Please join our class in a quiet space that will allow you to be fully present and engaged in the Zoom sessions. Students must behave in a professional manner during the session. Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment.

## Assessment Components

Assessment (Weight %)	Description	Aligned Course Learning Outcome
Landscape as Archive (40%)	Students will select a local landscape to observe and document. These field observations will form the basis of a “personal archive” which we will use to examine histories of design, occupation, and disturbance, alongside instruction in historical research and scholarship. This project will culminate in a written report.	1, 2, 3, and 4
Archive as Landscape (40%)	Working in pairs, students will investigate a landscape project using materials held within the Canadian Architectural Archives. Students will draw from the critical, visual, and analytical skills learned in Assignment 1 to identify important actors and events among their archival materials, and write landscape histories that animate social, political, and biological processes and struggles important to that site. This project will culminate in a written report and an in-class presentation.	1, 2, 3, and 4

Reading Reflections (20%)	Students will write weekly 1-page reflections on assigned readings. These reflections must be uploaded the night before class, and will be used to structure seminar-style discussions.	1, 2, 3, and 4
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## Assessment and Evaluation Information

### Attendance and Participation Expectations

Attendance of all classes and field trips is expected and required unless there are medical or accommodation situations that arise. If you know you are not going to be able to attend a class or go on a field trip due to unexpected circumstances, please contact me by email; preferably in advance of your absence if possible. If you are absent from two consecutive classes or field trips or fail to submit two consecutive assignments without contacting or advising the instructor of your situation you may be required to withdraw from the course.

### Guidelines for Submitting Assignments

Students are expected to complete all course assignments on time, and submit a digital copy their work on D2L by 9:00AM on the due date listed in the course schedule unless directed otherwise by the course instructor.

### Final Examinations

The course evaluation will be based on the assignments completed during the term. There will be no final examination.

### Expectations for Writing (<https://www.ucalgary.ca/pubs/calendar/current/e-2.html>):

This course will include a range of written assessments; the quality and clarity of writing will be a relevant factor in the evaluation of student work.

### Late Assignments

Late assignments will not be accepted except on medical or compassionate grounds and unless there is a formal accommodation letter provided to the instructor at the beginning of the term. Late submission of coursework is not acceptable without express written permission from the instructor. A penalty of -5% per day will be added to late submissions.

### Criteria that must be met to pass

Students must obtain an overall passing grade (i.e., minimum B-) to pass this course, however, if a student fails any phase of the course worth 30% or more they will fail the course. A student who feels that a piece of graded term work (term paper, essay, test, drawings, etc.) has been unfairly graded may request to have their work re-graded. The student shall discuss the work with the instructor within fifteen days of being notified about the mark or of the item's return to the class. More information can be found in the [Graduate Calendar](#).

## 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.

The School of Architecture, Planning and Landscape will not permit the Flexible Grade Option (CG Grade) for any course offered by the School.

<https://www.ucalgary.ca/pubs/calendar/current/f-1-3.html>

## Topic Areas & Detailed Class Schedule

Week	Date	Topic and Readings	Notes
1	Jan 12	<p><b><u>Landscape as Archive</u></b></p> <p><i>Required Readings</i></p> <ul style="list-style-type: none"> <li>Jackson, J.B. (1984). The word itself. In <i>Discovering the vernacular landscape</i>. New Haven: Yale University Press.</li> <li>Meinig, D. W. (1979). The beholding eye: Ten versions of the same scene. In <i>The interpretation of ordinary landscapes: Geographical essays</i>. Oxford: Oxford University Press.</li> </ul>	A1 Assigned A3 Assigned

2	Jan 19	<p><b><u>Olmsted as Exemplar* (with an Asterix)</u></b></p> <p><b>Required Readings</b></p> <ul style="list-style-type: none"> <li>• Beveridge, C. E. (2009). <i>Mount Royal in the works of Frederick Law Olmsted</i>. Montréal: Le Bureau du Mont Royal Service du Développement Culturel.</li> <li>• Lange, A. (2022, Apr 29). The future of public parks. <i>The New Yorker</i>. <a href="#">[Link]</a>.</li> <li>• Wall, D. (2007). Andrew Jackson Downing and the tyranny of taste. <i>American Nineteenth Century History</i>, 8(2), 187-203.</li> </ul> <p><b>Suggested Readings</b></p> <ul style="list-style-type: none"> <li>• Downing, A. J. (1841). <i>A treatise on the theory and practice of landscape gardening, adapted to North America</i>. New York: Wiley &amp; Putnam. Read Sec. II "Beauties of Landscape Gardening," pp. 28-43. <a href="#">[Link]</a>.</li> <li>• Mukerji, C. (1997). <i>Territorial Ambitions and the garden of Versailles</i>. Cambridge: Cambridge University Press. Read 1-18.</li> <li>• Vox. (2020, Jan 20). <i>The lost neighbourhood under New York's Central Park</i> <a href="#">[Video]</a>.</li> </ul>	Guest lecture: Mohammad Moezzi (SAPL PhD) – Drawings and Archives
3	Jan 26	<p><b><u>The Nature of Infrastructure</u></b></p> <p><b>Required Readings</b></p> <ul style="list-style-type: none"> <li>• Eisenman, T. S. (2013). Frederick Law Olmsted, green infrastructure, and the evolving city. <i>Journal of Planning History</i>, 12(4), 287-311.</li> <li>• Meyer, E. K. (2007). Uncertain parks: Disturbed sites, citizens, and risk society. In Czerniak, J., Hargreaves, G. (Eds.). <i>Large parks</i>, pp. 59-85. New York: Princeton Architectural Press.</li> </ul> <p><b>Suggested Readings</b></p> <ul style="list-style-type: none"> <li>• McCann, L. (2014). John Olmsted's Uplands: "Victoria's celebrated residential park": A photo essay. <i>BC Studies</i>, (181), 11-37.</li> <li>• Olmsted, F.L. (1871). Public parks and the enlargement of towns, <i>Journal of Social Science</i> (3).</li> </ul>	
4	Feb 2	<p><b><u>Nature vs. Culture</u></b></p> <p><b>Required Readings</b></p> <ul style="list-style-type: none"> <li>• Archives and Special Collections (n.d.). <i>Vienna on the Bow: Thomas Mawson's City of Calgary Plan</i>. University of Calgary. Read website. <a href="#">[Link]</a>.</li> <li>• Berrizbeitia, A. (2014). Between deep and ephemeral time: Representations of geology and temporality in Charles Eliot's Metropolitan Park System, Boston (1892–1893). <i>Studies in the History of Gardens &amp; Designed Landscapes</i>, (34)1, 38-51.</li> </ul>	

		<p><b>Suggested Readings</b></p> <ul style="list-style-type: none"> <li>• Moore, C. (Ed.). (1909). <i>Plan of Chicago, prepared under the direction of the Commercial Club during the years MCMVI, MCMVII, and MCMVIII</i>. Chicago: Commercial Club. Read Chapter III, pp. 31-43; Chapter IV, pp. 49-61; Chapter VI, pp. 79-97.</li> <li>• White, S. (2012). <i>Unbuilt Calgary: A history of the city that might have been</i>. Toronto: Dundurn Group. Read pp. 43-45, 75-78, 170-74.</li> </ul>	
5	Feb 9	<p><b><u>Empire and Colony</u></b></p> <p><b>Required Readings</b></p> <ul style="list-style-type: none"> <li>• Giannetto, R. (Ed.). (2017). The American colonial garden and the garden of the country place era: The role of ancient and early modern Italy. In Giannetto, R. (Ed.). <i>Foreign trends in American gardens: A history of exchange, adaptation, and reception</i>. Charlottesville: University of Virginia Press. Read pp. 113-139.</li> <li>• Holt, H. S. (1916). <i>Report of the federal plan commission on a general plan for the cities of Ottawa and Hull</i>. Ottawa: National Capital Commission. Read "Outline of the proposals of the commission" pp. 17-28. <a href="#">[Link]</a>.</li> </ul> <p><b>Suggested Readings</b></p> <ul style="list-style-type: none"> <li>• Bunge, W. W. &amp; Bordessa, R. (1975). The Indian plan for North America. In <i>The Canadian alternative: Survival, expeditions and urban change</i> (pp.350-360). Toronto: York University.</li> <li>• Dang, T. K. (2021). Decolonizing landscape. <i>Landscape Research</i>, 46(7), 1004-1016.</li> </ul>	<p>A1 Due</p> <p>Guest lecture: David Down (Calgary Chief Urban Designer) – Asian Landscape Traditions (TBD)</p>
6	Feb 12-16	Winter SAPL Block week	
7	Feb 19-23	Winter Term Break	
8	Mar 1	<p><b><u>Archive as Landscape</u></b></p> <ul style="list-style-type: none"> <li>• Davis, J. D. (2020). Landscapes and archives: Notes on a method. <i>Landscape Journal</i> 39(1), 71-85.</li> </ul>	A2 Assigned Visit to the CAA
9	Mar 8	<p><b><u>Progress and Modernity (but at What Cost?)</u></b></p> <p><b>Required Readings</b></p> <ul style="list-style-type: none"> <li>• Easterling, K. (1999). <i>Organization space: Landscapes, highways, and houses in America</i>. Cambridge: MIT Press. Read Chapter 1.1 "Subtraction inversion remote: The Appalachian Trail" and Chapter 1.2 "Framework: <i>Terra incognita</i> and environment."</li> <li>• Macy, M., &amp; Bonnemaïson, S. (2011). The concept of flow in regional planning: Benton Mackaye's contribution to the Tennessee Valley Authority. In Brenna, B. &amp; Larsen J. K. (Eds.). <i>Routes, roads, and landscapes</i>, pp.139-149. London: Routledge.</li> </ul>	

		<ul style="list-style-type: none"> <li>Lorentz, P. (1937). <i>The River</i>. <a href="#">[Video]</a>.</li> </ul> <p><b>Suggested Readings</b></p> <ul style="list-style-type: none"> <li>National Film Board of Canada. (n.d.). <i>Perspectives from the Prairies film series</i>. Skim all; watch <i>The Move</i>. <a href="#">[Link]</a>.</li> <li>Wolff, J. (2011). Redefining landscape. In Culvahouse, T. (Ed.). <i>The Tennessee Valley Authority: Design and persuasion</i>, pp.52-63. New York: Princeton Architectural Press.</li> </ul>	
10	Mar 15	<p><b><u>Technologies of Domesticity</u></b></p> <p><b>Required Readings</b></p> <ul style="list-style-type: none"> <li>Eckbo, G. (1950). The world we live in: Man and nature. In <i>Landscape for living</i>, pp. 29-45. New York: Architectural Record.</li> <li>Stein, C. (1957). Radburn. In <i>Toward new towns for America</i>, pp. 219-251. Cambridge: MIT Press, 1957.</li> <li>Way, T. (2006). Early social agendas of women in landscape architecture. <i>Landscape Journal</i>, 25(2), 187-204.</li> </ul> <p><b>Suggested Readings</b></p> <ul style="list-style-type: none"> <li>Treib, M. (2013). Landscapes transitional, modern, modernistic, modernist. <i>Journal of Landscape Architecture</i>, 8(1), 6-15.</li> <li>Trufelman, A. (Curbed). (2019, Jun 12). <i>Nice try, utopian: Levittown</i> <a href="#">[Audio podcast]</a>.</li> </ul>	
11	Mar 22	<p><b><u>Processual Landscapes: Ecology and Land Art</u></b></p> <p><b>Required Readings</b></p> <ul style="list-style-type: none"> <li>Beardsley, J. (1988). Earthworks: The landscape after modernism. In Wrede, S. and Adams, W. H. (Eds.). <i>Denatured visions: Landscape and culture in the twentieth century</i>, pp.110-117. New York: Harry N. Abrams, Inc.</li> <li>McHarg, I. (1969). <i>Design with nature</i>. Garden City, New York: The Natural History Press. Read “Nature in the Metropolis” and “Processes as Values”, pp. 55-65, 103-115.</li> </ul> <p><b>Suggested Readings</b></p> <ul style="list-style-type: none"> <li>Carson, R. (1987). <i>Silent spring</i>. Boston: Houghton Mifflin. Read “A Fable for Tomorrow,” “The Obligation to Endure,” “Elixirs of Death,” “Surface Waters and Underground Seas”, pp. 1-51.</li> <li>Smithson, R. (1979). Frederick Law Olmsted and the dialectical landscape. In Flam, J. (Ed.). <i>Robert Smithson: The collected writings</i>, pp. 157-171. Berkeley: University of California Press.</li> </ul>	
12	Mar 29	Good Friday – No Class	
13	Apr 5	Student presentations of A2	A2 Due Presentations at Archives

\*subject to change

## University of Calgary Policies and Supports

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy>

Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf>. Students needing 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 (contact information on first page above).

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/](http://www.ucalgary.ca/access/).

### ACADEMIC MISCONDUCT

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy>

Additional information is available on the Academic Integrity Website at <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>.

### COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) 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 (<https://www.ucalgary.ca/pubs/calendar/current/k.html>).



## **INSTRUCTOR INTELLECTUAL PROPERTY**

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

## **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.

## **SEXUAL AND GENDER-BASED VIOLENCE POLICY**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>.

## **UNIVERSITY STUDENT APPEALS OFFICE**

If a student has a concern about a grade that they have received, they should refer to Section I of the Undergraduate Calendar (<https://www.ucalgary.ca/pubs/calendar/current/i-3.html>) which describes how to have a grade reappraised. In addition, the student should refer to the SAPL's Procedure for reappraisal of grades

## **OTHER IMPORTANT INFORMATION**

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk